

January 31, 2022    GFUESD Board Agenda Sp. Mtg

Location:     Spring Valley School 2771 Pentz Rd. Oroville, CA 95965 Conference Call (605 475 4811)

Access code 412229

Time: 12:00 PM

*For persons wishing to review the full agenda packet, one is available in the lobby at each school site. Meeting site is wheelchair accessible. Any individuals who require special accommodations should contact the superintendent (530) 533-3467 at least two days before the meeting date.*

**1.0 CALL TO ORDER – TIME:**

**BOARD OF TRUSTEES**

Deborah Ingvaldsen	President	_____
Richard Miller	Clerk	_____
Don Saul	Trustee	_____
Matt Morris	Trustee	_____
Shelly Mitchell	Trustee	_____
Josh Peete	Superintendent	_____
Pearl Lankford	Executive Assistant	_____

**2.0 APPROVAL TO VARY THE SEQUENCE**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**3.0 PUBLIC COMMENTS**

This is the time at which the President invites anyone in the audience: including district employees, wishing to address the Board on a matter not on the agenda to stand, state your name, and address for the record. Presentations will be limited to (3) minutes; maximum of (20) minutes to each subject matter. The board is prohibited by law from taking action or discussing any item if it is not listed on the agenda, unless permitted by law. For those wishing to address items on the agenda, time will be available as each agenda item is introduced.

**4.0 ACTION ITEMS**

**4.1 Approve School Accountability Report Card (REF)**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**4.2 Approve Comprehensive Safety Plan (REF)**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**5.0 ADJOURNMENT**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_



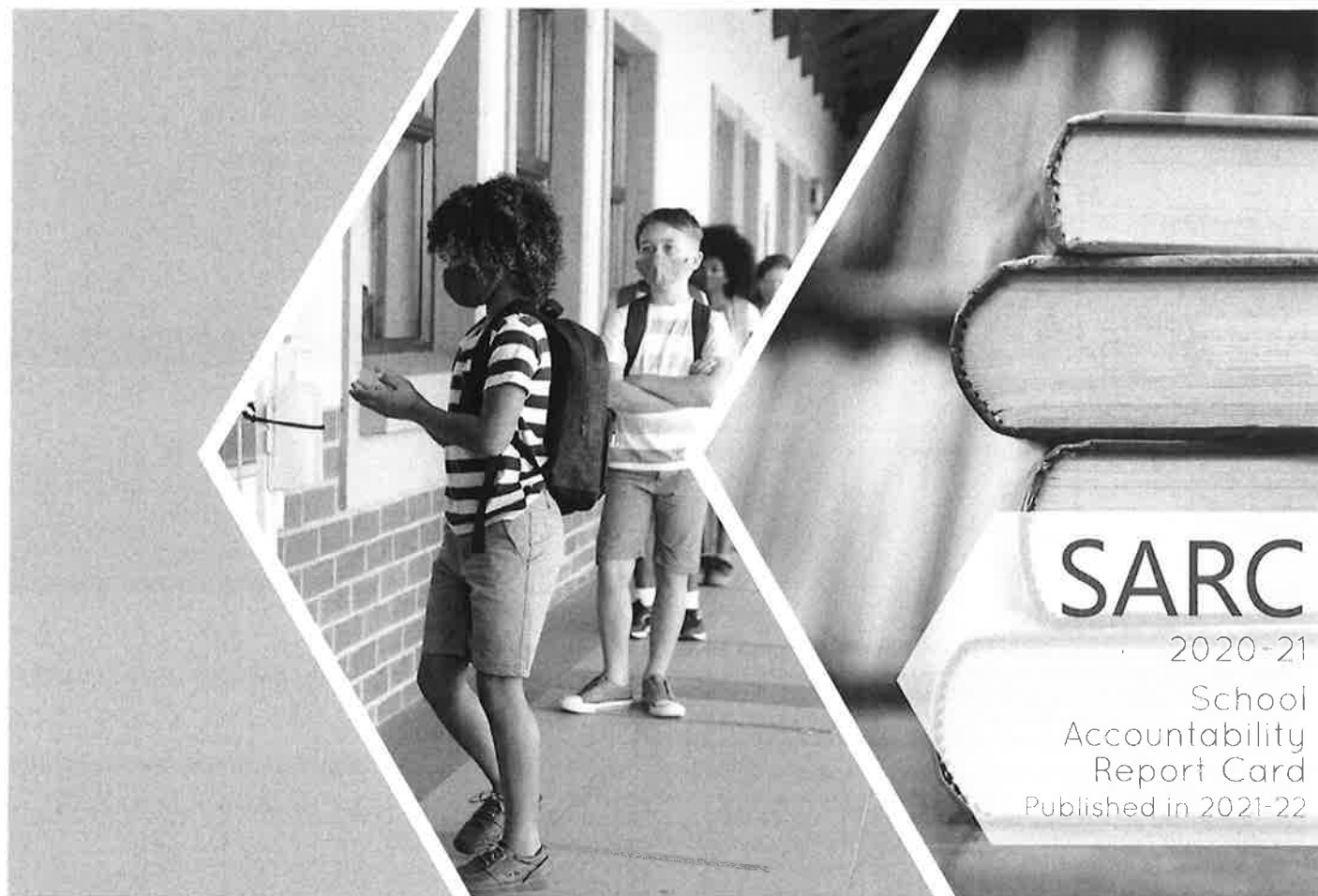
# Concow Elementary School

Grades TK-8  
CDS Code 04-61457-6003131

Joshua Peete, Superintendent/Principal  
jpeete@gfusd.org

2771 Pentz Road  
Oroville, CA 95965  
(530) 533-3467

[www.gfusd.org](http://www.gfusd.org)



## Golden Feather Union Elementary School District

2771 Pentz Road Oroville, CA 95965 ▪ (530) 533-3467 ▪ [www.gfusd.org](http://www.gfusd.org)



## Principal's Message

Golden Feather Union Elementary School District (GFUESD) is a unique entity nestled in the foothills of rural Butte County. Total enrollment is fewer than 100 students. The district comprises one school, Concow Elementary School (TK-8). Students experience a Common Core State Standards-aligned curriculum. District employees are proud to be able to claim that our staff knows each student!

Concow School boasts an active student council, which spearheads an ambitious program of events. Concow students participate in sports through the Butte County After School Programs. In addition, a spring and fall water-safety program is offered to students at the district-owned swimming pool located on Concow Road.

We believe that all kids can learn, so we will establish high standards that we expect all students to achieve.

## School Mission Statement

The schools within our district, Concow Elementary and Golden Feather Community Day, are places of learning where we strive to educate students to become successful, productive and responsible members of society.

## School Vision Statement

The vision of the Golden Feather Union Elementary School District is to educate and inspire all students to be successful lifelong learners in a continually changing world. In cooperation with parents, staff and community, all students will develop a strong foundation for continual learning by working to high standards and expectations for achievement. Our school district will provide students with a safe and secure learning environment where they will encounter a wide variety of resources and learning strategies.

## Parental Involvement

Concow Elementary School, and Golden Feather Union Elementary School District in general, creates many opportunities for parents to be involved. Teachers request parent assistance in many school activities. Teachers and the principal communicate concerns and accomplishments of students with parents on a regular basis. The principal uses telecommunications regularly so that parents have an opportunity to gain additional information regarding the workings of the school, district and individual programs.

Concow parents also are encouraged to participate in Back-to-School Night, the Fall Festival, holiday programs, the National Education Association's Read Across America Day on Dr. Seuss's birthday, open house, board meetings, Parents' Club, eighth-grade graduation, and other events that the school or individual classes may present. Parents further participate in field trips, sport activities, tutoring, reading to classes, award activities, as well as material preparation.

For more information on how to become involved, contact Principal Josh Peete (530) 533-3467.

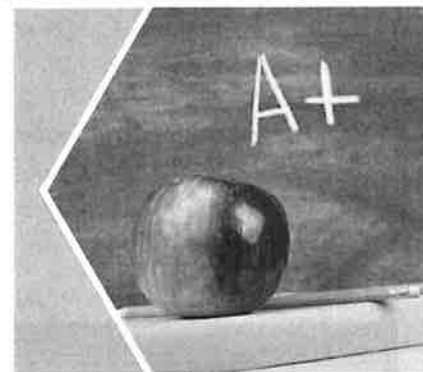
## School Safety

Safety of students and staff is a primary concern of Concow Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held as needed.

Students are supervised before and after school by certificated staff and classified staff, and classified staff supervises students during lunch. Classified staff also helps with supervision during lunch and break periods. There is a designated area for student drop-off and pick-up, and visitors check in at the office upon arrival at school.

The school safety plan was last reviewed, updated and discussed with the school faculty in November 2021.



## 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.

*"The kids make it all worthwhile."*

## Governing Board

Deborah Ingvaldsen, Board President

Richard Miller, Clerk

Don Saul, Trustee

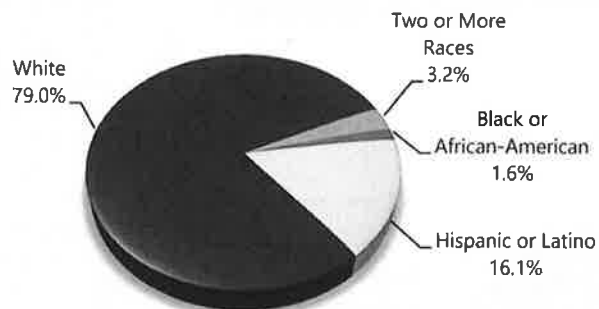
Matthew Morris, Trustee

## Enrollment by Student Group

The total enrollment at the school was 62 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

2020-21 School Year

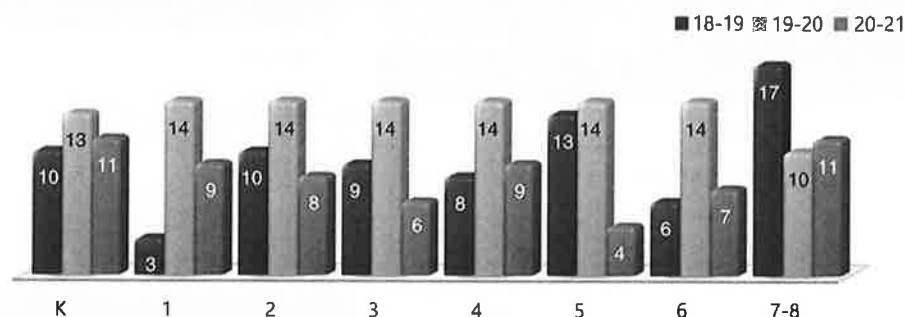


## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size

Three-Year Data



### Number of Classrooms by Size

Three-Year Data

Grade	2018-19			2019-20			2020-21		
	Number of Students			Number of Students			Number of Students		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1			1			1		
1	1			1			1		
2	1			1			1		
3	1			1			1		
4	1			1			1		
5	1			1			1		
6	1			1			1		
7-8	1			1			1		

## Enrollment by Student Group

### Demographics

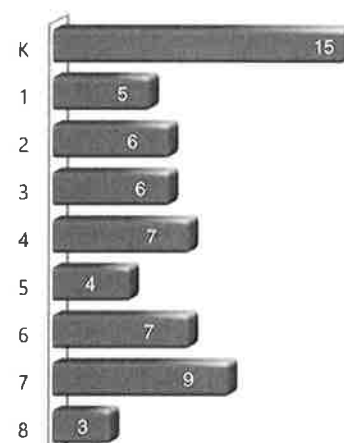
2020-21 School Year

Female	54.80%
Male	45.20%
Non-Binary	0.00%
English learners	4.80%
Foster youth	1.60%
Homeless	32.30%
Migrant	0.00%
Socioeconomically Disadvantaged	85.50%
Students with Disabilities	19.40%

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

### 2020-21 Enrollment by Grade



## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions		Two-Year Data			
	Concow ES		Golden Feather UESD		California
	18-19	20-21	18-19	20-21	18-19 20-21
<b>Suspension rates</b>	25.0%	4.9%	25.0%	4.9%	3.5% 0.2%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	0.0%	0.1% 0.0%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions		2019-20 School Year		
	Concow ES	Golden Feather UESD	California	
	19-20	19-20	19-20	
<b>Suspension rates</b>	1.8%	1.8%	2.5%	
<b>Expulsion rates</b>	0.0%	0.0%	0.1%	

Note: The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
<b>All Students</b>	4.90%	0.00%	
<b>Female</b>	0.00%	0.00%	
<b>Male</b>	10.00%	0.00%	
<b>Non-Binary</b>	0.00%	0.00%	
<b>American Indian or Alaska Native</b>	0.00%	0.00%	
<b>Asian</b>	0.00%	0.00%	
<b>Black or African American</b>	0.00%	0.00%	
<b>Filipino</b>	0.00%	0.00%	
<b>Hispanic or Latino</b>	0.00%	0.00%	
<b>Native Hawaiian or Pacific Islander</b>	0.00%	0.00%	
<b>Two or More Races</b>	0.00%	0.00%	
<b>White</b>	6.30%	0.00%	
<b>English Learners</b>	0.00%	0.00%	
<b>Foster Youth</b>	0.00%	0.00%	
<b>Homeless</b>	4.00%	0.00%	
<b>Socioeconomically Disadvantaged</b>	5.60%	0.00%	
<b>Students Receiving Migrant Education Services</b>	0.00%	0.00%	
<b>Students with Disabilities</b>	0.00%	0.00%	

## Professional Development

Nine early dismissal days are built into the calendar. Professional development occurs from 12:30-3:00 on these days.

The major areas of focus of staff development include:

- Common Core State Standards
- Special education (Response to Intervention, dyslexia, autism, crisis-prevention intervention)
- Chromebook/technology training on minimum days
- Aeries/Gradebook/standards-based report cards
- Interactive whiteboard training
- Reading intervention

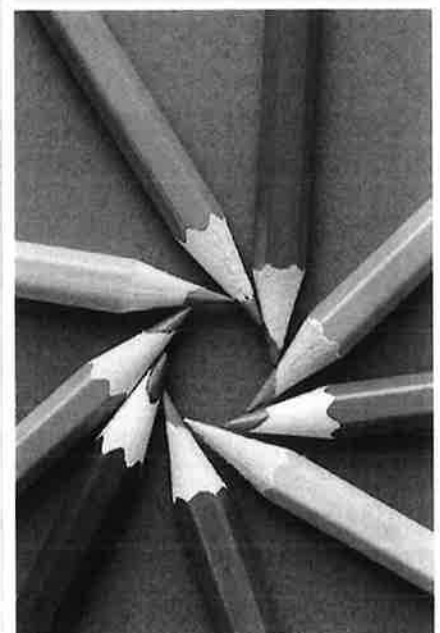
Professional development is delivered through a variety of methods that include:

- Conferences
- Individual mentoring
- Staff development
- After-school workshops
- In-class coaching, teacher-principal meetings and student-performance data reporting

### Professional Development Days

Number of school days dedicated to staff development and continuous improvement

<b>2019-20</b>	3
<b>2020-21</b>	3
<b>2021-22</b>	6



## 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. The 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](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test			2020-21 School Year
Percentage of Students Meeting Fitness Standards		Concow ES	
	Grade 5	Grade 7	
Four of six standards	◆	◆	
Five of six standards	◆	◆	
Six of six standards	◆	◆	

## Chronic Absenteeism by Student Group

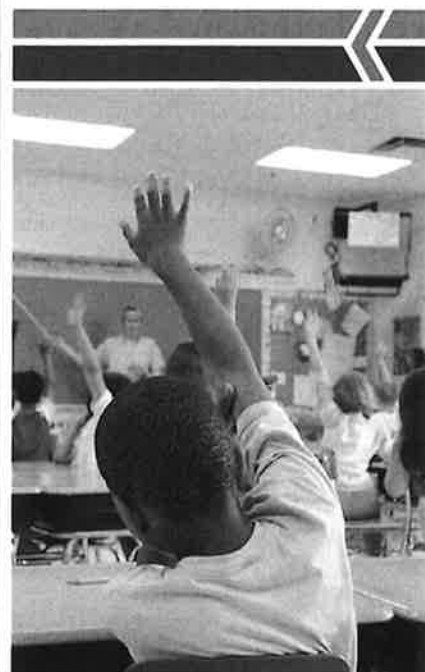
Chronic Absenteeism by Student Group					2020-21 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	82	75	61	81.30%	
Female	42	39	34	87.20%	
Male	40	36	27	75.00%	
American Indian or Alaska Native	0	0	0	0.00%	
Asian	0	0	0	0.00%	
Black or African American	1	1	1	100.00%	
Filipino	0	0	0	0.00%	
Hispanic or Latino	11	10	9	90.00%	
Native Hawaiian or Pacific Islander	0	0	0	0.00%	
Two or More Races	6	6	4	66.70%	
White	64	58	47	81.00%	
English Learners	4	4	3	75.00%	
Foster Youth	1	1	0	0.00%	
Homeless	25	24	21	87.50%	
Socioeconomically Disadvantaged	71	64	54	84.40%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	13	12	12	100.00%	

◆ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

## Types of Services Funded

In addition to general state funding, our school receives state and federal funding for the following categorical funds and other support programs: Title I and Title II.

*"We believe that all kids can learn, so we will establish high standards that we expect all students to achieve."*



## 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.

## SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

## Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Concow ES		Golden Feather UESD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	❖	■	❖	■	28.72%

## CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Concow ES		Golden Feather UESD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	★	■	★	■	★
Mathematics	■	★	■	★	■	★

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

★ Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

## Statewide Assessments

**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).



## Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



## CAASPP Test Results by Student Group: Science (grades 5 and 8)

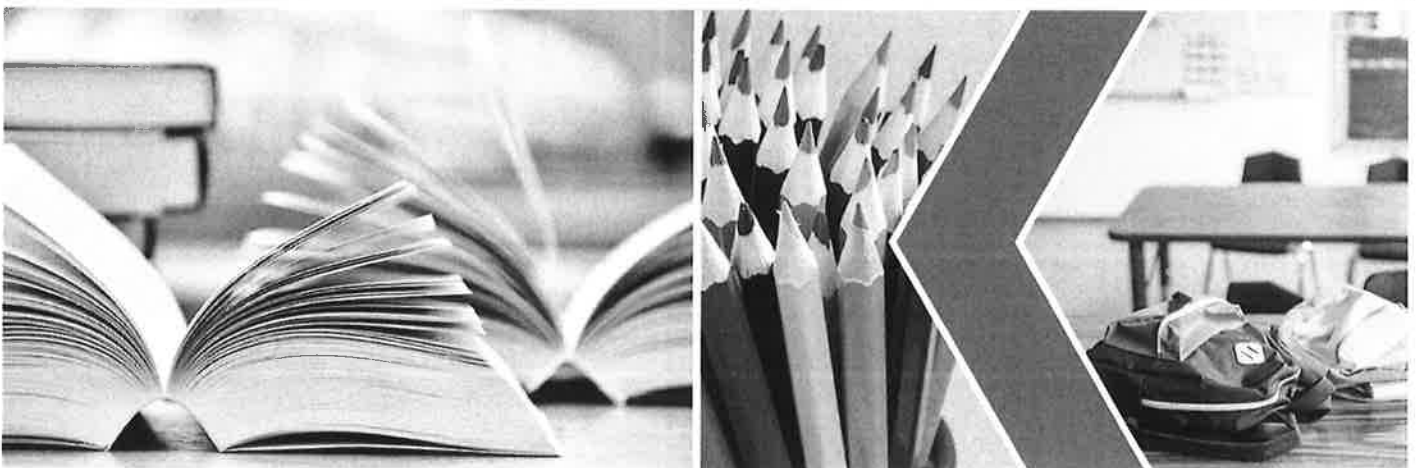
## Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

## Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	❖	❖	❖	❖	❖
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Test Results by Student Group: English Language Arts (grades 3-8)  
For students taking and completing a state-administered assessment.

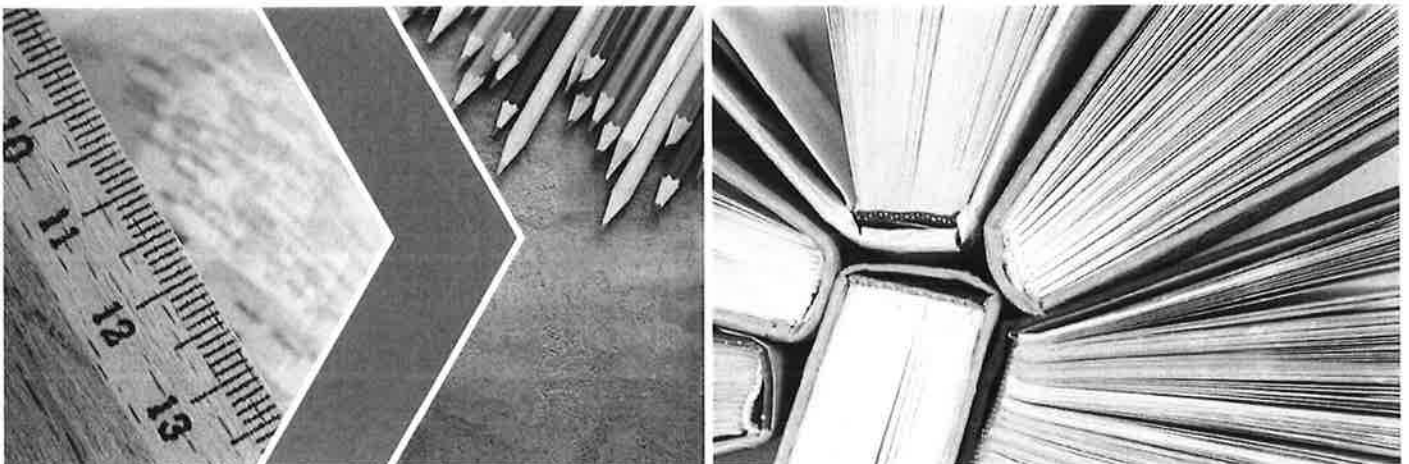
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	37	36	97.30%	2.70%	27.78%
Female	20	19	95.00%	5.00%	31.58%
Male	17	17	100.00%	0.00%	23.53%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	33	32	96.97%	3.03%	28.13%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	30	30	100.00%	0.00%	20.00%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	30	29	96.67%	3.33%	20.69%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

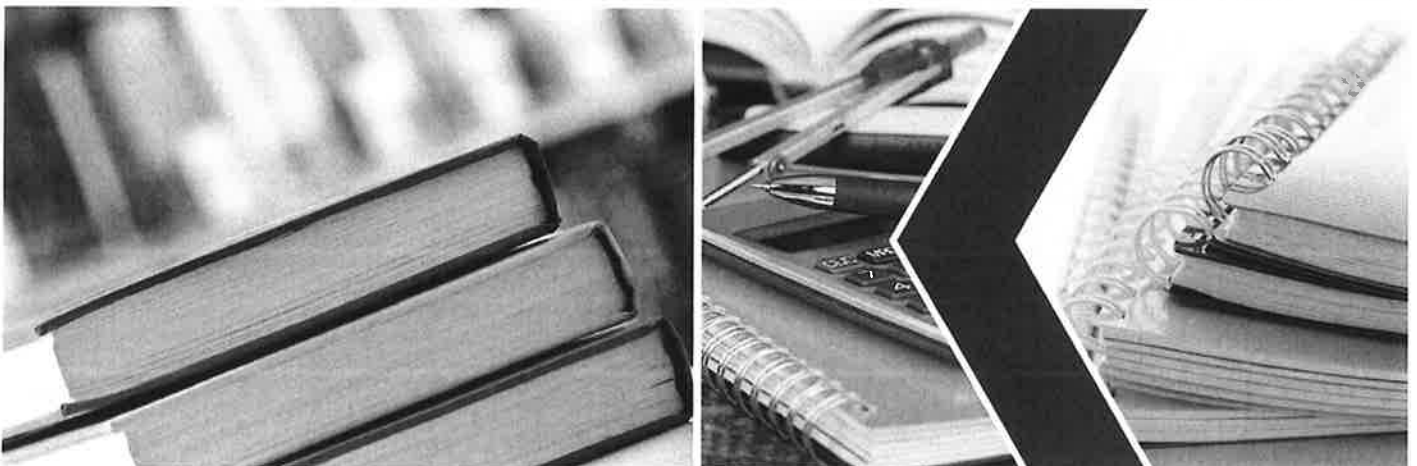
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CAASPP Test Results by Student Group: Mathematics (grades 3-8)  
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards					2020-21 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	37	36	97.30%	2.70%	11.11%
Female	20	19	95.00%	5.00%	5.26%
Male	17	17	100.00%	0.00%	17.65%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	33	32	96.97%	3.03%	9.38%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	30	30	100.00%	0.00%	13.33%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	30	29	96.67%	3.33%	6.90%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## Textbooks and Instructional Materials

Golden Feather Union Elementary School District held a public hearing on September 15, 2021 and determined each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams v. the State of California.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. All teachers review materials approved for use by the state, and a recommendation is made to the school board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

### Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
English language arts	<i>Journeys</i> , Houghton Mifflin (K-5)	2017
English language arts	<i>CA Collections</i> , Houghton Mifflin (6-8)	2017
Mathematics	<i>Common Core Envision</i> , Pearson (K-5)	2017
Mathematics	<i>Common Core Digits</i> , Pearson (6-8)	2017
Science	STEM-taught (K-5)	2020
Science	Savvas Pearson (6)/STEM-taught	2020
Science	Savvas Pearson (7-8)/STEM-taught	2020
History/social science	Houghton Mifflin (K-6)	2021
History/social science	Houghton Mifflin History 8 Year (6-8)	2021

## Quality of Textbooks

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

### Quality of Textbooks

2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

## Public 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 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.

## 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

2021-22 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	◇
Health	0%

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

2021-22 School Year

Data collection date	9/15/2021
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## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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.

School Facility Good Repair Status		2021-22 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Poor
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Poor
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Good
<b>Overall summary of facility conditions</b>		Fair
<b>Date of the most recent school site inspection</b>		9/27/2021

## School Facilities

Concow Elementary was originally constructed around 1940 and consists of six classrooms, a gym/multipurpose room, library/media center, staff lounge and playground. In addition, the district owns a swimming pool facility located across the street from Concow Elementary School.

Staff members supervise students one half-hour before classes are scheduled to begin. During the recess, both certificated and classified personnel are regularly assigned to supervise students. In addition, the district partners with Butte County Office of Education to provide an after-school program where students may receive tutoring, homework help, internet access, snack and supervised recreational opportunities.

The principal works with the custodial/maintenance staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the GFUESD. A summary of these standards is available at the district office for review.

District maintenance staff ensure work orders and the repairs necessary to keep the school in good repair are completed in a timely manner. A work-order process is used to ensure efficient service, and highest priority is given to emergency repairs.

On November 8, 2018, the destructive Butte County Camp Fire destroyed buildings and the water system at Concow School and made the Concow site unusable. The school relocated to the Spring Valley site located at 2771 Pentz Road, Oroville, CA 95965 on December 3, 2018. The district office and Concow School will be located at this site, which has undergone remodeling and facility improvements. Post-fire, 1/3 of our student population lives within the city limits of Oroville, making this site more centralized for the families. The FIT results are applicable to the current site.

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs			2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned		Date of Action
<b>Cleanliness</b>	Ongoing pest control services needed.		Ongoing
<b>Restrooms/fountains</b>	No water to fountains. Currently purchasing bottled water. Working with SWRB.		Ongoing

*"District employees are proud to be able to claim that our staff knows each student!"*



## Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2019-20 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement				2019-20 School Year		
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the percent of authorization/assignment of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

**Permits/waivers:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Teacher Misassignments:** The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

**Vacant Teacher Positions:** The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2019-20 School Year
Authorization/Assignment	Concow ES	
<b>Permits and Waivers</b>		
<b>Misassignments</b>		
<b>Vacant Positions</b>		
<b>Total Teachers Without Credentials and Misassignments</b>		

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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

## Teacher Preparation and Placement

**Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned):** The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Intern Credential Holders Properly Assigned:** The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]):** An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
  - Provisional Internship Permits;
  - Short-Term Staff Permits;
  - Variable Term Waivers; and
  - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

**Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA):** A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

**Unknown:** These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

**Credentialed Teachers Authorized on a Permit or Waiver:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Local Assignment Options:** Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	
2019-20 School Year	
Indicator	Concow ES
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

**Misassignments for English Learners:** The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

**No credential, permit or authorization to teach:** The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	
2019-20 School Year	
Indicator	Concow ES
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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



## 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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2020-21 School Year	
	Ratio
Pupils to Academic counselors	
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.40
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.00
Psychologist	1.00
Social worker	0.00
Nurse	1.00
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00
➤ Not applicable.	

## Financial Data

The financial data displayed in this SARC is from the 2019-20 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 detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## 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.

Salary Data			2019-20 Fiscal Year
	Golden Feather UESD	Similar Sized District	
Beginning teacher salary	×	\$47,265	
Midrange teacher salary	×	\$69,813	
Highest teacher salary	×	\$91,237	
Average elementary school principal salary	×	\$113,466	
Superintendent salary	×	\$131,359	
Teacher salaries: percentage of budget	13%	30%	
Administrative salaries: percentage of budget	6%	7%	

## Financial Data Comparison

This 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			2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Concow ES	\$29,706	\$61,310	
Golden Feather UESD	\$29,706	\$61,310	
California	\$8,444	\$72,352	
School and district: percentage difference	◆	◆	
School and California: percentage difference	+251.8%	-15.3%	

× Data not available at this time.

◆ Single-site districts are not required to display this data (Education Code Section 41409.3).

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

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2022.

## 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	
2019-20 Fiscal Year	
Total expenditures per pupil	\$42,243
Expenditures per pupil from restricted sources	\$12,537
Expenditures per pupil from unrestricted sources	\$29,706
Annual average teacher salary	\$61,310



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## School Accountability Report Card

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