

North Cow Creek School District

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	North Cow Creek School District
Street	10619 Swede Creek Rd.
City, State, Zip	Palo Cedro, CA 96073
Phone Number	(530) 549-4488
Principal	Kevin Kurtz
Email Address	kkurtz@northcowcreek.org
Website	www.northcowcreek.org
County-District-School (CDS) Code	45700786050421

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	North Cow Creek School District
Phone Number	(530) 549-4488
Superintendent	Kevin Kurtz
Email Address	kkurtz@northcowcreek.org
Website	www.northcowcreek.org

School Description and Mission Statement (School Year 2020-2021)

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, STEM/Innovation 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, student participation in and classroom music and choir. Students receive technology education through multiple weekly visits to the Innovation Lab (I-Lab). Students in grades 1 - 8 are each assigned a chromebook for use within the classroom. Technology resources are enhanced through a 1 gigabyte fiber line.

North Cow Creek School also offers a district-run after-school and before-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.

The vision of the staff at NCCS is to build a community empowering life-long learners who pursue a promising future for themselves and our world. As such, we strive to develop in all students the skills to maximize their academic potential, social abilities and personal fitness so that students will demonstrate continuous progress using a variety of instructional approaches measured by both formal and informal assessments throughout the year. Students who need assistance receive the benefits of available resources to reach their individual potential in all curricular areas.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	37
Grade 1	19
Grade 2	29
Grade 3	29
Grade 4	28
Grade 5	27
Grade 6	28
Grade 7	32
Grade 8	29
Total Enrollment	258

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	2.3
Asian	1.6
Hispanic or Latino	8.5
White	76.7
Two or More Races	10.5
Socioeconomically Disadvantaged	31.4
Students with Disabilities	3.5
Homeless	3.9

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	13	13	14	14
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	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic Reach (K - 5) -- Adopted: 2017; StudySync (6-8) -- Adopted: 2018	Yes	0
Mathematics	Everyday Mathematics (TK-6); College Preparatory Mathematics (7-8) -- Adopted: 2008/2009	Yes	0
Science	Delta Full Option Science (K-5); Glencoe Earth Science (6); Glenco Life Science (7); Glenco Physical Science (8) -- Adopted 2007	Yes	0
History-Social Science	Scott Foresman (1-5); Harcourt (4-8) -- Adopted 2006	Yes	0
Health	Positive Prevention PLUS (8)	Yes	0

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

School Facility Conditions and Planned Improvements

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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December, 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	58	N/A	58	N/A	50	N/A
Mathematics (grades 3-8 and 11)	48	N/A	48	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	32	N/A	32	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	3.6	0.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.04	.04	N/A
Expulsions	0	0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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. This plan is available in the school office for review by the community. 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 January, 2021..

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	2			18	2			19		2	
1	20	1			21		1		20	1		
2	20	1	1		20	1	1		21	1		
3	23		1		29		1		20	1		
4	24		7		25		8		28		2	
5	28		7		24		8		27		2	
6	37		7	1	28		8		28		2	
Other**									17	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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.025
Psychologist	.1
Social Worker	
Nurse	.025
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,386	\$1,915	\$7,471	\$68,168
District	N/A	N/A	\$8,957	\$66,118
Percent Difference - School Site and District	N/A	N/A	-18.1	3.1
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	-3.7	-4.7

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

Types of Services Funded (Fiscal Year 2019-2020)

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 iReady. 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 iReady program for students in grades TK-8, and the SIPPS program. A district curriculum administrator/training works 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,220	\$46,965
Mid-Range Teacher Salary	\$66,168	\$67,638
Highest Teacher Salary	\$83,695	\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$113,628	\$128,853
Percent of Budget for Teacher Salaries	30.0	30.0
Percent of Budget for Administrative Salaries	4.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	

Professional development has focused on the following priorities:

1. Effective implementation of the ELA and Math adopted 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 enhancing school culture through team building activities, PBIS (Positive Behavior and Intervention Supports), and Peaceful Playground implementations.
5. Effective instruction provided through distance learning (DL) using Google Classroom and online resources.

Professional Development is delivered through school workshops, conferences, individual support by a district curriculum administrator, 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.