North Cow Creek Elementary School

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Phone: (530) 549-4488 **Fax:** (530) 549-4490

GRADES K-8

www.shastalink.k12.ca.us/ncss
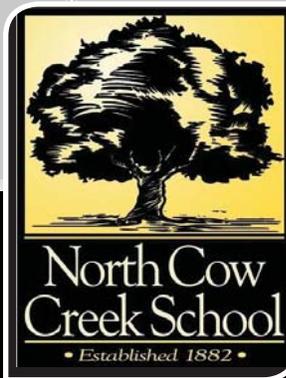
**Jeff Harris,
Superintendent/Principal**

Principal's Message

North Cow Creek School (NCCS) is a small, rural school of approximately 270 students in grades K-8, which was first established in 1882. Located in Palo Cedro, nine miles east of Redding in beautiful Northern California, the campus includes a gymnasium, computer lab, full playground, and athletic fields, as well as classrooms. North Cow Creek School has a strong focus on academics as demonstrated by its Academic Performance Index (API) score above 840 since 2002 with a score of 889 for 2012.

The school program is enhanced by sports and enrichment programs in yearbook and art. North Cow Creek School also offers an after-school day care program. North Cow Creek was recognized as a California Distinguished School in 2004 and 2008, is a Governor's Fitness Challenge Award winner in 2008 & 2009 and received the California Superintendent's Challenge Award in 2005.

Mission Statement

The mission of the North Cow Creek School Community (parents, students and staff) is to develop in all students the skills to maximize their academic potential, social abilities, and personal fitness. Each student will demonstrate continuous progress using a variety of instructional approaches measured by both formal and informal assessments throughout the year. Students who need assistance will receive the benefits of available resources to reach their individual potential in all curricular areas. In partnership with the community, we will work to foster an environment of trust, respect, and responsible citizenship.

Parental Involvement

North Cow Creek School is proud to have an extremely 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 at Open House, as well as during parent-teacher conferences. Parents receive progress reports concerning the performance of their students and may communicate 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, and as chaperones for field trips.

Parents are involved in shaping school policy through various committees, the School Site Council (SSC), and at school board meetings. North Cow Creek School also has a very involved Education Foundation, Athletic Booster Club, and other parent volunteers who help with extracurricular programs such as golf, soccer, skiing, fundraising, classroom and school wide events, etc.

For more information on how to become involved, contact Jeff Harris, Superintendent/Principal at (530) 549-4488.

School Safety

North Cow Creek School has a School Safety Plan developed by staff, administration, and parents and approved by the SSC and Board of Trustees. Regularly scheduled drills are held throughout the school year to assure that all staff and students are familiar with and ready to carry out all emergency procedures should it be necessary to do so. North Cow Creek School conducted a Crisis Response Self-Audit during the 2002-03 school year to review all safety plans and procedures. The plan is reviewed annually by site staff and local law enforcement. The School Safety Plan was last reviewed, updated, and discussed with the school faculty on August 20, 2012.

The North Cow Creek Crisis and Response Plan was completed in collaboration with the Shasta County Sheriff's Department in September 2004. North Cow Creek participates annually in a variety of anti-drug activities including the DARE program for fifth graders. North Cow Creek is using the Life Skills Program to address issues of decision making, conflict management, and substance abuse.

School Motto: "Life like it used to be. Education as it should be."

School Accountability Report Card

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

North Cow Creek Governing Board

Allen Toney,
President

Eileen Travis,
Clerk

Cindy Butler,
Member

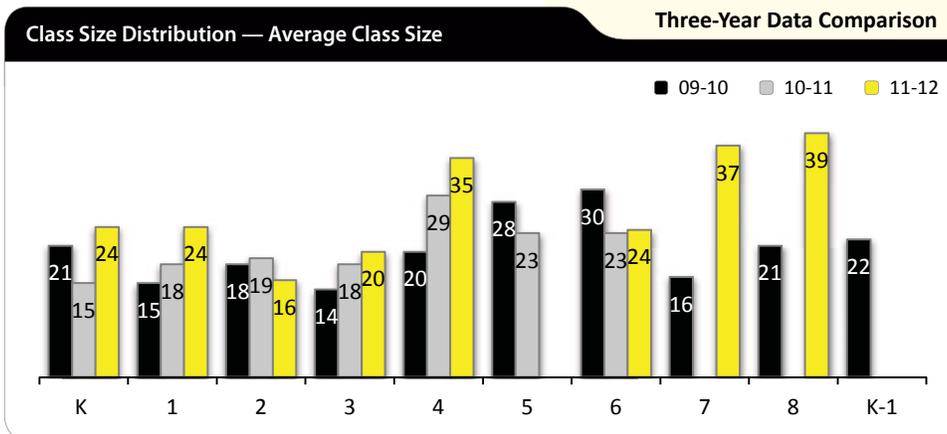Kevin Butler,
Member

Karen Steppat,
Member

North Cow Creek Vision Statement

Each graduate of North Cow Creek School will enter high school socially, emotionally, and academically prepared to meet the A-G requirements, with a full understanding of college and career options.

Class Size

The bar graphs display the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

Class Size Distribution — Average Class Size — Three-Year Data Comparison

Legend: ■ 09-10 ▪ 10-11 ▪ 11-12

Grade	09-10	10-11	11-12
K	21	15	24
1	15	18	24
2	18	19	16
3	14	18	20
4	20	29	35
5	28	23	
6	30	23	24
7	16		37
8	21		39
K-1	22		

Class Size Distribution — Number of Classrooms by Size — Three-Year Data Comparison

Grade	09-10 1-20	09-10 21-32	09-10 33+	10-11 1-20	10-11 21-32	10-11 33+	11-12 1-20	11-12 21-32	11-12 33+
K		1		1				1	
1	1			2				1	
2	2			1			2		
3	2			2			1		
4	2				1				1
5		1		1	1				
6		1			1		2		
7	2								1
8	2								1
K-1		1							

School Facilities

In 1941, the office, library, and primary classrooms of North Cow Creek School were built. In 1975, the technology and multipurpose building was built; in 1993, new fourth and eighth grade buildings were built; and in 2000, new seventh and eighth grade buildings were built. The facilities at North Cow Creek School are well maintained and in a constant cycle of modernization. There are 16 classrooms, the two newest built in 2001. The classrooms all have four or more computers on a local area network (LAN) and offer internet access. A computer lab with 28 computers provides additional internet access. A library facility is housed in the administration building. The gymnasium/cafeteria, a multipurpose facility, was modernized during the summer of 2002, and the administration building modernization in the winter of 2012 included electrical, data, and other physical upgrades.

Two eating quads with concrete picnic tables, the most recent added in the summer of 2002, are available for student use. Recess and lunchtime activities are conducted on a large, grassy athletic field, a blacktop area for basketball, volleyball, and handball, and an assortment of playground equipment, the most recent of which was added in the fall of 2008.

Students are supervised throughout the day by staff and parent volunteers. Thirty minutes before school begins teachers and administration supervise the playground, library, and computer lab. Recess is supervised by teachers and administration while the lunch recess is supervised by classified staff and the administration. School staff and administration supervise after school ends.

California Physical Fitness Test

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

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

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

Percentage of Students Meeting Fitness Standards	
2011-12 School Year	
Grade 5	
Four of Six Standards	5.70%
Five of Six Standards	22.90%
Six of Six Standards	40%
Grade 7	
Four of Six Standards	8.60%
Five of Six Standards	22.90%
Six of Six Standards	25.70%

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.
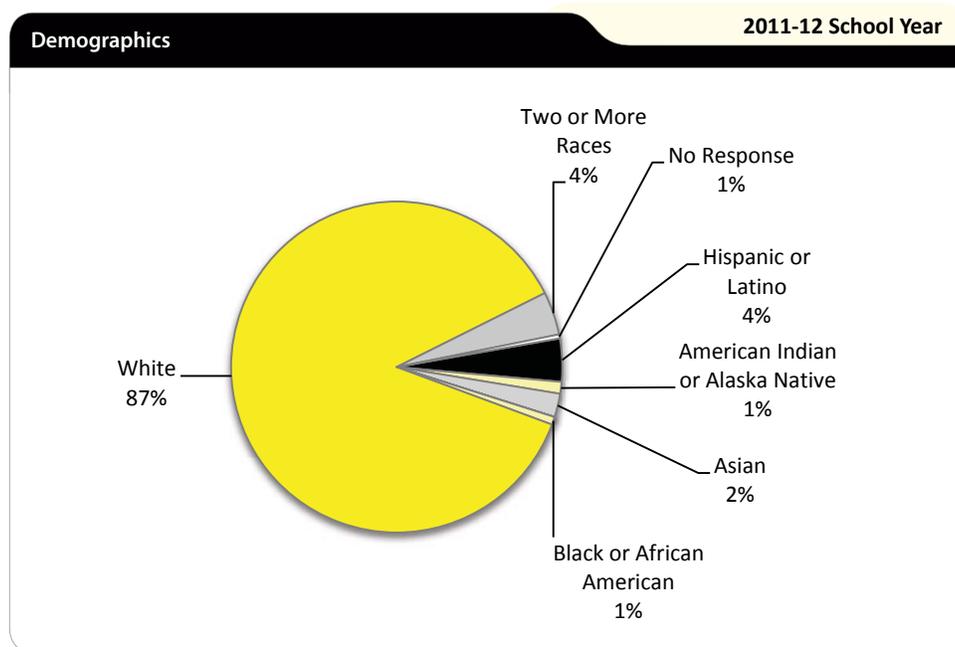
- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

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 condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			2012-13 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/Fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			12/7/2012
Date of the Most Recent Completion of the Inspection Form			12/7/2012

Enrollment and Demographics

Demographics	2011-12 School Year

White 87%
Two or More Races 4%
No Response 1%
Hispanic or Latino 4%
American Indian or Alaska Native 1%
Asian 2%
Black or African American 1%

* Enrollment data was gathered from DataQuest and is accurate as of September 2012.

School Facilities

Continued from page 2

NCCS employs two custodians, one working during daytime hours and other working during evening hours. The custodians clean each area of the campuss including classrooms, restrooms, the library, and the playground on a daily basis. Deep cleaning of floors and other areas of the campus is performed during the summer and during other times when students are not present. The custodial staff does limited repairs and maintenance. Some of these activities are regularly scheduled while others respond to written work orders. Work beyond the capacity of the school's custodial staff is completed by outside contractors.

Plans by the Board of Trustees for facility improvement have been on hold until the state budget outlook improves. These plans include expansion and renovation of the school parking lot; complete modernization of the school office, library, and primary grade classroom section of the facility; and construction of a new gymnasium/music and performance facility (which would include Special Education classroom space). The athletic field has been completely renovated. All sprinklers were replaced with more efficient sprinkler heads.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2012-13 school year, the District budgeted $22,500 for the Deferred Maintenance Program. This represents .0111% of the District's general fund budget.

Enrollment and Demographics

The total enrollment at the school was 261 students for the 2011-12 school year.*

Textbooks and Instructional Materials

North Cow Creek School provides current, State-adopted textbooks in each curriculum area to its students at all grade levels. The textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Each student has access to their own textbooks and instructional materials for use in class and to take home.

Textbook selection committees are open to all teachers, interested parents, and School Board members. The committee examines selections and makes final recommendations to the superintendent/principal, who, in turn, recommends the adoption to the School Board. The School Board makes the final decision on textbook adoption.

In 2011-2012, new language arts curriculum was purchased for all grades, K-8.

Textbooks and Instructional Materials List		2012-13 School Year
Subject	**Textbook**	**Adopted**
English-Language Arts	McGraw-Hill Treasures	2011
English-Language Arts	McGraw-Hill Literature: California Treasures	2011
Mathematics	Singapore Math (K-1)	2008
Mathematics	Everyday Math (2-6)	2008
Mathematics	College Preparatory Mathematics- Connections (7)	2009
Mathematics	College Preparatory Mathematics-Algebra (8)	2009
Science	Delta Full Option Science System, FOSS (K-5)	2007
Science	Focus on Earth Science, Glencoe (6)	2007
Science	Focus on Life Science, Glencoe (7)	2007
Science	Focus on Physical Science, Glencoe (8)	2007
Social Studies	Social Studies, Scott Foresman 2006 (1-3)	2006
Social Studies	Harcourt (4-5)	2006
Social Studies	Discovering Our Past, Glencoe 2006 (6-8)	2006
Social Studies	Social Studies, Scott Foresman 2006 (4-5)	2006
Social Studies	Harcourt (6-8)	2006

Quality of Textbooks

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

Quality of Textbooks	2012-13 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

✧ Not applicable.

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2012-13 School Year	
Reading/Language Arts	100%
Mathematics	100%
Science	100%
History-Social Science	100%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook	
2012-13 School Year	
Data Collection Date	8/2012

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
North Cow Creek ES			
	09-10	**10-11**	**11-12**
Suspension Rates	0.000	0.000	0.015
Expulsion Rates	0.000	0.000	0.000
North Cow Creek ESD			
	09-10	**10-11**	**11-12**
Suspension Rates	0.000	0.000	0.015
Expulsion Rates	0.000	0.000	0.000

STAR Results for All Students

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data Comparison		
	North Cow Creek ES			North Cow Creek ESD			California		
Subject	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
English-Language Arts	72%	69%	77%	72%	69%	77%	52%	54%	56%
Mathematics	77%	72%	77%	77%	72%	77%	48%	50%	51%
Science	77%	78%	59%	77%	78%	59%	54%	57%	60%
History-Social Science	57%	57%	43%	57%	57%	43%	44%	48%	49%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Students Scoring at Proficient or Advanced Levels				Spring 2012 Results
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	77%	77%	59%	43%
All Students at the School	77%	77%	59%	43%
Male	69%	75%	67%	❖
Female	86%	79%	52%	41%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	77%	76%	60%	40%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	59%	69%	23%	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	40%	40%	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

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

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit http://star.cde.ca.gov/.
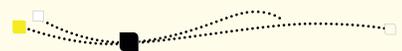
Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2011 Base API is calculated from results of statewide testing in spring 2011, but the results are not released until May 2012). Growth API, calculates test results in the same fashion and with the same indicators as the Base API but from test results of the following year (e.g. The 2012 Growth API is calculated from results of statewide testing in spring 2012 and released in September 2012). The year of the API corresponds to the year of testing. Therefore, for the 2011-12 API reporting cycle, the 2011 Base indicator and 2012 Growth indicator are used. To represent how much a school's API changed from 2011-12 (known as the 2011-12 API Growth), the 2011 Base API is subtracted from the 2012 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide12.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf.

API Ranks

API Ranks	Three-Year Data Comparison		
	2009	**2010**	**2011**
Statewide API Rank	8	9	8
Similar Schools API Rank	2	8	7

API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2012 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group	2012 Growth API and Three-Year Data Comparison								
	2012 Growth API						North Cow Creek ES – Actual API Change		
Group	North Cow Creek ES		North Cow Creek ESD		California				
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	09-10	10-11	11-12
All Students	201	889	201	889	4,664,264	788	40	-15	14
Black or African American	2	❖	2	■	313,201	710	■	■	■
American Indian or Alaska Native	2	❖	2	■	31,606	742	■	■	■
Asian	5	❖	5	■	404,670	905	■	■	■
Filipino	0	❖	0	■	124,824	869	■	■	■
Hispanic or Latino	10	❖	10	■	2,425,230	740	■	■	■
Native Hawaiian or Pacific Islander	0	❖	0	■	26,563	775	■	■	■
White	172	889	172	889	1,221,860	853	31	-14	12
Two or More Races	9	❖	9	■	88,428	849	■	■	■
Socioeconomically Disadvantaged	52	803	52	803	2,779,680	737	■	■	■
English Learners	0	❖	0	■	1,530,297	716	■	■	■
Students with Disabilities	14	615	14	615	530,935	607	■	■	■

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

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2011-12. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria			2011-12 School Year	
	North Cow Creek ES		**North Cow Creek ESD**	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	**Mathematics**	English-Language Arts	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✖		✖	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2012-13 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		2012-13 School Year
	North Cow Creek ES	**North Cow Creek ESD**
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.00%

✖ Not applicable. The graduation rate for AYP criteria applies to high schools.

◇ Not applicable.

Types of Services Funded

The financial information listed in the table includes funding for regular classroom instruction at all grade levels and class size reduction in grades K-3. Intervention support for students in all grades is available for math and English. Additionally, K-1 students are provided with instructional aide support for intervention, re-teaching, enrichment, and small groups in the afternoons. Expenditures include classroom materials and textbooks to support programs in all areas.

Professional Development

The North Cow Creek School engages in a number of professional development activities. Weekly staff meetings are often devoted to professional development, particularly in the area of technology. The school has participated in the North State Math Partnership, which focuses on improved mathematics instruction and alignment of math curriculum to State standards. Staff also participates in professional growth seminars provided by the Shasta County Office of Education in a variety of curriculum areas. Finally, North Cow Creek staff members participate in numerous professional organizations including the California Reading Association and California Association of Science Teachers, which provide both local and statewide professional development.

For the previous three school years, we have not had any days dedicated to staff and professional development.

"North Cow Creek School is proud to have an extremely high level of parent involvement in its various programs."

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting http://data1.cde.ca.gov/dataquest/.

Teacher Credential Information	Three-Year Data Comparison			
	North Cow Creek ESD	North Cow Creek ES		
Teachers	**11-12**	**09-10**	**10-11**	**11-12**
With Full Credential	13	17	14	13
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	North Cow Creek ES		
Teachers	**10-11**	**11-12**	**12-13**
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2011-12 school year. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2011-12 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
North Cow Creek ES	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	✧	✧

NCLB Note

High-poverty schools are defined as those schools with student participation of approximately 40% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2011-12 School Year	
Academic Counselors	
FTE of Academic Counselors	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	**FTE**
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.1
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	0.0

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Financial Data

The financial data displayed in the SARC is from the 2010-11 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

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

District Salary Data	2010-11 Fiscal Year	
	North Cow Creek ESD	**Similar Sized District**
Beginning Teacher Salary	◈	$38,625
Mid-Range Teacher Salary	◈	$55,530
Highest Teacher Salary	◈	$70,729
Average Principal Salary (Elementary School)	◈	$92,955
Average Principal Salary (Middle School)	◈	$96,092
Average Principal Salary (High School)	◈	$94,993
Superintendent Salary	◈	$106,757
Teacher Salaries — Percent of Budget	45%	36%
Administrative Salaries — Percent of Budget	7%	7%

Financial Data Comparison

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

Financial Data Comparison	2010-11 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
North Cow Creek ES	$7,743	$64,926
North Cow Creek ESD	$7,743	$64,926
California	$5,455	$57,019
School and District — Percent Difference	◆	◆
School and California — Percent Difference	+29.5%	+12.2%

◈ Information not available.

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

School Financial Data

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

School Financial Data	
2010-11 Fiscal Year	
Total Expenditures Per Pupil	$7,743
Expenditures Per Pupil From Restricted Sources	$1,186
Expenditures Per Pupil From Unrestricted Sources	$6,557
Annual Average Teacher Salary	$64,926

"The mission of the North Cow Creek School Community (parents, students and staff) is to develop in all students the skills to maximize their academic potential, social abilities, and personal fitness."

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