

California Department of Education
School Accountability Report Card
Reported Using Data from the 2013–14 School Year
Published During 2014–15

For Nord Country School

Address: 5554 California Street, Chico, CA, 95973
Principal: Kathleen Dahlgren

Phone: 530-891-3138
Grade Span: K-6

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

District Contact Information – Most Recent Year

District Name	Chico Unified School District
Phone Number	530-891-3000
Superintendent	Kelly Staley
E-mail Address	kstaley@chicousd.org
Web Site	www.chicousd.org

School Contact Information – Most Recent Year

School Name	Nord Country School
Street	5554 California Street
City, State, Zip	Chico, CA, 95973
Phone Number	530-891-3138
Principal	Kathleen Dahlgren
E-mail Address	kdahlgren@nordcountryschool.org
Web Site	www.nordcountryschool.org
County-District-School (CDS) Code	04-61424-0110551

School Description and Mission Statement – Most Recent Year

Nord Country School (NCS) is a free, public California Charter School located in the far northwestern corner of Butte County. NCS is organized as a 501(c)3 non-profit public corporation and provides parents with an expanded choice within the public school system in Chico and the surrounding areas.

The mission of Nord Country School is to educate students in a small school environment where they are in close association with caring teachers, staff, parents, and community members. Students will receive a quality academic foundation based on core curriculum standards. Students will become self-motivated, lifelong learners who are tolerant of differences and cooperative with others. They will acquire the technological skills and global awareness necessary to succeed in a changing world.

The Instructional Vision of the school is to provide high quality, standards-based learning experiences that build character, community and global awareness.

Student Enrollment by Grade Level (School Year 2013–14)

Grade Level	Number of Students
Kindergarten	22
Grade 1	20
Grade 2	22
Grade 3	20
Grade 4	17
Grade 5	23
Grade 6	25
Total Enrollment	149

Student Enrollment by Student Group (School Year 2013–14)

Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	2.7
Asian	0.0
Filipino	0.0
Hispanic or Latino	28.9
Native Hawaiian or Pacific Islander	0.0
White	63.8
Two or More Races	1.3
Socioeconomically Disadvantaged	58.4
English Learners	10.1
Students with Disabilities	7.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School 2012–13	School 2013–14	School 2014–15	District 2014–15
With Full Credential	9	9	9	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012–13	2013–14	2014–15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013–14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	99%	1%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	99%	1%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

Year and month in which data were collected: January 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Treasures Macmillan/McGraw-Hill	Yes	0%
Mathematics	Bridges (K-5) CPM (6th)	Yes	0%
Science	California Science Macmillan/McGraw Hill (2008 adoption)	No	0%
History-Social Science	California Vistas Macmillan/McGraw-Hill (2007 adoption)	No	0%

School Facility Conditions and Planned Improvements – Most Recent Year

Nord Country School is situated on approximately five rural acres. The buildings on campus are well-maintained and clean. The school garden and planting beds are attractive and bountiful. The playground and field areas are spacious, provide many opportunities for exercise, and have a fully operational automated sprinkler system. The grounds are completely fenced to limit unauthorized access and facilitate supervision of the grounds. Yard supervisors are always on duty before school, during recesses, and at lunch time. Access to the campus is directed to the front office where the office manager maintains a check-in/check-out system to keep a permanent record of school site visitations.

The students, staff, parents and community members are proud of their school and strive to care for the buildings and grounds. Nord Country School reflects the beauty of the rural community of which it is a part.

Recent improvements include the installation of phase one of some attractive, new playground equipment, including slides and climbing structures. Planned improvements include additional classrooms for a 7th and 8th grade expansion to be implemented in the 2015/16 school year.

School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Yes			
Interior: Interior Surfaces	Yes			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Yes			
Electrical: Electrical	Yes			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Yes			
Safety: Fire Safety, Hazardous Materials	Yes			
Structural: Structural Damage, Roofs	Yes			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Yes			

Overall Facility Rate – Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
	Yes			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Science (grades 5, 8, and 10)	57%	78%	65%	68%	67%	68%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013–14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	68%
All Students at the School	65%
Male	
Female	64%
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	69%
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
English-Language Arts	47%	43%	58%	58%	58%	58%	54%	56%	55%
Mathematics	56%	46%	60%	51%	51%	52%	49%	50%	50%
History-Social Science	n/a	n/a	n/a	59%	56%	58%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2010–11	2011–12	2012–13
Statewide	3	3	6
Similar Schools		1	

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010–11	Actual API Change 2011–12	Actual API Change 2012–13
All Students at the School	-13	-8	61
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			54
Two or More Races			
Socioeconomically Disadvantaged	7		47
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
English-Language Arts	n/a	n/a	n/a	60%	59%	62%	56%	57%	56%
Mathematics	n/a	n/a	n/a	60%	66%	65%	58%	60%	62%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2013–14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	9.1%	31.8%	31.8%
7	n/a	n/a	n/a
9	n/a	n/a	n/a

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement – Most Recent Year

Research shows parent involvement is critical to the success and learning of each child and we strongly encourage parents to volunteer at our school by either helping in classrooms, the garden, or other locations on campus. We also have parents drive or chaperone on field trips, act as sports coaches, help at school events, and prepare materials from home. We strongly believe that parents and teachers working closely together can only enhance the education, sense of community, and development of each student.

Additionally, parents have the opportunity to be actively involved in the direction and governance of the school by participating on committees, the school site council, and the school board. Stakeholder meetings and surveys occur several times during the school year to gather feedback and input on decisions regarding improvements and changes needed.

We have an active and energetic Parent-Teacher Organization (PTO), which organizes special events, assemblies, and fundraisers to support student learning and the Nord Country School mission.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
Dropout Rate	n/a	n/a	n/a						
Graduation Rate	n/a	n/a	n/a	86.13	85.29	88.11	77.14	78.87	80.44

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Suspensions	1.9	1.3	2.6	6.1	6.4	5.4	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.5	0.3	0.3	0.1	0.1	0.1

School Safety Plan – Most Recent Year

It is Nord Country School's goal to create a physically, socially, and emotionally safe learning environment for all students, staff, and parents. We have a Safe School Plan and NCS conducts earthquake, fire, and disaster drills as required. Staff members participate in on-going training in disaster preparedness. Diagrams are posted in each classroom for emergency evacuation and each staff member has an emergency staff-parent phone calling tree to use for emergencies.

Key components of our School Safe Plan cover the procedures for traumatic incidents, code red drills, evacuations/relocations, bomb threats/bomb emergencies, earthquakes, fires and explosions. The NCS Safety Committee, in accordance with Senate Bill 187, updates our School Safety Plan annually and this plan is available for viewing in our school office.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013–14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

Federal Intervention Program (School Year 2014–15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement*	Year 1	Year 3`
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	91.7%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21		1		22		1		22		1	
1	21		1		17	1			20	1		
2	21		1		20	1			22		1	
3	19	1			17	1			20	1		
4	22		1		19	1			17	1		
5	24		1		22		1		23		1	
6	21		1		18	1			25		1	
Other												

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

Academic Counselors and Other Support Staff (School Year 2013–14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	N/A	N/A

Library Media Teacher (librarian)	0.2	N/A
Library Media Services Staff (paraprofessional)	N/A	N/A
Psychologist	0.1	N/A
Social Worker	N/A	N/A
Nurse	0.01	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	N/A	N/A
Other	5.13	N/A

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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012–13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7,690	\$1,421	\$6,269	\$41,470
District	N/A	N/A	N/A	\$63,298
Percent Difference – School Site and District	N/A	N/A	N/A	-42%
State	N/A	N/A	\$4,690	\$69,360
Percent Difference – School Site and State	N/A	N/A	29%	-50%

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

Types of Services Funded (Fiscal Year 2013–14)

Nord Country School offers many supplemental educational services. These include violin, classroom music, PE, Spanish language, art, leadership club, reading incentive programs, field trips, cribbage, and gardening.

Nord Country School, through Chico Unified School District, participates in the National School Lunch Program, providing a healthy breakfast, lunch and supper. Free and reduced meals are available to eligible families.

Transportation services to and from Nord Country School are offered free of charge to all students. For convenience, there are several bus stops in the North Chico area.

Teacher and Administrative Salaries (Fiscal Year 2012–13)

Category	School Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,421	\$41,318
Mid-Range Teacher Salary	\$40,943	\$65,615
Highest Teacher Salary	\$49,088	\$84,981
Average Principal Salary (Elementary)	\$66,712	\$107,624
Average Principal Salary (Middle)	N/A	\$112,817
Average Principal Salary (High)	N/A	\$121,455
Superintendent Salary	N/A	\$206,292
Percent of Budget for Teacher Salaries	34%	40.0%
Percent of Budget for Administrative Salaries	6%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development – Most Recent Three Years

Staff development is a crucial part of our school plan. Our teachers have received professional development in areas such as California common core standards in language arts, math and science, as well as the use of technology in the classroom and other topics that teachers select to align with the needs of our students as determined by assessment data and observations.

Recently, Nord Country School received three Teacher's Professional Learning for Inland California grants totaling nearly \$50,000. Using funds from these grants, professional development included a focus on learning disabilities and behavior management. Dyslexia training and workshops and many phonemic awareness workshops and seminars were attended to help us identify why students in intervention programs were not making adequate academic progress. We use small intervention groups to find and address the root causes of our student's struggles.

We also continue to learn about strategies to help us with behavior. Workshops included learning different strategies to teach our students self-regulation techniques, how to help students with sensory needs and how to identify anxiety type disorders seen in schools. Over the past three years our staff participated in over 1,200 hours of professional development.