

North Country Elementary School

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 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	http://northcountry.centerusd.org/
County-District-School (CDS) Code	34-73973-6032924

District Contact Information (School Year 2020-2021)

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

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

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.

This school year poses a unique challenge as our students have been participating in Distance Learning. We continue our efforts to build and maintain a strong school community and provide our students with high-quality learning experiences.

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

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

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

Grade Level	Number of Students
Kindergarten	100
Grade 1	80
Grade 2	100
Grade 3	75
Grade 4	94
Grade 5	94
Grade 6	74
Total Enrollment	617

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

Student Group	Percent of Total Enrollment
Black or African American	6.2
American Indian or Alaska Native	0.3
Asian	5.5
Filipino	1.5
Hispanic or Latino	31.9
Native Hawaiian or Pacific Islander	2.1
White	42.5
Two or More Races	10
Socioeconomically Disadvantaged	72.6
English Learners	15.4
Students with Disabilities	12.5
Foster Youth	0.5
Homeless	6.8

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	30	27	29	223
Without Full Credential	0	0	0	1
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: 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
Foreign Language			
Health			

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

School Facility Conditions and Planned Improvements

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: Good

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: June 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Light covers missing, or broken; linoleum needs repairing; walls need repairing; window blinds need replacing; ceiling tiles need replacing; carpet needs cleaning; carpet strip missing; sheetrock near window cracking.
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	Fair	Dry rot; siding needs replacing; hole in ground near back wall of foundation; skirting needs repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Door hardware worn; door needs smoke barrier.
Overall Rating	Good	

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)	46	N/A	49	N/A	50	N/A
Mathematics (grades 3-8 and 11)	34	N/A	33	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	30	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)

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, text 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:

- School Garden
- PTO

Committees:

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

School Activities:

- Back to School Meet and Greet
- Drive-Through Harvest Festival
- Title I Information Night
- Principals on Wheels Home Visits
- Virtual School Spirit Weeks
- Virtual Assemblies

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	8.4	2.1	6.6	5.3	3.5	3.5
Expulsions	0.0	0.0	0.2	0.2	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	.02	.03	
Expulsions	0	.0008	

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)

The North Country Safe School and Emergency Preparedness Plan is updated annually with our current version approved in January 2020. 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."

The School Safety Plan is shared and reviewed with staff, annually, at the beginning of the school year.

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	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	24		5		21	1	4	1	20		4	
1	19	4			25		4		20	3	1	
2	24		4		19	4			31	3	1	
3	23		4		23		4		24		3	
4	28		3		28		3		30		3	
5	24	1	2		25		3		30		3	
6	27		3		23	1	2		24		3	
Other**									12	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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1

Title	Number of FTE* Assigned to School
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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	6042	1494	4548	71073
District	N/A	N/A	6377	\$76,842
Percent Difference - School Site and District	N/A	N/A	-33.5	-7.8
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-52.1	-6.3

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

Types of Services Funded (Fiscal Year 2019-2020)

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 seventh 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

Before and after school student clubs: Science Exploration, Game Time, Global Art, Code This!, Breakfast Board Games

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,563	\$47,145
Mid-Range Teacher Salary	\$68,571	\$74,952
Highest Teacher Salary	\$96,638	\$96,092
Average Principal Salary (Elementary)	\$112,572	\$116,716
Average Principal Salary (Middle)	\$109,719	\$120,813
Average Principal Salary (High)	\$127,807	\$131,905
Superintendent Salary	\$193,553	\$192,565
Percent of Budget for Teacher Salaries	34.0	31.0
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	2	2	2

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.

During the 2019-20 School Year, North Country Teachers participated in:

- *Lexia Implementation and follow-up with an emphasis on data analysis and intervention resources
- *Math Cadre
- *After School PD for math
- *NGSS science training (Five, 2-hour sessions)
- *KERNELS Social-Emotional curriculum training
- *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.

Planned Professional Development topics for 2020-21 include:

- *Universal Design for Learning
- *Trauma Informed practices (SEL)
- *Reading Plus pilot and implementation
- *Miscellaneous trainings related to distance learning