



Nord Country School

5554 California St. • Chico, CA 95973 • 530-891-3138 • Grades K-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



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5554 California Street

Chico, CA 95973

530-891-3138

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District Governing Board

Kristy Dailey

President

Hilary Tricerri

Vice President

Todd Lewis

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Secretary

Radley Ott

Member

Jesse Scherba

Member

Levi Russell

Member

District Administration

Kathleen Dahlgren

Superintendent

Kathleen Dahlgren

Principal

Lisa Speegle

Chief Business Officer

School Description

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.

Nord Country School's mission is to create partnerships with students, families, staff and the community in order to provide a safe and inviting environment in which students will experience the best of traditional education with modern approaches. The Instructional Vision of the school is to provide high quality, standards-based learning experiences that build character, community and global awareness.

About the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 24 |
| Grade 1 | 24 |
| Grade 2 | 23 |
| Grade 3 | 23 |
| Grade 4 | 23 |
| Grade 5 | 21 |
| Grade 6 | 8 |
| Grade 7 | 15 |
| Grade 8 | 19 |
| Total Enrollment | 180 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.1 |
| American Indian or Alaska Native | 2.2 |
| Hispanic or Latino | 21.7 |
| Native Hawaiian or Pacific Islander | 0.6 |
| White | 70 |
| Two or More Races | 4.4 |
| Socioeconomically Disadvantaged | 33.9 |
| English Learners | 3.9 |
| Students with Disabilities | 10 |

A. Conditions of Learning

State Priority: Basic

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

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

| Teacher Credentials for Nord Country School | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 13 | 13 | 13 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Nord Country School | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ◆ | ◆ | 13 |
| Without Full Credential | ◆ | ◆ | 0 |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Nord Country School

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials

Year and month in which data were collected: 2020 January

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|--|
| Reading/Language Arts | Writing Alive (K-5) California Treasures, Macmillan/McGraw-Hill (K-5th) The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Bridges (K-5) CPM (6th-8th) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | Houghton Mifflin, Science Fusion (K) California Science, Macmillan/McGraw Hill, (1st-5th - 2008 adoption) Prentice Hall, Earth Science, Life Science, Physical Science (6th-8th) The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | California Vistas Macmillan/McGraw-Hill, (1st-5th - 2007 adoption) National Geographic (6th - 8th newest adoption) The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0 |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

While the Nord Country School facility is older, it is maintained beautifully. Repairs and maintenance are kept current. The grounds are expansive and include many opportunities for gardening and sports. Of particular mention, an expansion and renovation of the cafeteria was recently completed, adding significant value to the campus.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 2019 October

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|------------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | Library ceiling tiles show signs of water damage from past roof leaks, cosmetic only |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | Room 4 roof has damage, repairs scheduled for later in the fall |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 50 | 58 | 54 | 56 | 50 | 50 |
| Math | 45 | 48 | 44 | 43 | 38 | 39 |

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | | | |

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 111 | 109 | 98.20 | 57.80 |
| Male | 60 | 58 | 96.67 | 56.90 |
| Female | 51 | 51 | 100.00 | 58.82 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Hispanic or Latino | 28 | 28 | 100.00 | 35.71 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 72 | 71 | 98.61 | 66.20 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 54 | 53 | 98.15 | 49.06 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 17 | 17 | 100.00 | 23.53 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

Note: 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 CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: 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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 111 | 109 | 98.20 | 47.71 |
| Male | 60 | 58 | 96.67 | 48.28 |
| Female | 51 | 51 | 100.00 | 47.06 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Hispanic or Latino | 28 | 28 | 100.00 | 39.29 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 72 | 71 | 98.61 | 52.11 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 54 | 53 | 98.15 | 43.40 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 17 | 17 | 100.00 | 11.76 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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: 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.

School Safety Plan

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.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 1.1 | 1.1 | 0.5 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.2 | 4.2 |
| Expulsions Rate | 0.3 | 0.0 | 0.1 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | .0 |

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

Student Support Services Staff (School Year 2018-19)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | .4 |
| Resource Specialist (non-teaching) | |
| Other | |

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 11 | 1 | 1 | | 11 | 2 | | | 12 | 2 | | |
| 1 | 21 | | 1 | | 22 | | 1 | | 24 | | 1 | |
| 2 | 22 | | 1 | | 22 | | 1 | | 23 | | 1 | |
| 3 | 22 | | 1 | | 22 | | 1 | | 23 | | 1 | |
| 4 | 18 | 1 | | | 21 | | 1 | | 23 | | 1 | |
| 5 | 21 | | 1 | | 15 | 1 | | | 21 | | 1 | |
| 6 | 21 | | 6 | | 16 | 7 | | | 8 | 6 | | |
| Other** | | | | | | | | | | | | |

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6 | 6 | 7 |

Staff development is a large part of our school plan. Six days are provided for certificated teachers to attend workshops, trainings or to observe other teachers and one day is provided for school wide staff development in the areas of safety and mandated trainings. Academic professional development in the areas of science and math have been a concentration. Teachers have attended workshops in math and, in order to learn more about the Next Generation Science Standards, in the area of science.

We have been awarded an MTSS grant through Orange County Office of Education to further develop our academic and behavioral strategies and supports for students. Many staff members have attended conferences and county trainings in these areas. Data that is collected is used to determine ongoing needs.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$43,680 | \$51,374 |
| Mid-Range Teacher Salary | \$66,070 | \$80,151 |
| Highest Teacher Salary | \$81,258 | \$100,143 |
| Average Principal Salary (ES) | \$82,327 | \$126,896 |
| Average Principal Salary (MS) | \$82,327 | \$133,668 |
| Average Principal Salary (HS) | N/A | \$143,746 |
| Superintendent Salary | \$82,327 | \$245,810 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 36% | 35% |
| Administrative Salaries | 6% | 5% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Nord Country School offers many supplemental educational services. These include violin, classroom music, PE, Spanish, art, leadership club, various electives, reading incentive programs, field trips, chess club, 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.

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).

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|------------|------------|--------------|------------------------|
| School Site | \$9,470.00 | \$1,673.00 | \$7,797.00 | \$55,909.00 |
| District | N/A | N/A | \$7,797.00 | \$55,909.00 |
| State | N/A | N/A | \$7,506.64 | \$82,031.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 0.0 | 0.0 |
| School Site/ State | 3.8 | -37.9 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.