

North Country Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School 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	Kathleen Lord
E-mail Address	klord@centerusd.org
Web Site	http://northcountry.centerusd.org/
CDS Code	34-73973-6032924

District Contact Information	
District Name	Center Joint Unified School District
Phone Number	916-338-6400
Superintendent	Scott Loehr
E-mail Address	superintendentsoffice@centerusd.org
Web Site	www.centerusd.org

School Description and Mission Statement (School Year 2017-18)

Welcome to North Country, a Franklin Covey Leader in Me school and an award winning Title I Academic Achievement School. Our mascot is the Timber wolf. The center of a wolf's universe is its pack. Developing strong, social bonds with pack mates is dependent on the wolf's survival. With that in mind, we believe that together we can achieve and succeed. 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. We continue the implementation of common core standards throughout the curriculum while integrating project-based learning activities in each subject area.

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.

Mission Statement

To guide and encourage each student to thrive, to seek, to discover and to lead in order to be prepared for life's challenges.

Vision Statement:

At North Country we begin with the end in mind in order to clearly understand our destination. All students are prepared for the 21st century through leadership and critical thinking skills.

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

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	102
Grade 1	102
Grade 2	89
Grade 3	89
Grade 4	67
Grade 5	91
Grade 6	85
Total Enrollment	625

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	7.5
American Indian or Alaska Native	0.6
Asian	2.9
Filipino	2.4
Hispanic or Latino	32
Native Hawaiian or Pacific Islander	1.1
White	43.8
Two or More Races	9.6
Socioeconomically Disadvantaged	69.4
English Learners	25.3
Students with Disabilities	12.8
Foster Youth	1

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	31	32	31	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: January 2018

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).

On Wednesday, September 17, 2014, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #1/2014-15 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts. New math curriculum was adopted in 2014; My Math for grades K-5 and CPM for 6th grade. Wonders English Language Arts curriculum was adopted at the end of 2015-2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 Pearson Prentice Hall, Prentice Hall, California Science Explorer: Focus on Earth, Life, and Physical Science 2008	Yes	0
History-Social Science	Houghton Mifflin, Houghton Mifflin History-Social Science 2007 McDougal Littell, World History: Ancient Civilizations 2007	Yes	0
Foreign Language			
Health			

School Facility Conditions and Planned Improvements (Most Recent Year)

Overall rating is 92.88%, Good.

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: May 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: May 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces		X		Cottonwood 1 old mortis handle; Birch ceiling tiles stained in speech room, old carpet; Maple workroom missing clock; Oak workroom missing clock; Willow workroom patched wall needs paint\; Sequoia workroom missing clock, messy; Cottonwood 2 old mortis lock; Oak 2 wallpaper by sink; Cottonwood 3 sheetrock cracked by window, Maple 3 carpet seam badly frayed; kitchen linoleum worn; MP room linoleum stained
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Cypress 3 photo eye for night lights broken, soffit light cover missing; Willow 2 soffit light cover missing; Sequoia 2 soffit light broken; Cypress 1 light cover missing on soffit
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Pine 2 toilet needs flapper
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		CDC roofing needs repair; Cypress 1 rain gutters dented; Willow Restroom hole in ground by foundation back wall
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Maple 1 door to quad has a crease in the metal; Cypress 5 soffit light cover missing; Cottonwood 1 siding dry rot; Aspen 1 door closer worn; Laurel 1 old style door handle worn out; Maple workroom hinge sprung door facing street; Sequoia workroom outside soffit light cover missing; Cottonwood 2 cracked sheetrock by window; Cottonwood 3 door has holes from old closer; Willow 3 bad closer; Willow Restroom door handles starting to wear out; Playground needs new bark added

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: May 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	35	38	44	47	48	48
Mathematics (grades 3-8 and 11)	25	23	34	34	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	336	331	98.51	38.37
Male	188	184	97.87	34.24
Female	148	147	99.32	43.54
Black or African American	22	22	100	18.18
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.31	66.67
Filipino	--	--	--	--
Hispanic or Latino	111	111	100	33.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	140	137	97.86	43.8
Two or More Races	36	35	97.22	34.29
Socioeconomically Disadvantaged	250	246	98.4	35.77
English Learners	108	105	97.22	41.9
Students with Disabilities	49	49	100	6.12
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	336	333	99.11	22.52
Male	188	185	98.4	26.49
Female	148	148	100	17.57
Black or African American	22	22	100	4.55
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100	38.46
Filipino	--	--	--	--
Hispanic or Latino	111	111	100	13.51
Native Hawaiian or Pacific Islander	--	--	--	--
White	140	138	98.57	28.99
Two or More Races	36	35	97.22	31.43
Socioeconomically Disadvantaged	250	248	99.2	20.16
English Learners	108	107	99.07	20.56
Students with Disabilities	49	49	100	2.04
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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	44	53	57	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.3	24.7	37.1

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 automated telephone messages, email, parent conferences, the monthly Timberwolf Times newsletter, the school marquee, the school website, Aeries Parent Portal, and Facebook 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
- Student Store
- PTO Sponsored School Events

Committees:

- English Learner Advisory Council
- Parent Teacher Organization
- School Site Council

- School Activities:
 - Science Night
 - Spelling Bee
 - Harvest Festival
 - Geography Bee
 - Title I Information Sessions
 - Open House
 - PTO Family Nights
 - Jog-A-Thon
 - Leader in Me Parent 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.2	6.6	5.5	5.3	9.1	7.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The North Country Safe School and Emergency Preparedness Plan is updated annually with our current version being updated in January 2018. 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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	26	1	4		25		5		26		4	
1	20	3	1		23		4		26		3	
2	25		3		22		4		22		4	
3	22		4		23		3		22		4	
4	28		2		31		3		32		2	
5	29		3		27		3		30		3	
6	33		1	1	26	1		2	27		3	
Other	9	1							18	1	1	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.14	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6042	1494	4548	71073
District	N/A	N/A	6377	\$74,900
Percent Difference: School Site and District	N/A	N/A	-28.7	-1.3
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-19.9	5.5

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

Types of Services Funded (Fiscal Year 2016-17)

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, and after school homework assistance for EL students twice weekly. A weekly video club is held for students in 1st-6th grades to facilitate student created videos in addition to a Technology Club for 4th-6th graders. Additional clubs/activities listed below.

As a result of a grant from FranklinCovey, we are in our fifth year in working toward being a Lighthouse 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

Monthly Leadership Awards Assemblies to recognize students for Leadership, caring and outstanding effort.
Spirit Assemblies are held during each grading period and for special events

Students are recognized and awarded certificates and ribbons for academics, citizenship and perfect attendance
Club members are recognized during Spirit Day
Assemblies are run by the Student Lighthouse Team

Timberwolf Tickets awarded to students displaying proactive behavior during recesses
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

- Timberwolf Trotters before school walking program for students in grades 1-6
- Garden Club
- 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
- Technology Club - Grades 4-6
- Student Lighthouse Team (Student Council) Grades 2-6
- Newscasters announce the morning news Grades 4-6
- Misc. Leadership roles based on individual student strengths
- Student Lighthouse Team grades 2-6
- School-wide events, programs and assistance for students
- ISPS (In School Postal System)
- Author Day
- Great Kindness challenge
- Accelerated Reader
- Red Ribbon Week promotes anti-drug campaign and promotes healthy lifestyles. Each day carries a different theme encouraging student participation
- Consistent school-wide discipline policy and consistent seven habits language
- PE interns from Sac State University to work with students

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,765	\$44,144
Mid-Range Teacher Salary	\$65,520	\$69,119
Highest Teacher Salary	\$83,753	\$86,005
Average Principal Salary (Elementary)	\$102,788	\$106,785
Average Principal Salary (Middle)	\$107,689	\$111,569
Average Principal Salary (High)	\$121,196	\$121,395
Superintendent Salary	\$161,507	\$178,104
Percent of Budget for Teacher Salaries	39%	34%
Percent of Budget for Administrative Salaries	4%	6%

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)

Staff Development

All training and curriculum development activities at North Country Elementary School revolve around the California Common Core State Standards. During the 2015-16 school year, North Country Elementary School held staff development training devoted to:

- * Identifying best practices in writing instruction
- * Integrating science and social studies curriculum
- * Project based learning opportunities

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 2015-16 school year, North Country Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- Wonders curriculum; English Language Arts
- Providing Meaningful instruction for students with disabilities

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. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.