

# North Country Elementary School

## 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	North Country Elementary School
Street	3901 Little Rock Drive
City, State, Zip	Antelope, CA 95843
Phone Number	916-338-6480
Principal	Jason Farrel
Email Address	jfarrel@centerusd.org
Website	<a href="http://northcountry.centerusd.org/">http://northcountry.centerusd.org/</a>
County-District-School (CDS) Code	34-73973-6032924

Entity	Contact Information
<b>District Name</b>	Center Joint Unified School District
<b>Phone Number</b>	916-338-6400
<b>Superintendent</b>	Scott Loehr
<b>Email Address</b>	superintendentsoffice@centerusd.org
<b>Website</b>	www.centerusd.org

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

Welcome to North Country, a Franklin Covey Leader in Me school. Our program addresses children's unique learning strengths as we recognize that all students can be successful learners and leaders.

North Country is a community; there is no one person or group who can take credit for the success of our school. The ingredient that remains constant is quality people with a genuine concern for students. The staff is committed to teaching all students the Seven Habits of Highly Effective People guiding them in respecting themselves and others. Through a Multi-Tiered System of Supports, we develop social, emotional, and academic well-being in all of our students.

The students here at North Country, together with an exceptional PTO, devoted certificated and classified staff, and a core of parent volunteers have all worked together to create a true learning community. We are proud to say we belong to North Country Elementary and we hope you will feel the school spirit next time you visit our campus.

### North Country Mission Statement

Our mission is to empower learners and inspire leaders in a safe and nurturing community.

### North Country Vision Statement

To achieve our mission, North Country Staff will:

- Set & follow clear expectations for student behaviors and procedures
- Encourage staff, parent, and community teamwork
- Consistently teach and practice the 7 Habits
- Establish attainable short and long-term goals & celebrate successes

Collective commitments are the values and habits that a faculty puts into action on behalf of our students. They are directly aligned with our school's mission and vision. These collective commitments were agreed upon as a staff through consensus, with an overwhelming majority of support.

- We will consistently teach Leader in Me strategies to reinforce positive student interactions
- We will be positive, contributing members of our collaborative teams
- We will foster an attitude of mutual respect among every member of the staff
- We will support students in the use of Leadership Notebooks to create, track, and adjust goals as necessary throughout the year
- We will utilize District Pacing Guides to plan instruction and assessment of student learning
- We will initiate small and whole group instruction based on students' needs
- We will be given opportunities to engage in professional development to enhance our skills
- We will utilize a variety of instructional strategies to promote success for all students
- We will identify & teach age/grade level specific technology skills needed for the 21st century
- Build a grade span plan for technology skills
- 3rd-6th use Google (slides, classroom, etc.)

We live our motto - Developing leaders, one child at a time.

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

Grade Level	Number of Students
Kindergarten	104
Grade 1	101
Grade 2	75
Grade 3	95
Grade 4	86
Grade 5	76
Grade 6	62
Total Enrollment	599

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	7
American Indian or Alaska Native	0.5
Asian	3.8
Filipino	2
Hispanic or Latino	32.2
Native Hawaiian or Pacific Islander	1.5
White	41.7
Two or More Races	11.2
Socioeconomically Disadvantaged	70.6
English Learners	18.5
Students with Disabilities	11.9
Foster Youth	0.2
Homeless	6

**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	31	30		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

## Teacher Misassignments and Vacant Teacher Positions

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

All textbooks used in the core curriculum at North Country Elementary School were selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six- seven year adoption cycle for core content materials (English/language arts, math, science, and social science).

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, Wonders Education K-6 2015-16	Yes	0
Mathematics	CPM Educational Program, Core Connections 2014 McGraw Hill, My Math 2014	Yes	0
Science	Harcourt School Publishers, California Science 2008 Amplify Science-6th grade 2019	Yes	0
History-Social Science	Studies Weekly (2019) McDougal Littell, World History: Ancient Civilizations-6th grade 2007	Yes	0

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

The administration and staff of North Country Elementary work very closely with the maintenance and grounds department of the Center Joint Unified School District. If any situation is identified that required attention, work orders are submitted, and the situations are resolved in a very timely manner.

Overall rating is 86.96%, Fair.

### 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:** October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Stained ceiling tiles; linoleum is worn; light cover broken; registers dirty; hole in wall; missing clock
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Outlet cover missing; panel blocked
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Faucets dripping
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Dry rot; hole in exterior wall; sheet-rock cracked by window; light cover broken; downspout crushed; fascia boards need replacing; skirting missing; concrete toe stubber
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Worn door handles; old mortise handle; closer needs work; door adjustment; replace door; door holes from old closer; chin up bar missing; all basketball rims have metal link nets; door sweeps need replacing; broken door closures
<b>Overall Rating</b>	Fair	

## 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)	45	46	45	49	50	50
Mathematics (grades 3-8 and 11)	27	34	31	33	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	313	306	97.76	2.24	46.41
Male	158	153	96.84	3.16	43.79
Female	155	153	98.71	1.29	49.02
Black or African American	21	21	100.00	0.00	38.10
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33	6.67	42.86
Filipino	--	--	--	--	--
Hispanic or Latino	95	93	97.89	2.11	45.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	132	129	97.73	2.27	49.61

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	38	37	97.37	2.63	35.14
Socioeconomically Disadvantaged	241	234	97.10	2.90	44.87
English Learners	95	90	94.74	5.26	47.78
Students with Disabilities	42	40	95.24	4.76	17.50
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	15	13	86.67	13.33	23.08

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	313	310	99.04	0.96	34.19
Male	158	156	98.73	1.27	33.97
Female	155	154	99.35	0.65	34.42
Black or African American	21	21	100.00	0.00	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	95	95	100.00	0.00	29.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	132	130	98.48	1.52	38.46
Two or More Races	38	37	97.37	2.63	24.32
Socioeconomically Disadvantaged	241	238	98.76	1.24	32.35
English Learners	95	94	98.95	1.05	39.36
Students with Disabilities	42	41	97.62	2.38	14.63
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	26.67

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	20.0	29.3	21.3

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.



## 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)

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Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, attending student led conferences, participating in a decision-making group, or simply planning to enjoy school events. Parents stay informed on upcoming events and school activities through our automated telephone messages, email, parent conferences, fliers/notices, the school marquee, the school website, Aeries Parent Portal, and Facebook, Instagram, and Twitter. Contact the school office at (916) 338-6480 for more information on how to become involved in your child's learning environment.

#### Opportunities to Volunteer:

Chaperone Field Trips  
Classroom Helper  
Library Assistant  
Art/STEAM  
Student Store  
PTO Sponsored School Events

#### Committees:

English Learner Advisory Council  
Parent Teacher Organization  
School Site Council

#### School Activities:

Back to School Meet and Greet Ice Cream Social  
Harvest Festival  
Title I Information Sessions  
Leadership Day / STEAM Showcase (Open House)  
PTO Family Nights  
Jog-A-Thon  
Family Reading Night  
Family Science Night  
Santa's Breakfast

## 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
<b>Suspensions</b>	5.5	8.4	2.1	7.6	6.6	5.3	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The North Country Safe School and Emergency Preparedness Plan is updated annually with our current version approved in January 2019. The Safe School plan is reviewed with faculty at the beginning of each school year.

The Emergency Response Plan has as its primary objectives:

1. To save lives and avoid injuries;
2. To safeguard school property and records;
3. To promote a fast, effective reaction to coping with emergencies;
4. To restore conditions back to normal with minimal confusion as promptly as possible.

Attaining these objectives will require clear activation procedures and responsibilities, identification of all tasks to be performed and by whom, an organized yet flexible response, and the dedication and cooperation of all.

It is vital to the continued functioning of the school, staff, and students that we are prepared to respond effectively in times of emergencies. Such preparations will also help us meet our obligations to our community.

This plan has been developed in accordance to district guidelines to be used in case of an emergency. All members of the faculty and other employees should:

1. Familiarize themselves with this plan,
2. Be prepared to activate it immediately, and
3. Perform any duties to which they are assigned to make its activation effective.
4. Participate in annual district "disaster drill."

Members of the faculty shall teach the appropriate sections of the Emergency Response Plan to the students. The members of each classroom shall be instructed in the evacuation plan so they can respond immediately upon receiving the necessary warning.

## 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	26		4		24		5		21	1	4	
1	26		3		19	4			25		4	
2	22		4		24		4		19	4		
3	22		4		23		4		23		4	
4	32		2		28		3		28		3	
5	30		3		24	1	2		25		3	
6	27		3		27		3		23	1	2	
Other**	18	1	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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

\*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.

## 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	6042	1494	4548	71073
District	N/A	N/A	6377	\$76,717.00
Percent Difference - School Site and District	N/A	N/A	-28.7	-1.3
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-19.9	5.5

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)

North Country hosts a school based coordinated program allowing regular ed, special ed and English Learner students to benefit from all programs offered if appropriate and beneficial to the learner. This is evidenced in our daily intervention schedule. Resource students receive instruction based on their IEP goals.

Before and after school classes and activities are hosted by staff which include Title I reading and math intervention for grades 1-6, after school homework assistance for EL students twice weekly, and math club after school for grades 4 and 5. A weekly video club is held for students in 1st-6th grades to facilitate student created videos.

As a result of a grant from FranklinCovey, we are in our sixth year of being a leadership school. We have implemented The Seven Habits of Highly Effective People as life skills for developing leadership in students. These principles are meant to guide students' personal choices and relationships. Our students will display a sense of pride in belonging to a school with high academic standards while experiencing responsibilities and opportunities as leaders.

Leader In Me; Tier I Social Emotional model:

Building team structures that allow the entire staff (teaching and non-teaching) to collaborate on three main areas; culture, academics and leadership

Time during staff meetings is set aside to share best practices for integrating the 7 Habits into the curriculum

Model 7 Habits language in staff meetings, newsletters and hallway communication

Display leadership tools (Baldrige tools) in classrooms and incorporate into lessons

Use art and technology to reinforce individual worth and leadership

Establish classroom mission statements encouraging student input

Staff development opportunities are offered during staff meetings and in monthly district sessions on topics such as the leadership model, technology, special education strategies, organizational techniques, and core curriculum

Provide students with meaningful leadership roles and responsibilities

Support students in designing and leading school wide initiatives and projects

Maintain high standards for behavior, decreases student referrals and contributes to a safer, more caring environment

Ensure that 100% of the students have an opportunity to participate in a leadership role

Meet with Student Lighthouse Team monthly to plan and support community service projects and school wide activities

Cooperative learning Big Buddy activities between older and younger students

WIGS (Wildly Important Goals) have been set by administrators, classroom teachers and individual students

### Student Recognition

Awards Assemblies are held during each grading period and for special events

Instant Awards:

Lexia  
W.I.G. Master

Monthly Awards:  
Bucket Filler-Based on character  
Kindness

Leadership-All habits each month, not a specific habit each month  
Following The 7 Habits

Trimester Awards:  
Perfect Attendance (TK-6)  
Citizenship Awards (TK-6)  
Golden Paw (TK-6)  
Reading Rockstar (TK-2)  
Math Master (TK-2)  
Honor Roll / Principal's List (3-6)

North Country cash awarded to students to spend at NoCo Store once weekly run and managed by PTO

Student clubs and activities help students to realize their leadership potential and may help to improve grades by providing students with activities that interest them

After school G.A.T.E. program with a focus on video production  
TLC Timberwolf Learning Club grades 1-6 ( Title I program for emerging readers and additional math support)  
Video Club Grades 1-6  
Student Lighthouse Team (Student Council) Grades 2-6  
Misc. Leadership roles based on individual student strengths  
School-wide events, programs and assistance for students  
Great Kindness challenge  
PE interns from Sac State University to work with students  
New clubs are being established for the 2019-2020 SY

#### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,563	\$46,208
Mid-Range Teacher Salary	\$68,571	\$72,218
Highest Teacher Salary	\$96,638	\$92,742
Average Principal Salary (Elementary)	\$114,563	\$134,864
Average Principal Salary (Middle)	\$118,104	\$118,220
Average Principal Salary (High)	\$124,085	\$127,356
Superintendent Salary	\$187,915	\$186,823
Percent of Budget for Teacher Salaries	36%	33%
Percent of Budget for Administrative Salaries	4%	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	1	2	2

During the 2016-17 school year, North Country Elementary School staff participated in staff development related to the following topics:

- The updated CCSS for ELA/ELD
- Accommodations and Modifications to meet student's identified needs
- Leader In Me Coaching

During the 2017-18 school year, North Country Elementary School's teachers and staff attended the following events hosted by the Center Joint Unified

School District:

- Utilizing the Wonders ELA curriculum to address Common Core State Standards.
- Paraeducator Training

Additionally, North Country teachers participated in a Leader In Me Coaching Day, some teachers attended CMC North Conference for math

Decisions concerning selection of staff development activities are performed by the the Curriculum and Instruction office, the principal, and grade level representatives, State assessment results, data analysis and teacher input determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. North Country Elementary School supports ongoing professional growth throughout the year on minimum days and during staff meetings. Teachers meet in grade level teams each Monday to conduct data analysis, compare test results and assignments and discuss best practices in order to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2018-19 school year, North Country Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- Wonders Cadre
- Math Cadre
- After School PD for math

North Country teachers receive monthly 3-hour blocks as part of our implementation of Professional Learning Communities. During these blocks, administrators guide teachers through pacing, planning, creation of common assessments, data analysis for the purpose of supporting students in Tier 2 interventions.

Teachers participated in a Leader In Me Coaching Day.

North Country Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences specifically related to SPSA goals. Classified support staff receive job-related training from department supervisors and district representatives.