

Concow Elementary School

Grades K-8
CDS Code 04-61457-6003131

Joshua Peete
Superintendent/Principal
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Golden Feather Union Elementary School District

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Principal's Message

Golden Feather Union Elementary School District (GFUESD) is a unique entity nestled in the foothills of rural Butte County. Total enrollment is fewer than 100 students. The district comprises two schools, Concow Elementary School (kindergarten through eighth grade) and the Community Day School. Students experience a Common Core State Standards-aligned curriculum. District employees are proud to be able to claim that our staff knows each student!

Concow School boasts an active student council, which spearheads an ambitious program of events. Concow students participate in sports through the Butte County After School Programs. In addition, a spring and fall water-safety program is offered to students at the district-owned swimming pool located on Concow Road.

We believe that all kids can learn, so we will establish high standards that we expect all students to achieve.

School Mission Statement

The schools within our district, Concow Elementary and Golden Feather Community Day, are places of learning where we strive to educate students to become successful, productive and responsible members of society.

School Vision Statement

The vision of the Golden Feather Union Elementary School District is to educate and inspire all students to be successful lifelong learners in a continually changing world. In cooperation with parents, staff and community, all students will develop a strong foundation for continual learning by working to high standards and expectations for achievement. Our school district will provide students with a safe and secure learning environment where they will encounter a wide variety of resources and learning strategies.

Parental Involvement

Concow Elementary School and Golden Feather Union Elementary School District, in general, create many opportunities for parents to be involved. Teachers request parent assistance in many school activities. Teachers and the principal communicate concerns and accomplishments of students with parents on a regular basis. The principal uses telecommunications regularly so that parents have an opportunity to gain additional information regarding the workings of the school, district and individual programs.

Concow parents also are encouraged to participate in Back-to-School Night, the Fall Festival, holiday programs, the National Education Association's Read Across America Day on Dr. Seuss's birthday, open house, board meetings, Parents' Club, eighth-grade graduation, and other events that the school or individual classes may present. Parents further participate in field trips, sport activities, tutoring, reading to classes, award activities, as well as material preparation.

For more information on how to become involved, contact Principal Josh Peete (530) 533-3467.

School Safety

Safety of students and staff is a primary concern of Concow Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held as needed.

Students are supervised before and after school by certificated staff and classified staff, and classified staff supervises students during lunch. Classified staff also helps with supervision during lunch and break periods. There is a designated area for student drop-off and pick-up, and visitors check in at the office upon arrival at school.

The school safety plan was last reviewed, updated and discussed with the school faculty in December 2019.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Governing Board

Deborah Ingvaldsen, board president
Paula Neher, clerk
Don Saul, trustee
Richard Miller, trustee
Reyna Lubner, trustee

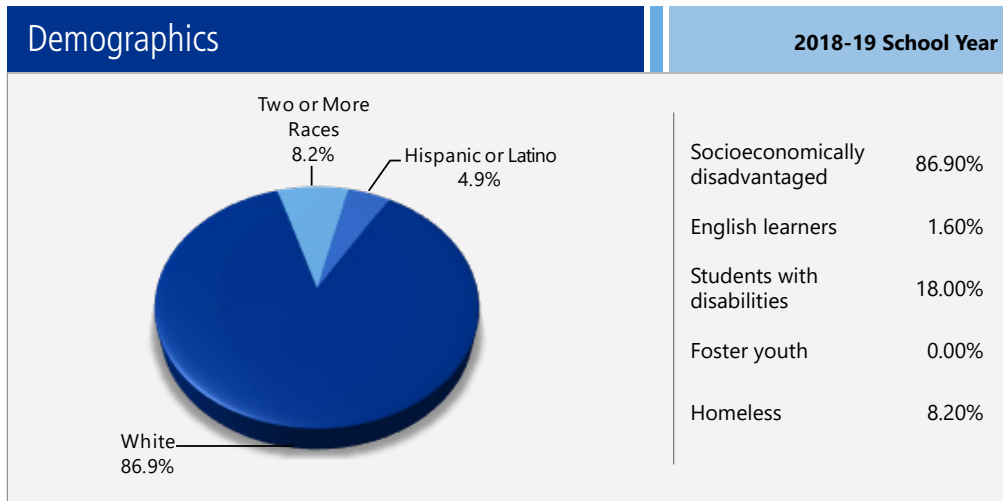
"The kids make it all worthwhile."





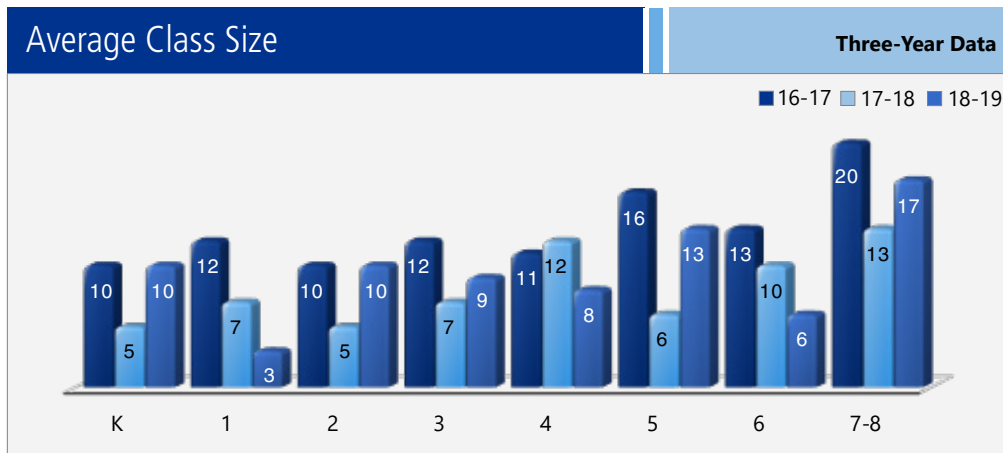
Enrollment by Student Group

The total enrollment at the school was 61 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

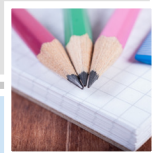
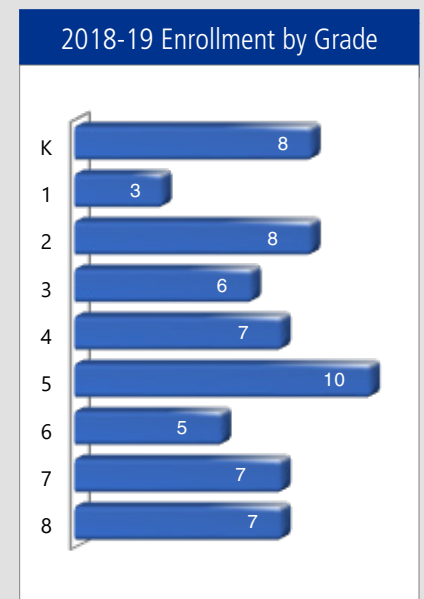
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Number of Classrooms by Size						Three-Year Data			
	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1			1			1		
1	1			1			1		
2	1			1			1		
3	1			1			1		
4	1			1			1		
5	1			1			1		
6	1			1			1		
7-8	1			1			1		

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Concow ES			
	16-17	17-18	18-19
Suspension rates	15.1%	8.3%	25.0%
Expulsion rates	0.0%	0.0%	0.0%
Golden Feather UESD			
	16-17	17-18	18-19
Suspension rates	15.1%	8.3%	25.0%
Expulsion rates	0.0%	0.0%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Concow ES		Golden Feather UESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Concow ES		Golden Feather UESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	22%	24%	31%	24%	50%	51%
Mathematics	18%	12%	17%	12%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year	
Percentage of Students Meeting Fitness Standards		Concow ES	
		Grade 5	Grade 7
Four of six standards		✧	✧
Five of six standards		✧	✧
Six of six standards		✧	✧

✧ Not applicable.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–8.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	36	34	94.44%	5.56%	23.53%
Male	22	21	95.45%	4.55%	28.57%
Female	14	13	92.86%	7.14%	15.38%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	29	28	96.55%	3.45%	28.57%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	35	34	97.14%	2.86%	23.53%
English learners	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	32	31	96.88%	3.12%	22.58%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

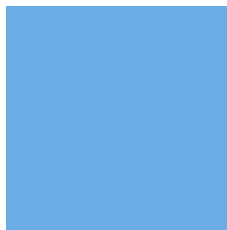




CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	36	34	94.44%	5.56%	11.76%
Male	22	21	95.45%	4.55%	14.29%
Female	14	13	92.86%	7.14%	7.69%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	29	28	96.55%	3.45%	14.29%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	35	34	97.14%	2.86%	11.76%
English learners	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	32	31	96.88%	3.12%	12.90%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





Textbooks and Instructional Materials

Golden Feather Union Elementary School District held a public hearing on September 18, 2019, and determined each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams v. the State of California.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. All teachers review materials approved for use by the state, and a recommendation is made to the school board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
English language arts	<i>Journeys</i> , Houghton Mifflin (K-5)	2017
English language arts	CA Collections, Houghton Mifflin (6-8)	2017
Mathematics	Common Core Envision, Pearson (K-5)	2017
Mathematics	Common Core Digits, Pearson (6-8)	2017
Science	Harcourt Science (K-5)	2003
Science	Science Voyages, Glencoe (6)	2003
Science	Holt Science (7-8)	2003
History/social science	Houghton Mifflin (K-6)	2006
History/social science	<i>The American Journey</i> , Glencoe (8)	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2019-20 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

✧ Not applicable.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2019-20 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2019-20 School Year

Data collection date	9/18/2019
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School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Fair
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Poor
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Fair
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Good
Date of the most recent school site inspection		10/14/2019
Date of the most recent completion of the inspection form		10/14/2019

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Systems	A/C unit needs updating-problematic. Currently getting quotes for new system.	Fall 2019
Cleanliness	Pest infestation needs to be controlled. Currently contracting with Clark Pest Control.	2019-20 year
Restrooms/fountains	Stalls cannot be used due to sewer malfunction. Drinking fountains are shut off due to high fluoride levels. Will be repaired during summer break. County is working with us on setting up blending of wells to be completed by 2020.	Summer 2020
Structural	Playground equipment is old and needs to be replaced. Grant has been awarded for a new playground. Construction slated for summer of 2020.	Summer 2020

School Facilities

Concow Elementary was originally constructed around 1940 and consists of six classrooms, a gym/multipurpose room, library/media center, staff lounge and playground. In addition, the district owns a swimming pool facility located across the street from Concow Elementary School.

Staff members supervise students one half-hour before classes are scheduled to begin. During the recess, both certificated and classified personnel are regularly assigned to supervise students. In addition, the district partners with Butte County Office of Education to provide an after-school program where students may receive tutoring, homework help, internet access, snack and supervised recreational opportunities.

The principal works with the custodial/maintenance staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the GFUESD—a summary of these standards is available at the district office for review.

District maintenance staff ensure work orders and the repairs necessary to keep the school in good repair are completed in a timely manner. A work-order process is used to ensure efficient service, and highest priority is given to emergency repairs.

On November 8, 2018 the destructive Butte County Camp Fire destroyed buildings and the water system at Concow School and made the Concow site unusable. The school relocated to the Spring Valley site located at 2771 Pentz Road, Oroville, CA 95965 on December 3, 2018. The district office and Concow School will be located at this site, which has undergone remodeling and facility improvements. Post-fire, 1/3 of our student population lives within the city limits of Oroville, making this site more centralized for the families. The FIT results are applicable to the current site.



Types of Services Funded

In addition to general state funding, our school receives state and federal funding for the following categorical funds and other support programs: Title I and Title II.



"We believe that all kids can learn, so we will establish high standards that we expect all students to achieve."



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Golden Feather UESD	Concow ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	2	5	4	2
Without a full credential	3★	0	1	3★
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Concow ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Professional Development

Nine early dismissal days are built into the calendar. Professional development occurs from 12:30-3:00 on these days.

The major areas of focus of staff development include:

- Common Core State Standards
- Special education (Response to Intervention, dyslexia, autism, crisis-prevention intervention)
- Chromebook/technology training on minimum days
- Aeries/Gradebook/Standards-based report cards

Professional development is delivered through a variety of methods that include:

- Conferences
- Individual mentoring
- Staff development
- After-school workshops
- In-class coaching, teacher-principal meetings and student-performance data reporting

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement		3	3	3



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	2.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	1.0
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.0
✧ Not applicable.	





Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Golden Feather UESD	Similar Sized District
Beginning teacher salary	⊕	\$45,252
Midrange teacher salary	⊕	\$65,210
Highest teacher salary	⊕	\$84,472
Average elementary school principal salary	⊕	\$107,614
Superintendent salary	⊕	\$124,686
Teacher salaries: percentage of budget	29%	31%
Administrative salaries: percentage of budget	7%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Concow ES	\$19,795	\$81,754
Golden Feather UESD	\$19,795	\$81,754
California	\$7,507	\$64,941
School and district: percentage difference	◆	◆
School and California: percentage difference	+163.7%	+25.9%

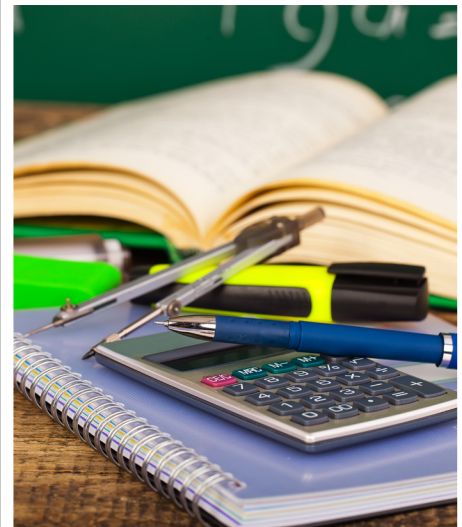
⊕ Single-site districts are not required to display this data (Education Code Section 41409.3).

◆ The percentage difference does not apply to single-site districts.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$26,301
Expenditures per pupil from restricted sources	\$6,507
Expenditures per pupil from unrestricted sources	\$19,795
Annual average teacher salary	\$81,754



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Accountability Report Card

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