Sierra Primary
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Sierra Primary
Street	P.O. Box 35, 100 D.S. Hall Street
City, State, Zip	Herlong CA 96113
Phone Number	(530) 827-2126
Principal	Dr. Christopher Bonn
Email Address	cbonn@fortsage.org
Website	http://www.fortsage.org
County-District-School (CDS) Code	18750366096341

Entity	Contact Information
District Name	Fort Sage Unified School District
Phone Number	(530) 827-2129
Superintendent	Dr. Christopher Bonn
Email Address	cbonn@fortsage.org
Website	http://www.fortsage.org

School Description and Mission Statement (School Year 2019-20)

Sierra Primary is a small, rural elementary school in southern Lassen County primarily serving the communities of Doyle and Herlong. With average class size under 20, and school-wide enrollment averaging 60, individualized student attention is a priority. Sierra Primary is a school-wide Title 1 school which is able to offer educational assistance in many academic areas including English Language Arts and Math. The District has also implemented an effective MTSS (Multi-Tiered System of Support) process that focuses on meeting the needs of all students to support them in becoming successful students and citizens who are able to positively contribute to society. The school is transitioning to providing instruction aligned with the Common Core State Standards and developing a Standard-Based grading system. New curriculum and resources have been purchased and staff training is ongoing. Sierra Primary is also a PBIS (Positive Behavioral Interventions and Supports) school meaning students are taught appropriate behavior and appropriate behavior is supported in all areas of the school.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	23
Grade 1	9
Grade 2	10
Grade 3	17
Grade 4	5
Grade 5	10
Grade 6	6
Total Enrollment	80

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	1.3
Hispanic or Latino	16.3
Native Hawaiian or Pacific Islander	6.3
White	60
Two or More Races	13.8
Socioeconomically Disadvantaged	73.8
Students with Disabilities	8.8
Foster Youth	3.8
Homeless	3.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	4	4	4	4
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2020

Each pupil in the District must have access to sufficient textbooks and instructional materials in reading/language arts, mathematics, science, and history-social science. Textbooks are aligned to content standards and consistent with the content and cycles of the curriculum framework adopted by the State Board of Education.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/2017	Yes	0
Mathematics	McGraw Hill/2015	Yes	0
Science	Mc-Graw Hill Holt	Yes	0
History-Social Science	Scott Foresman History Alive	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Sierra Primary School building is over 45 years old. With regular maintenance and deferred maintenance projects, the building remains in fair to good condition. Sierra Primary consists of regular education classrooms, 1 special education class room, and one Title I classroom that also serves as a computer lab. There is one library, a staff workroom, front office and other administration offices, and a cafeteria/multi-purpose room on site. The playground consists of a newly sealed asphalt area for basketball, four square, and other organized sports; a couple large grassy areas for soccer and games; and sandy areas with swings, playground equipment and volleyball. New fitness and PE equipment was installed on the playground in August 2014.

Each classroom and office at Sierra Primary has its own telephone and internet access, both wired and wireless.

One full time Head of Maintenance and two full time custodians keep all sites in the District clean and in good working order and repair.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 12/27/2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Carpeting is old in need of replacement. Many ceiling tiles are stained from roof leaks which have been repaired.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Playground Structure was crushed by a falling tree during a windstorm. We are working with insurance to get it replaced. Swings are worn and need to be replaced. Sidewalks around the school need to be repaired.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	23	18	36	37	50	50
Mathematics (grades 3-8 and 11)	13	11	20	15	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	36	34	94.44	5.56	17.65
Male	15	15	100.00	0.00	13.33
Female	21	19	90.48	9.52	21.05
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	25	24	96.00	4.00	20.83
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	26	25	96.15	3.85	16.00
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	36	35	97.22	2.78	11.43
Male	15	15	100.00	0.00	13.33
Female	21	20	95.24	4.76	10.00
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	25	25	100.00	0.00	16.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	26	25	96.15	3.85	8.00
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	27.3	9.1	

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parental involvement at Sierra Primary School is always welcomed and encouraged. Parents are welcome in classrooms with prior arrangements to assist as well as on field trips and other class activities. Parent/ Teacher conferences are held at the end of the 1st trimester and scheduled on an on-going as needed. The school provides opportunities for families to visit school to celebrate student achievement through Open House, the Halloween Parade, the Fall Frolic Fun Night, Christmas Music Program, Literacy Night, Valentines Family Fun Event, Math Night, the Easter Egg Hunt, Spring Sing, and Art Night to name a few. Parents are asked to contribute ideas and/or concerns through surveys well as through the Site Council and Parent Advisory meetings which meets monthly. More parent/guardian participation is always needed.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	8.9	6.8	5.3	5.4	5.8	8.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

All children, teachers, and administrators have the right to feel safe in their classrooms and school. The purpose of school is for children to learn—a task that can become difficult when students or faculty fear for their own safety or experience disruption in the classroom setting. Teachers are responsible to help their students learn and grow, but they also must handle classroom disruptions and ensure safety for all if an incident does occur. Every school in the Fort Sage Unified School District takes necessary precautions to ensure the safety of students, staff, and visitors. Staff and Administration are present at all breaks, lunch time, and extra-curricular activities to prevent safety problems from starting and to handle any issues that may occur. Security cameras have been installed in each of the classrooms with audio capabilities if the teacher opted in for audio and there are cameras in each of the hallways and in the gym at various locations to help with safety and security issues. The school is also in contract under an MOU with Lassen County Sheriff Office for on-site school resource officers who come at intermittent times throughout the week.

Long before students even set foot on campus work begins on planning for a healthy, safe, and supportive learning environment. The School Safety Plan is reviewed and staff is involved with the annual updates. All staff members are trained during in-service days in how to implement the School Safety Plan. Additionally, the district maintains a contract with Keenan and Associates to provide to staff updated, mandatory online training on various aspects of a safe school. All teaching and office staff are certified in CPR and First Aid. Copies of crisis and emergency procedures are kept in each classroom.

The student handbook is sent home the first day of school. The handbook includes behavior expectations and rules of conduct as well as the consequences for breaking said rules. The "Time to Teach" program procedures are used in each classroom and throughout the school district to support the PBIS (Positive Behavior Interventions and Support) system. As part of the program, "Re-focus" and self discipline are used to encourage appropriate behavior from students in order to create a school climate conducive to learning.The school district recently implemented a behavior matrix plan approved by the school board to support teachers in the classroom when minor behavioral disturbances occur. This is a three-tiered matrix system which clearly defines who is to address which behavior and how it is to be addressed based on number of occurrences.

Drills to prepare for emergencies which may include evacuation of the facility, fire, intruder, safety lock-down, and earthquake, are conducted monthly at each site. Staff and student responses and effectiveness of the drills are then reviewed. Updates are then made to the Safety Plan as needed. We are working in conjunction with the school resource officers to be proactively prepared in the event of an incident.

The Head of Maintenance is responsible for on-going safety inspections and monitoring of facility systems. The Northern California Schools Insurance Group conducts an inspection every other year of all buildings and sites in the district. Fire extinguishers, fire suppression systems, and burglary alarms system are serviced at least once a year by certified technicians. Additionally, the district contracts with a licensed pest control company to keep the facility free of insects and rodents.

Every school employee at Sierra Primary is trained and prepared to take necessary precautions to ensure the safety of students, staff, and visitors. Students are supervised at all times to provide for student safety. All classrooms are equipped with phones. All visitors are required to check in at the office and a record is kept of any person who visits the campus.

The District contracts with Lassen County Probation Department for attendance monitoring as well as behavioral/law counseling. The District has close relationships with Lassen County Sheriff's Department and Child Protective Services.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	8	1			13	1			23		1	
2					25		1		19	1		
4	21		1		17	1			22		1	
6	15	1			24		1		16	1		
Other**	15	1										

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,416	$511	$8,905	$42,341
District	N/A	N/A	$8,905	
Percent Difference - School Site and District	N/A	N/A	0.0	10.6
State	N/A	N/A	$7,506.64	$64,732.00
Percent Difference - School Site and State	N/A	N/A	35.5	-32.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Fort Sage Unified School District uses LCFF dollars for the day to day operations of the district and each site. This includes teacher, administrative, and support staff salaries and benefits. The district also uses LCFF dollars to help support additional optional and special programs including athletics, extra-curricular events, special education, remedial programs, transportation, and cafeteria programs.

Sierra Primary is a school-wide Title 1 program.

Sierra Primary and Fort Sage Unified School District are members of the Lassen SELPA. The RSP and special education programs are run by Lassen County Office of Education and are available at each site in the District.

The school and district receives restricted funds for the following purposes. LCFF money is also used to support each of these programs.

Ag Incentive (High School only)

Lottery (restricted and unrestricted)

REAP

ROP (High School only, will discontinue 2015)

Special Education

Supplemental and Concentration LCFF

 *Funds are used for the following activities and services
 • Parental Involvement Activities
 • Staff training, conferences, and professional development
 • Assemblies
 • Instructional Aides and Library Services
 • Kidscape and other educational activities
 • Assessments- MAP, CAASPP, AR

Title 1 Part A

 *Funds are used for the following support services

- Intervention Teacher
- Professional Development
- Homeless Services and Activities
- Parental Involvement

Transportation

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$	$43,574
Mid-Range Teacher Salary	$	$63,243
Highest Teacher Salary	$	$86,896
Average Principal Salary (Elementary)	$	$103,506
Average Principal Salary (Middle)	$	$108,961
Average Principal Salary (High)	$	$108,954
Superintendent Salary	$	$136,125
Percent of Budget for Teacher Salaries	28%	30%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	36

Fort Sage Unified School District and Sierra Primary School actively participate in Professional Development. The staff participates in Professional Learning Communities at least two times per month on scheduled early release days for the previous two school years. This year (2019-2020) we implemented weekly teacher collaborative teams to review student achievement data focusing on the highly leveraged standards and quality Tier-1 instruction. The focus is on increasing student achievement. Staff frequently visit other schools and attend conferences to stay up-to-date on current instructional practices. Trainers and speakers are brought in to present strategies on topics such as Common Core, current curriculum updates, assessments, and interpreting data. Teachers attended summer academies which taught the highly leveraged standards, quality Tier-1 lesson planning, trauma informed decision making, social emotional learning, highly effective strategies for core content retention. through the use of neuroscience research-based activities. Training was also provided during Saturdays throughout the fall semesters for Google G+Suite to train teachers on the SAMR technology standards and how to implement them into daily lessons focusing on 21st Century Skills Learning.

In 2013/14 FSUSD began with the MAP assessment program. This program assesses each student's progress 3 times annually. The information can be used to guide instruction by identifying efficiency, strengths, and weaknesses.

The Superintendent/Principal performs on-going classroom observations. Also, an annual formal observation followed by a meeting in which written documentation is provided for each teacher by the Superintendent/Principal.