

# North Cow Creek Elementary

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	North Cow Creek Elementary
<b>Street</b>	10619 Swede Creek Rd.
<b>City, State, Zip</b>	Palo Cedro, CA 96073
<b>Phone Number</b>	(530) 549-4488
<b>Principal</b>	Kevin Kurtz
<b>E-mail Address</b>	kkurtz@northcowcreek.org
<b>Web Site</b>	www.northcowcreek.org
<b>CDS Code</b>	45700786050421

<b>District Contact Information</b>	
<b>District Name</b>	North Cow Creek Elementary School District
<b>Phone Number</b>	(530) 549-4488
<b>Superintendent</b>	Kevin Kurtz
<b>E-mail Address</b>	kkurtz@northcowcreek.org
<b>Web Site</b>	www.northcowcreek.org

### School Description and Mission Statement (School Year 2018-19)

North Cow Creek School (NCCS) is a small, rural school of approximately 255 students in grades K-8, which was first established in 1882. Located in Palo Cedro, 9 miles east of Redding in beautiful Northern California, the campus includes a gymnasium, computer lab, full playground and athletic fields as well as classrooms.

NCCS has a strong focus on academics, as demonstrated by its consistently high Academic scores.

The school program is enhanced by sports, field trips, a middle school activity period, and classroom music. Students receive technology education through multiple weekly visits to the computer lab. Students in grades 4 - 8 are each assigned a chromebook or tablet for use within the classroom. Technology resources are enhanced through a 100 MB fiber line.

North Cow Creek School also offers a district-run after-school day-care program. The school has been recognized as a California Distinguished School, a Governor's Fitness Challenge award winner, and has received the California Superintendent's Challenge Award i.

The mission of the North Cow Creek School community (parents, students and staff) is to develop in all students the skills to maximize their academic potential, social abilities and personal fitness. Each student will demonstrate continuous progress using a variety of instructional approaches measured by both formal and informal assessments throughout the year. Students who need assistance will receive the benefits of available resources to reach their individual potential in all curricular areas. In partnership with the community, we will work to foster an environment of trust, respect and responsible citizenship

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	38
<b>Grade 1</b>	29
<b>Grade 2</b>	31
<b>Grade 3</b>	23
<b>Grade 4</b>	24
<b>Grade 5</b>	28
<b>Grade 6</b>	30
<b>Grade 7</b>	26
<b>Grade 8</b>	35
<b>Total Enrollment</b>	264

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	3.4
Asian	1.5
Filipino	0.0
Hispanic or Latino	8.7
Native Hawaiian or Pacific Islander	0.0
White	78.4
Socioeconomically Disadvantaged	26.5
English Learners	0.0
Students with Disabilities	6.8
Foster Youth	0.4

**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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	13	13	13	13
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	2016-17	2017-18	2018-19
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 2018-19)**

Year and month in which data were collected: August, 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic Reach (K - 5) -- Adopted: 2017; StudySync (6-8) -- Adopted: 2018	Yes	

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Everyday Mathematics (TK-6); College Preparatory Mathematics (7-8) -- Adopted: 2008/2009	Yes	
Science	Delta Full Option Science (K-5); Glencoe Earth Science (6); Glenco Life Science (7); Glenco Physical Science (8) -- Adopted 2007	Yes	
History-Social Science	Scott Foresman (1-5); Harcourt (4-8) -- Adopted 2006	Yes	
Foreign Language	N/A		
Health	Positive Prevention PLUS (8)		
Visual and Performing Arts	N/A		

### School Facility Conditions and Planned Improvements (Most Recent Year)

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

### 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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: December, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: December, 2018	
Overall Rating	Exemplary

**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 English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	54.0	57.0	54.0	57.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	50.0	54.0	50.0	54.0	37.0	38.0

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	165	164	99.39	57.32
<b>Male</b>	103	103	100.00	51.46
<b>Female</b>	62	61	98.39	67.21
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Hispanic or Latino</b>	17	17	100.00	47.06
<b>White</b>	128	127	99.22	60.63
<b>Two or More Races</b>	13	13	100.00	53.85
<b>Socioeconomically Disadvantaged</b>	39	39	100.00	46.15
<b>Students with Disabilities</b>	13	13	100.00	7.69
<b>Foster Youth</b>	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	165	164	99.39	53.99
Male	103	103	100	54.37
Female	62	61	98.39	53.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	17	17	100	47.06
White	128	127	99.22	55.12
Two or More Races	13	13	100	61.54
Socioeconomically Disadvantaged	39	39	100	35.9
Students with Disabilities	13	13	100	7.69
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.5	26.9	57.7
7	16.0	24.0	24.0

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.

## 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 2018-19)

North Cow Creek School is proud to have a high level of parent involvement in its various programs. There are formal opportunities for all parents to visit classrooms on Back-to-School Night and during open house, as well as during parent-teacher conferences. Parents of students in grades 4-8 have online access to student grades through the Aeries portal and are encouraged to consult with teachers by phone, email or in person. Parents are a part of the Student Study Teams convened to strategize on ways to improve student performance. Additionally, a variety of other volunteer opportunities for parental involvement exist, including but not limited to assisting in classrooms, acting as classroom art parents, chaperoning field trips, and participating with the Education Foundation.

Parents are involved in shaping school policy through various committees and at school board meetings. North Cow Creek School also has a very involved Education Foundation and Athletic Booster Club, and other parent volunteers help with extracurricular programs such as skiing, fundraising, field trips, career day exposure, and classroom and school-wide events.

### 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.1	0.4	0.0	1.1	0.4	0.0	3.7	3.7	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 2018-19)

North Cow Creek School has a school safety plan approved by the School Site Council (SSC) and Board of Trustees. Regularly scheduled drills are held throughout the school year to make certain all staff and students are familiar with and ready to carry out all emergency procedures, should it be necessary to do so. The school safety plan is reviewed and updated by February of each school year. The North Cow Creek Crisis and Response Plan has been completed in collaboration with the Shasta County sheriff's department. All staff receive annual training on Child Abuse Reporting and safety within the work place. The Safety Plan was last approved in March, 2017.

North Cow Creek School administration follows California Education Code, board policies and administrative regulations, and processes are communicated to parents in case of suspension and/or expulsion. All students are assured their due process rights and are only suspended or expelled based upon California Education Code Section 48900, et al.

## 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	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	15	2			18	2			19	2		
1	20	1			30		1		20	1		
2	21		1		25		1		20	1	1	
3	25		1		26		1		23		1	
4	24		6		26		6		24		7	
5	29		6		32		6		28		7	
6	30		6		42		6	2	37		7	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.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.10	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.10	N/A
Social Worker	0	N/A
Nurse	.05	N/A
Speech/Language/Hearing Specialist	.30	N/A
Resource Specialist (non-teaching)	.50	N/A
Other	0	N/A

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

\*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,268	\$1,224	\$7,044	\$64,898
District	N/A	N/A	\$8,159	\$64,898
Percent Difference: School Site and District	N/A	N/A	-14.7	0.0
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	-1.1	2.6

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 2017-18)

General funds are principally utilized to provide a qualified staff, curriculum, and facility that supports the academic and behavioral growth of all students. In addition to the core curriculum, funds are utilized to provide an athletic program for students in grades 4 - 8, STEM activities for all grade levels, technology resources that enhance the delivery of instruction as well as providing students access to relevant and real-life resources.

Supplemental funds are principally directed towards unduplicated students, including low income, foster and homeless youth, depending on grade level, are monitored, using a research based assessment, in letter naming and sounds, non-sense words, reading fluency, and comprehension, math facts and math for a minimum of two times in each school year and that students falling in the intervention areas for each assessment will be provided with appropriate services to achieve at grade level or to make progress toward closing the achievement gap. The primary assessment utilized is AIMSweb. Curriculum-based assessments are also utilized along with state assessment data. Additional services are provided through targeted intervention within the Learning Center by a .4FTE intervention teacher, access to the online iStation program for students in grades 1-3, and the SIPPS program. Reading Coaches will be working with grade level teachers as we strengthen small group Tier I interventions within the classroom provided by the classroom teacher and paraprofessional assistance. Providing direct intervention services by an intervention teacher insures the most effective level of service to unduplicated students in that students will receive targeted instruction through the learning center and the classroom teacher receives support through collaboration and resources provided by the intervention teacher.

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,735	\$44,375
Mid-Range Teacher Salary	\$62,007	\$65,926
Highest Teacher Salary	\$77,748	\$82,489
Average Principal Salary (Elementary)	\$0	\$106,997
Average Principal Salary (Middle)	\$0	\$109,478
Average Principal Salary (High)	\$0	
Superintendent Salary	\$103,020	\$121,894
Percent of Budget for Teacher Salaries	32.0	32.0
Percent of Budget for Administrative Salaries	4.0	7.0

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

### Professional Development (Most Recent Three Years)

Professional development has focused on the following priorities:

1. Reading Coaches for certificated teachers as they implement the ELA curriculum.
2. Support in trauma-informed instructional practices and providing equitable access to the curriculum for all students.

3. Targeted interventions (ELA and Math) through the Response to Intervention model through small group instruction within the classroom and through the Learning Center.
4. A focus on building leadership skills within students and staff through the FranklinCovey Leader in Me Program and processes.

Professional Development is delivered through school workshops, conferences, individual support by reading coaches, online courses, and targeted print resources. Staff are supported in the implementation of key learning through peer support, administrative observation, and participation in county-level workshops.