

North Country Elementary

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	North Country Elementary
Street	3901 Little Rock Drive
City, State, Zip	Antelope, CA 95843
Phone Number	916-338-6480
Principal	Tracey Seivert
Email Address	tseivert@centerusd.org
School Website	https://northcountry.centerusd.org/
Grade Span	K-6
County-District-School (CDS) Code	34-73973-6032924

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Dear North Country Families,

Welcome to North Country Elementary School! We are thrilled to have you as part of our school community and appreciate the opportunity to partner with you in your child's education.

At North Country, we believe our strength lies in the dedication of our skilled staff and the meaningful relationships we cultivate with students and families. Through our Multi-Tiered System of Supports (MTSS), we address the academic, social, and emotional needs of every student to ensure they thrive.

2025-26 School Description and Mission Statement

Our highly qualified teachers and support staff—including Instructional Specialists, English Language Development teacher, a school counselor, and a psychologist—are committed to helping all students reach their fullest potential. Our curriculum aligns with the California Common Core State Standards and provides a balanced educational experience across all subjects, including English Language Arts, Mathematics, Science, Social Studies, VAPA, Music, and STEAM.

We are proud to foster a school culture centered on inclusivity, respect, and cultural awareness. Through our social emotional curriculum and lessons, diverse literature, the House System, and other innovative practices, students learn essential life skills and values. We continue to strengthen our Positive Behavioral Interventions and Supports (PBIS) to promote positive behavior and a safe, welcoming environment for all.

We encourage families to get involved with our outstanding Parent Teacher Organization (PTO) and school events. Your participation helps us build a strong sense of community and shared purpose.

Thank you for being part of the North Country family. Together, we will continue to empower learners and inspire leaders who contribute positively to our school and beyond.

Warm regards,
Mrs. Seivert
Principal, North Country Elementary School

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	59
Grade 2	72
Grade 3	73
Grade 4	82
Grade 5	98
Grade 6	96
Total Enrollment	563

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
American Indian or Alaska Native	0.2
Asian	10.7
Black or African American	8.5
Filipino	1.1
Hispanic or Latino	38.9
Native Hawaiian or Pacific Islander	1.4
Two or More Races	8.7
White	30.6
English Learners	19.2
Homeless	10.7
Socioeconomically Disadvantaged	62.5
Students with Disabilities	13.1

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.2	96.33	187.6	88.64	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.67	14.7	6.97	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.1	2.89	11953.1	4.28
Unknown/Incomplete/NA	0	0	3.1	1.5	15831.9	5.67
Total Teaching Positions	27.2	100	211.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.4	93.21	184	85.96	231142.4	83.24
Intern Credential Holders Properly Assigned	1	3.4	2.8	1.33	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.4	8.7	4.07	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.6	2.65	11746.9	4.23
Unknown/Incomplete/NA	0	0	12.7	5.96	14303.8	5.15
Total Teaching Positions	29.4	100	214	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25	83.33	182.1	79.47	230039.4	100
Intern Credential Holders Properly Assigned	2	6.67	5	2.19	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	10	21.9	9.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.5	2.85	12112.8	4.34
Unknown/Incomplete/NA	0	0	13.5	5.92	13705.8	4.91
Total Teaching Positions	30	100	229.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	1.00	1	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1	3

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.1	4.1	4.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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).

The district certified to the governing board on 8/20/2025 that the district has a sufficient supply of textbooks and instructional materials in the core academic areas. Sufficient textbooks and instructional materials include each pupil, including English learners, having a textbook or instructional materials, or both, to use in the classroom or take home.

Year and month in which the data were collected	October 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, Wonders Education K-6 (2015-16)	0
Mathematics	CPM Educational Program, Core Connections (2014) McGraw Hill, My Math (2014)	0
Science	FOSS Science (2022) Amplify Science-6th grade (2019)	0
History-Social Science	Studies Weekly (2019)	0
Foreign Language		
Health		

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

School Facility Conditions and Planned Improvements

All sites undergo daily cleaning, and during breaks, a more thorough cleaning of the floors is performed. Custodial staff follow a daily, weekly, and monthly checklist for their standard cleaning duties. 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 Conditions and Planned Improvements

Year and month of the most recent FIT report

10/31/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Library: Carpet dirty Room 5 (Oak 1): Carpet stained, paper towel dispenser dusty Room 4 (Oak 2): Carpet stained Room 3 (Oak 3): Carpet stained Room 35 (Cypress 2): carpet stained Room 36 (Cypress 3): Carpet stained Room 38 (Cypress 5): countertop dusty, window has cobwebs, desktops dirty Willow Workroom: Cabinets dirty, floors dirty Room 9 Birch: Carpets stained and dirty, several walls need to be repaired Room 10 (Laurel 1): Carpet stained, several desk tops dirty Room 11 (Laurel 2): Carpet needs to be vacuumed, thermostat is dusty, Room 21 (Cottonwood 1): Carpet stained and dirty, Room 20 (Cottonwood 2): Drywall damaged, carpet needs to be vacuumed Room 19 (Cottonwood 3): Gutter damaged, needs to be repaired, drywall chipped (repair), data port damaged, needs to be replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Maple Workroom: Cabinets dirty, floors dirty Pine Workroom: Cabinets dirty, floors dirty
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Multipurpose Room: Water stains on ceiling, 1 ceiling tile missing Spruce: Ceiling tiles have water stains Room 18 (Aspen 3): Gutter damaged, needs to be repaired Room 19 (Cottonwood 3): Gutter damaged, needs to be repaired, drywall chipped (repair), data port damaged, needs to be replaced
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	38	34	35	38	47	48
Mathematics (grades 3-8 and 11)	22	22	24	25	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	338	328	97.04	2.96	33.94
Female	170	164	96.47	3.53	30.67
Male	168	164	97.62	2.38	37.20
American Indian or Alaska Native	--	--	--	--	--
Asian	40	39	97.50	2.50	38.46
Black or African American	27	26	96.30	3.70	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	121	115	95.04	4.96	25.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	31	96.88	3.12	45.16
White	107	106	99.07	0.93	33.02
English Learners	52	48	92.31	7.69	4.17
Foster Youth	0	0	0	0	0
Homeless	40	37	92.50	7.50	27.03
Military	0	0	0	0	0
Socioeconomically Disadvantaged	225	218	96.89	3.11	29.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	53	94.64	5.36	26.42

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	339	332	97.94	2.06	22.36
Female	170	167	98.24	1.76	14.97
Male	169	165	97.63	2.37	29.88
American Indian or Alaska Native	--	--	--	--	--
Asian	40	40	100.00	0.00	37.50
Black or African American	28	26	92.86	7.14	19.23
Filipino	--	--	--	--	--
Hispanic or Latino	121	118	97.52	2.48	17.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	31	96.88	3.12	19.35
White	107	106	99.07	0.93	23.58
English Learners	52	52	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless	40	40	100.00	0.00	17.50
Military	0	0	0	0	0
Socioeconomically Disadvantaged	226	222	98.23	1.77	18.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	53	92.98	7.02	7.69

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	13.48	20	22.16	27.66	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	85	92.39	7.61	20.00
Female	50	47	94.00	6.00	14.89
Male	42	38	90.48	9.52	26.32
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	33.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	25	89.29	10.71	12.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	31	29	93.55	6.45	24.14
English Learners	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	55	91.67	8.33	14.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	8	57.14	42.86	--

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	88%	87%	92%	92%	87%

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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:

- PTO
- Field Trips
- Classroom support
- Leading a 6-week after school club

Committees:

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

Planned School Activities:

- Back to School Meet & Greet
- Harvest Festival
- Multicultural Fair
- Family Skate Night
- Dinner with a Loved One
- Title I Reading Night
- House Meetings
- House Rallies
- School Spirit Weeks
- Awards Assemblies
- Parent Conference Weeks
- Open House

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	616	592	111	18.8
Female	305	297	51	17.2
Male	311	295	60	20.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	64	64	4	6.3
Black or African American	58	55	15	27.3
Filipino	--	--	--	--
Hispanic or Latino	233	228	45	19.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	54	51	11	21.6
White	190	178	31	17.4
English Learners	122	113	18	15.9
Foster Youth	--	--	--	--
Homeless	74	74	23	31.1
Socioeconomically Disadvantaged	415	395	84	21.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	97	94	27	28.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.86	0.15	1.3	6.87	5.59	5.27	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.13	0.14	0.1	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.30	0.00
Female	0.33	0.00
Male	2.25	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.45	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.29	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.05	0.00
English Learners	1.64	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.72	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The North Country Elementary School Safe School and Emergency Preparedness Plan is reviewed and updated annually, with the current version approved in January 2025. The plan is also reviewed with all staff at the beginning of each school year to ensure readiness and awareness of safety procedures.

The primary objectives of the Emergency Response Plan are to:

- Protect the safety and well-being of students, staff, and visitors;

- Safeguard school property and important records;

- Ensure a prompt and effective response to emergencies; and

- Restore normal operations as quickly and efficiently as possible.

Achieving these objectives requires clearly defined responsibilities, organized communication, and the cooperation of all staff members. Every faculty and staff member is expected to be familiar with the plan, prepared to implement it when necessary, and to carry out assigned duties effectively. All employees also participate in the district's annual disaster drill to practice emergency procedures.

As part of our preparedness efforts, teachers review relevant sections of the Emergency Response Plan with students. Classroom evacuation routes and procedures are practiced regularly to ensure students can respond calmly and appropriately in the event of an emergency.

This plan has been developed in accordance with district guidelines and reflects our commitment to maintaining a safe, secure, and well-prepared school environment for all members of the North Country community.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	4	0
1	23	0	3	0
2	25	0	3	0
3	25	0	3	0
4	27	0	3	0
5	32	0	3	0
6	24	0	3	0
Other	6	3	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	3	0
1	21	1	2	0
2	22	0	3	0
3	27	0	3	0
4	27	0	3	0
5	29	0	3	0
6	34	0	0	3
Other	14	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3		
1	20	2	1	
2	22	1	2	
3	22		3	
4	26		3	
5	31		3	
6	30		3	
Other	14	2		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	601

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10469	4901	5568	83999
District	N/A	N/A	10098	\$86,905
Percent Difference - School Site and District	N/A	N/A	-57.8	2.9
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-63.7	-4.3

Fiscal Year 2024-25 Types of Services Funded

North Country Elementary operates a coordinated schoolwide program that supports the success of all students, including those in general education, special education, and English Language Development. Through this integrated approach, every learner has access to programs and services that meet their individual needs. This coordination is reflected in our daily intervention schedule, where students receive targeted academic and behavioral support. Resource students receive instruction aligned with their Individualized Education Program (IEP) goals.

Funds are allocated to support a variety of programs and initiatives, including:

- Professional development for teachers and staff
- Staffing to support academic intervention and enrichment
- Educational technology and digital learning tools
- Family engagement and communication initiatives

Fiscal Year 2024-25 Types of Services Funded

- Student incentives and awards
- Instructional resources and classroom materials
- Field trips and experiential learning opportunities
- School culture and climate initiatives
- Positive Behavioral Interventions and Supports (PBIS)

North Country offers a variety of after-school programs and enrichment opportunities designed to support student growth beyond the classroom.

Student recognition is an important part of our school culture, with awards assemblies held each grading period and during special events to celebrate academic achievement, citizenship, and positive behavior.

Our Clubs and Academies programs provide students with opportunities to explore personal interests, build leadership skills, and enhance academic success. Student Clubs meet weekly for six-week sessions each trimester, with offerings that vary based on staff expertise and availability. Academies meet once a week for twelve-week sessions, with two rounds offered throughout the school year.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,170	\$57,978
Mid-Range Teacher Salary	\$79,158	\$89,612
Highest Teacher Salary	\$110,185	\$117,194
Average Principal Salary (Elementary)	\$121,310	\$143,632
Average Principal Salary (Middle)	\$130,674	\$149,447
Average Principal Salary (High)	\$154,263	\$162,334
Superintendent Salary	\$280,900	\$234,076
Percent of Budget for Teacher Salaries	28.49%	27.81%
Percent of Budget for Administrative Salaries	4.17%	5.47%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

During the 2024–2025 school year, North Country Elementary provided a wide range of professional development opportunities to support staff growth and enhance student learning.

Teachers participate in monthly 2.5-hour Professional Learning Community (PLC) sessions, during which administrators guide planning, pacing, creation of common assessments, and data analysis to support students in Tier 2 interventions. Both new and veteran teachers receive additional support through peer coaching and mentoring programs.

Instructional aides engage in targeted training focused on effective teaching strategies and curriculum content. All staff are encouraged to attend workshops and conferences aligned with the goals of the School Plan for Student Achievement (SPSA). Classified support staff receive job-specific training provided by department supervisors and district representatives.

Key professional development initiatives during the year included:

- Universal Design for Learning (UDL): All teachers participated in UDL training and applied strategies to the Wonders curriculum.
- TK–2 SCOE Walkthroughs: TK–2 teachers participated in Sacramento County Office of Education (SCOE) walkthroughs and training to implement UDL strategies in Wonders.
- Ron Clark Academy Workshop: Selected staff attended a two-day workshop focused on school culture, instructional practices, and the House System.
- California Coalition for Inclusive Learning (CCIL): All teachers participated in CCIL professional development to enhance inclusive practices.
- Positive Behavior Interventions & Supports (PBIS): Selected staff participated in year two of PBIS training to strengthen school-wide behavioral supports.
- California Integrated Supports Project (CA-ISP): All teachers engaged in year two of CA-ISP professional development focused on integrated support strategies.

These opportunities reflect North Country's commitment to ongoing staff development, instructional excellence, and improving

Professional Development

outcomes for all students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3