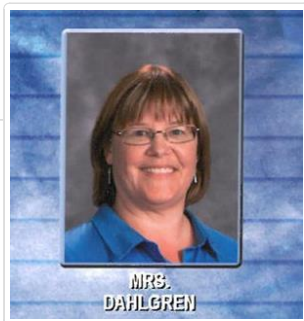


Nord Country School



Kathy Dahlgren, Principal

Principal, Nord Country School

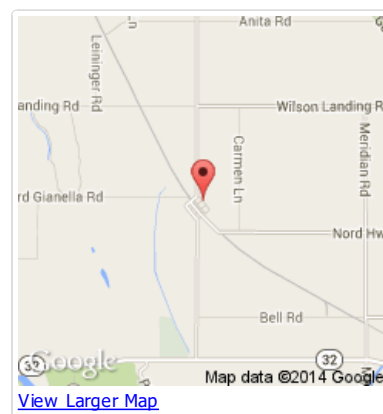
About Our School

Nord Country School is an independent Charter School serving grades K - 6. The school was founded in 2005 by parents, teachers and community members. At Nord Country School we believe that learning is a life-long adventure. We believe in the freedom to wonder, to ask, to explore, to imagine, and to create; that success means doing our best, being our best, and feeling proud of our effort. We believe that every one of us has special talents, and that the talents of each of us helps all of us. At our school learning occurs in a safe and nurturing environment where the school forms close ties with the students, parents and community members.

Contact

5554 California St.
Chico, CA
95973-9795

Phone: 530-891-3138
E-mail: kdahlgren@nordcountryschool.org



Data and Access

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.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Nord Country School
Street	5554 California St.
City, State, Zip	Chico, Ca, 95973-9795
Phone Number	530-891-3138
Principal	Kathy Dahlgren, Principal
E-mail Address	kdahlgren@nordcountryschool.org
County-District-School (CDS) Code	04614240110551

District	
District Name	Chico Unified
Phone Number	(530) 891-3000
Web Site	www.chicousd.org
Superintendent First Name	Kelly
Superintendent Last Name	Staley
E-mail Address	mmclean@chicousd.org

Last updated: 1/29/2014

School Description and Mission Statement (School Year 2012-13)

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 not for 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.

Last updated: 1/29/2014

Opportunities for Parental Involvement (School Year 2012-13)

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 the classroom, the garden, or other locations on campus. We also have parents drive or chaperone on field trips, coach our school soccer team, help at school events, and prepare materials at home. We strongly believe that parents and teachers working closely together can only enhance the education, sense of community, and development of each student.

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

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

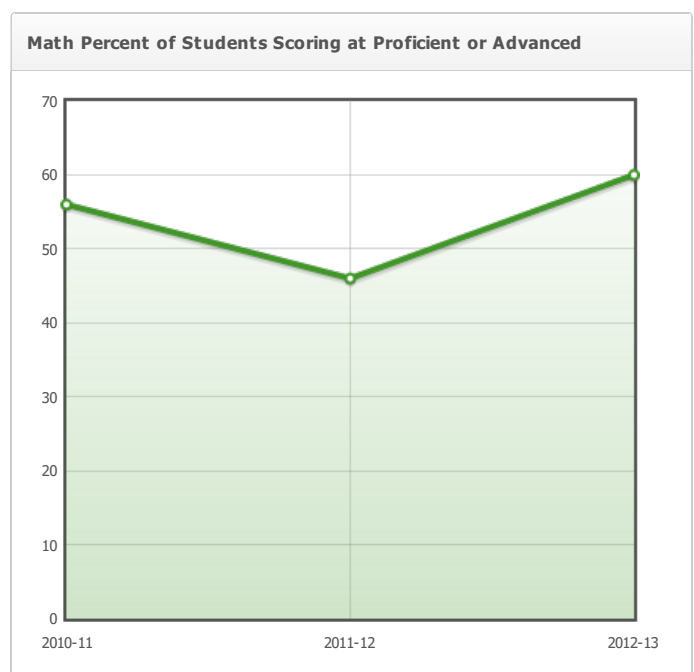
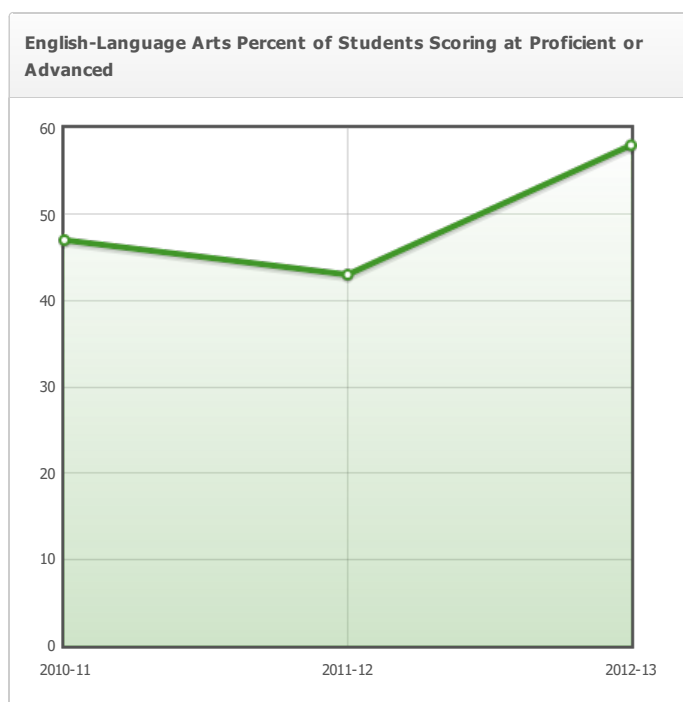
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

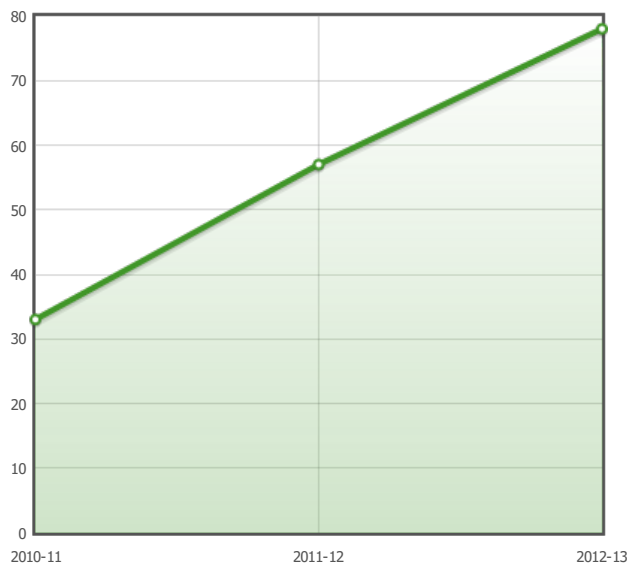
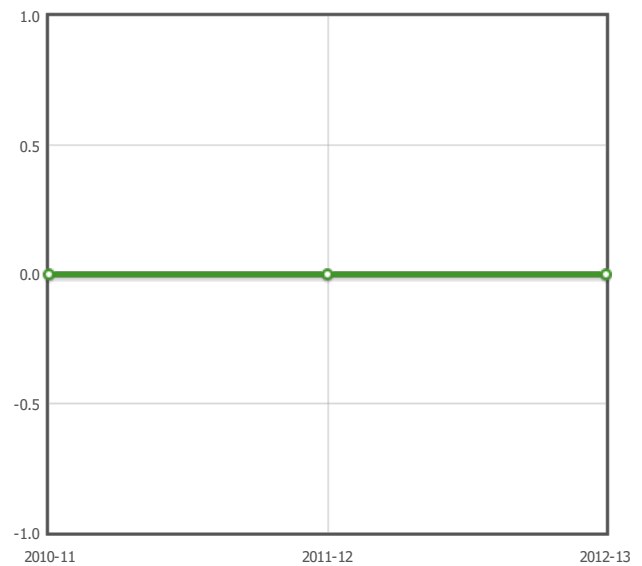
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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%
Science	33%	57%	78%	67%	68%	67%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	59%	56%	58%	48%	49%	49%

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.



Science Percent of Students Scoring at Proficient or Advanced**History Percent of Students Scoring at Proficient or Advanced**

Last updated: 1/29/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58%	60%	78%	N/A
All Students at the School	58%	60%	78%	N/A
Male	53%	63%	N/A	N/A
Female	61%	57%	88%	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	49%	46%	73%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	60%	65%	83%	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	51%	54%	74%	N/A
English Learners	33%	44%	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

Last updated: 1/29/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.4%	34.8%	26.1%

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.

Last updated: 1/29/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	4	3	3
Similar Schools			1

Last updated: 2/12/2014

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	62
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	58
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.

Last updated: 1/29/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	91	819	8,818	807	4,655,989	790
Black or African American	2		315	718	296,463	708
American Indian or Alaska Native	3		151	747	30,394	743
Asian	0		547	786	406,527	906
Filipino	0		62	890	121,054	867
Hispanic or Latino	36	769	1,947	738	2,438,951	744
Native Hawaiian or Pacific Islander	0		57	785	25,351	774
White	50	853	5,550	839	1,200,127	853
Two or More Races	0		107	756	125,025	824
Socioeconomically Disadvantaged	66	797	4,561	745	2,774,640	743
English Learners	20	728	1,232	684	1,482,316	721
Students with Disabilities	8		1,063	626	527,476	615

Last updated: 1/29/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	No
Met Graduation Rate	N/A	

Last updated: 1/29/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

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%

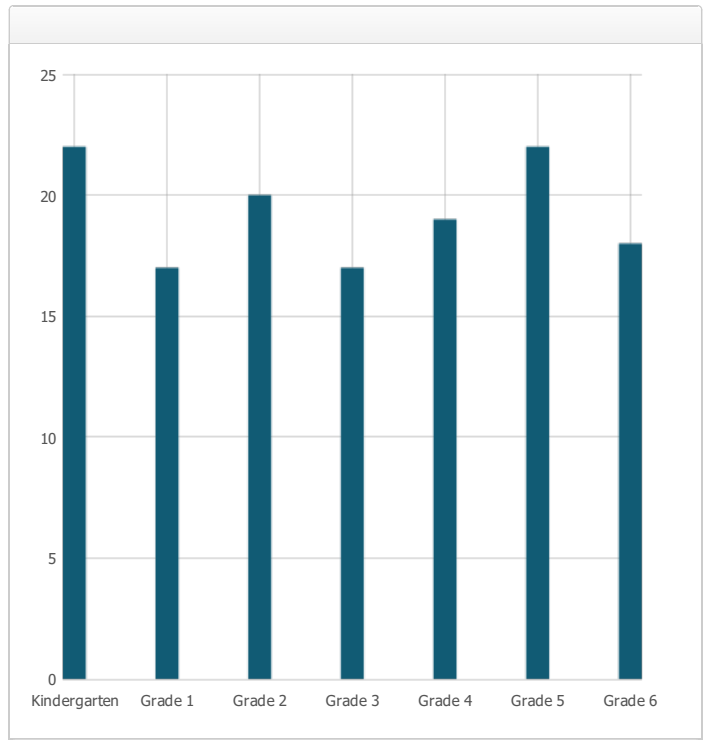
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 2/12/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

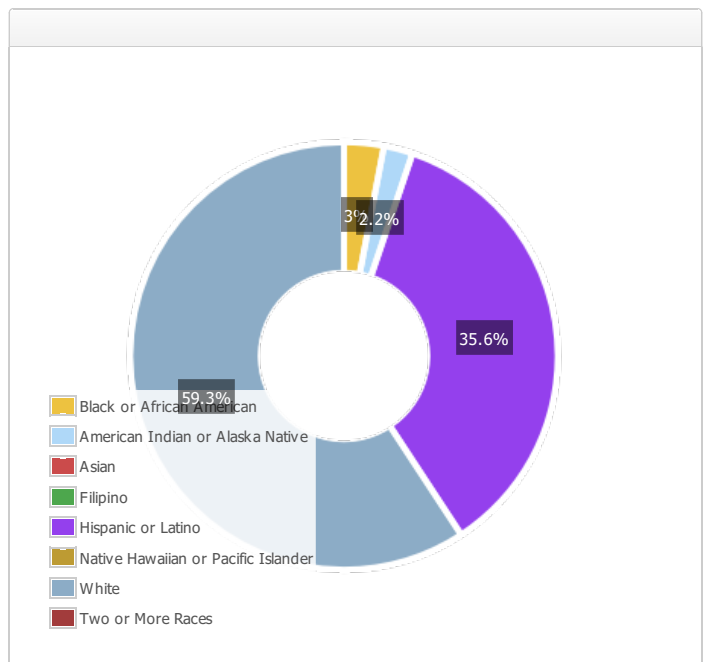
Grade Level	Number of Students
Kindergarten	22
Grade 1	17
Grade 2	20
Grade 3	17
Grade 4	19
Grade 5	22
Grade 6	18
Total Enrollment	135



Last updated: 2/12/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	3.0
American Indian or Alaska Native	2.2
Asian	0.0
Filipino	0.0
Hispanic or Latino	35.6
Native Hawaiian or Pacific Islander	0.0
White	59.3
Two or More Races	0.0
Socioeconomically Disadvantaged	66.7
English Learners	14.8
Students with Disabilities	7.4



Last updated: 1/29/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	1	0	0	21.0	1	0	0	22.0	1	1	0
1	20.0	1	0	0	21.0	1	0	0	17.0	1	0	0
2	18.0	1	0	0	21.0	1	0	0	20.0	1	0	0
3	20.0	1	0	0	19.0	1	0	0	17.0	1	0	0
4	25.0	0	2	0	22.0	2	0	0	19.0	1	1	0
5	25.0	0	1	0	24.0	0	1	0	22.0	0	1	0
6	14.0	1	0	0	21.0	1	0	0	18.0	1	0	0
Other			0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/29/2014

School Safety Plan (School Year 2012-13)

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

Our Safety Committee, comprised of staff and community members, meets quarterly to keep updated on new procedures and the most effective practices in keeping our students safe.

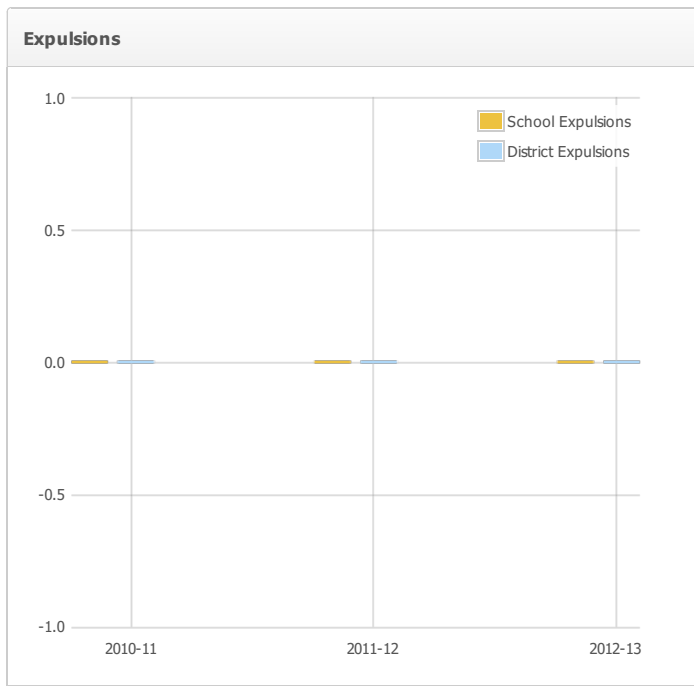
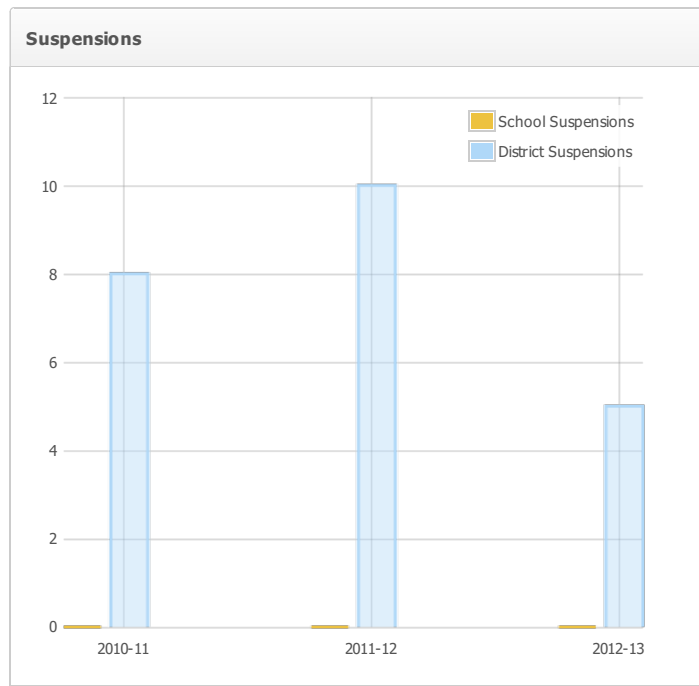
This year through charitable donations we have also installed an AED. This way we can provide our students, staff and community with a life saving device on campus.

Last updated: 1/29/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.03	0.02	0.02	8.95	10.12	5.77
Expulsions	0.00	0.00	0.00	0.59	0.62	0.67

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/31/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Through generous donations, a new portable classroom was placed on the campus during the school year. This classroom provides much needed space for many school programs. It is used for intervention classes, Spanish classes, Art and our afterschool program.

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 main building is funneled through the front office entrance and the office manager maintains a check-in/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. In general, Nord Country School reflects the beauty of the rural community of which it is a part.

Last updated: 2/12/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Additional drinking fountains are planned out near the athletic field.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rate (School Year 2013-14)

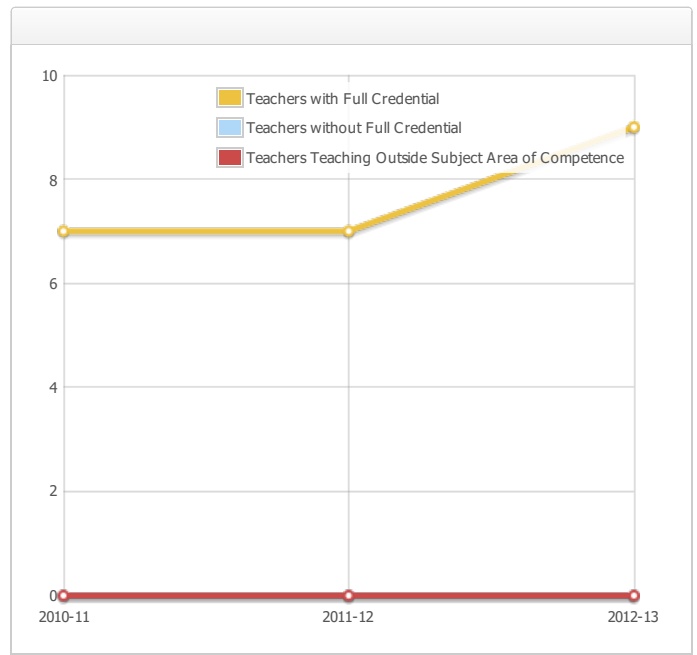
Overall Rating	Good
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Last updated: 1/29/2014

Teachers

Teacher Credentials

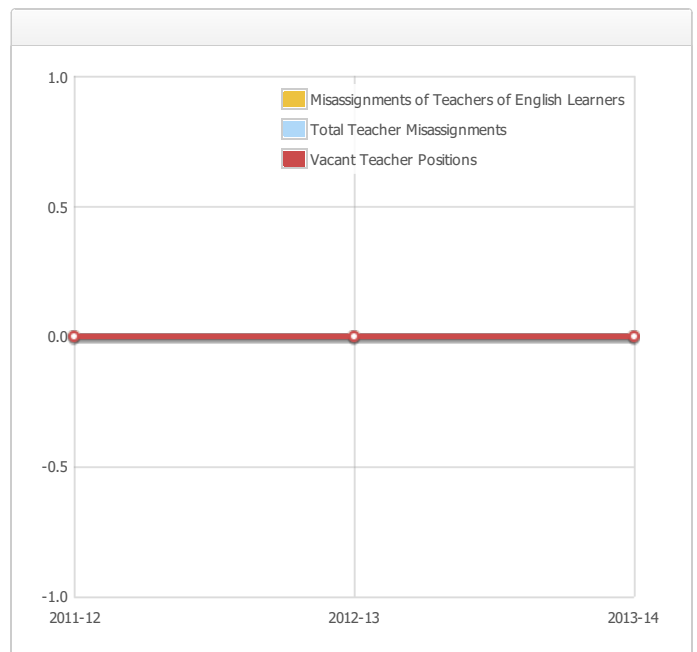
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	7	7	9	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/29/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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.

Last updated: 1/29/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

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	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

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.

Last updated: 1/29/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.2	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

Note: Cells shaded in black or 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.

Last updated: 1/29/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	California Treasures Macmillan/McGraw-Hill	Yes	0.0
Mathematics	California Math Houghton Mifflin (K-3) Saxon Math Harcourt (4-6)	Yes	0.0
Science	California Science Macmillan/McGraw-Hill Adoption 2008	Yes	0.0
History-Social Science	California Vistas Macmillan/McGraw-Hill Adoption 2007	Yes	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

Last updated: 1/29/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,633	\$1,999	\$5,634	\$43,755
District	N/A	N/A	\$5,649	\$63,409
Percent Difference – School Site and District	N/A	N/A	N/A	-37.00%
State	N/A	N/A	\$5,537	\$68,841
Percent Difference – School Site and State	N/A	N/A	2.00%	-45.00%

Note: Cells shaded in black or with N/A values do not require data.

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.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 2/12/2014

Types of Services Funded (Fiscal Year 2012-13)

Nord Country School offers many supplemental educational services. These include violin, classroom music, P.E., Spanish, art, ukulele, leadership club, a reading incentive program, field trips, cribbage and garden programs.

Nutrition services are provided from the National School Lunch Program. This program, run by Chico Unified School District, provides a healthy breakfast, lunch and supper. Free and reduced meals are available to eligible families.

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

Last updated: 1/29/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Staff development is a crucial part of our school plan. It is one of the reasons why the Nord Country School staff are highly effective and Nord Country School is able to maintain its high level of quality instruction. During the last 3 years our staff has participated in over 975 hours of Professional Development and countless hours of collaboration amongst themselves and with other professionals in the field of education.

Our teachers have received professional development in areas such as Language Arts, Math, English Language development, Student Behaviors, Science, Use of Technology in the Classroom, BTSA, Dyslexia, and specific programs for learning disabilities. Professional development topics are selected to align with teachers' designated focus for personal growth and the needs of our students as determined by assessment data and observations. Our Instructional Aides are also encouraged to attend workshops and training to further increase their abilities and knowledge of instructional strategies and student behavior management.

One area of concentration this year is transitioning to the California Common Core Standards.

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