

Nord Country School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Nord Country School
Street	5554 California St.
City, State, Zip	Chico, CA 95973
Phone Number	530-891-3138
Principal	Kathleen Dahlgren
Email Address	admin@nordk8.org
School Website	www.nordcountryschool.org
County-District-School (CDS) Code	04614240110551

2022-23 District Contact Information

District Name	Nord Country School authorized by Chico Unified School District
Phone Number	530-891-3138
Superintendent	Kathleen Dahlgren
Email Address	admin@nordk8.org
District Website Address	www.nordcountryschool.org

2022-23 School Overview

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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	23
Grade 2	23
Grade 3	23
Grade 4	23
Grade 5	24
Grade 6	22
Grade 7	25
Grade 8	14
Total Enrollment	201

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.7
Male	46.3
American Indian or Alaska Native	0.0
Asian	1.0
Black or African American	1.0
Filipino	0.0
Hispanic or Latino	17.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	6.0
White	74.1
English Learners	2.0
Foster Youth	0.5
Homeless	1.0
Migrant	0.0
Socioeconomically Disadvantaged	29.9
Students with Disabilities	13.4

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

2020-21 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)	8.90	89.99	588.00	84.35	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.50	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	10.01	12.90	1.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	53.90	7.74	12115.80	4.41
Unknown	0.00	0.00	37.60	5.39	18854.30	6.86
Total Teaching Positions	9.90	100.00	697.10	100.00	274759.10	100.00

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.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	25.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		2023 January	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Writing Alive (K-5), Wilson Language Program and Foundations Reading and Spelling (K-3), McGraw Hill Wonders (2nd-5th grade), Macmillan/McGraw-Hill (K-5th)	Yes	0
Mathematics	Bridges and Ready Math (K-5) CPM (6th-8th)	Yes	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)	No	0
History-Social Science	California Vistas Macmillan/McGraw-Hill, (1st-5th - 2007 adoption) National Geographic (6th - 8th newest adoption)	No	0

School Facility Conditions and Planned Improvements

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. Recent improvements include resurfacing of the small basketball court and an expanded outdoor eating area adjacent to the small basketball court.

Year and month of the most recent FIT report

2023 January

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			server room sink drain collapsed
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **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.

SARC Reporting in the 2020-2021 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

Note that 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.

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.

The 2020-21 data cells have N/A values because these data 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.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	59	N/A	55	N/A	47
Mathematics (grades 3-8 and 11)	N/A	47	N/A	39	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	126	123	97.62	2.38	58.54
Female	67	66	98.51	1.49	62.12
Male	59	57	96.61	3.39	54.39
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	27	27	100.00	0.00	51.85
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	91	88	96.70	3.30	60.23
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	47	46	97.87	2.13	45.65
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	21	19	90.48	9.52	21.05

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	126	123	97.62	2.38	47.15
Female	67	66	98.51	1.49	39.39
Male	59	57	96.61	3.39	56.14
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	27	27	100.00	0.00	44.44
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	91	88	96.70	3.30	50.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	47	46	97.87	2.13	45.65
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	21	19	90.48	9.52	26.32

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	34.48	42.86	0	36.99	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	37	35	94.59	5.41	42.86
Female	20	20	100	0	50
Male	17	15	88.24	11.76	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	30	28	93.33	6.67	46.43
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	12	100	0	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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	98%	98%	98%	98%	98%
Grade 7	100%	100%	100%	100%	100%
Grade 9	n/a	n/a	n/a	n/a	n/a

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.

2022-23 Opportunities for Parental Involvement

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. Partner 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	206	203	17	8.4
Female	112	110	6	5.5
Male	94	93	11	11.8
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	2	2	1	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	36	36	4	11.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	12	12	2	16.7
White	154	151	10	6.6
English Learners	4	4	0	0.0
Foster Youth	1	1	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	70	70	8	11.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	30	30	2	6.7

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. 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.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	3.42	2.45
Expulsions	0.00	0.25	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.07	0.49	0.67	4.01	0.20	3.17
Expulsions	0.00	0.00	0.01	0.31	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.49	0.00
Female	0.89	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.65	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.43	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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. This year our safety plan was revised to include additional information regarding pandemic response.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	24		1	
1	23		1	
2	24		1	
3	24		1	
4	24		1	
5	24		1	
6	21		1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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		1	
1	22		1	
2	22		1	
3	22		1	
4	25		1	
5	21		1	
6	26		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	24		1	
1	23		1	
2	24		1	
3	23		1	
4	23		1	
5	24		1	
6	22		1	

2021-22 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	0

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.2
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	2.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	10,963	\$965	\$9,998	\$57,597
District	N/A	N/A		\$74,696
Percent Difference - School Site and District	N/A	N/A	9.3	-25.9
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	41.0	-42.2

2021-22 Types of Services Funded

Nord Country School offers many supplemental educational services. Historically, these include violin, classroom music, PE, Spanish, art, leadership club, various electives, reading incentive programs, field trips, chess club, and gardening. We continue to transition back to offering all of these options within COVID-19 safety guidelines.

Nord Country School participates in the National School Lunch Program, providing a healthy breakfast, lunch and snack to all students.

We strive to offer transportation services to and from Nord Country School free of charge to all students. We have several designated bus stops in the North Chico area.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$49,195	\$54,370
Mid-Range Teacher Salary	\$66,564	\$82,681
Highest Teacher Salary	\$104,767	\$106,610
Average Principal Salary (Elementary)	\$114,404	\$135,283
Average Principal Salary (Middle)	\$123,945	\$141,244
Average Principal Salary (High)	\$126,883	\$152,955
Superintendent Salary	\$238,553	\$264,367
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

Staff development is a large part of our school plan. Six days are provided for certificated teachers to attend workshops or to observe other teachers and one day is provided for school wide staff development in the areas of safety and mandated trainings. Although most instruction is not happening remotely, workshops on maximizing Google tools and teaching with Google Classroom were attended by several teachers.

Language arts and math have been the focus areas for most of the academic professional development. Teachers attended online workshops on writing as well as phonemic awareness and phonics. Several teachers also attended the online Literacy Summit.

Teachers attended math workshops on engaging students in math conversations and building math sense. Math will continue to be a focus for all staff next year.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7