

# Nord Country School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

### Published During 2015-16

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 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/>.
- 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/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 <http://dq.cde.ca.gov/dataquest/> 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., 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.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Nord Country School
<b>Street</b>	5554 California Street
<b>City, State, Zip</b>	Chico, CA, 95973
<b>Phone Number</b>	530-891-3138
<b>Principal</b>	Kathy Dahlgren
<b>E-mail Address</b>	<a href="mailto:kdahlgren@nordcountryschool.org">kdahlgren@nordcountryschool.org</a>
<b>Web Site</b>	<a href="http://www.nordcountryschool.org">www.nordcountryschool.org</a>
<b>Grades Served</b>	K-7
<b>CDS Code</b>	04-61424-0110551

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

### 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 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	22
Grade 1	21
Grade 2	20
Grade 3	22
Grade 4	20
Grade 5	16
Grade 6	19
<b>Total Enrollment</b>	140

### Student Enrollment by Group (School Year 2014-15)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	3.6
American Indian or Alaska Native	7.1
Asian	1.4
Hispanic or Latino	21.4
Native Hawaiian or Pacific Islander	0.7
White	62.1
Two or More Races	3.6
Socioeconomically Disadvantaged	59.3
English Learners	7.9
Students with Disabilities	10.7
Foster Youth	2.9

## 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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	9	9	10	
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	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.4	1.6
High-Poverty Schools in District	97.7	2.3
Low-Poverty Schools in District	99.1	1.0

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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: January 2016

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	California Treasures Macmillan/McGraw-Hill	Yes	0%
Mathematics	Bridges (K-5) CPM (6th)	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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.

New playground equipment, including slides and climbing structures were added two years ago. Recent improvements include the installation of two additional classrooms for a 7th grade expansion implemented this year. Next year we will add two additional classrooms to complete the Middle School addition.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 08/28/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Two ceiling tiles in the library need to be changed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: 08/28/2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

**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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	29	48	44
Mathematics	33	41	33

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.

**CAASPP Assessment Results - English Language Arts (ELA)**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	22	22	100.0	55	27	18	0
	4	19	18	94.7	39	17	22	22
	5	17	17	100.0	41	24	24	12
	6	22	20	90.9	40	40	20	0
Male	3		13	59.1	62	23	15	0
	4		10	52.6	--	--	--	--
	5		5	29.4	--	--	--	--
	6		8	36.4	--	--	--	--
Female	3		9	40.9	--	--	--	--
	4		8	42.1	--	--	--	--
	5		12	70.6	50	17	17	17
	6		12	54.5	50	33	17	0
Black or African American	3		2	9.1	--	--	--	--
	6		1	4.5	--	--	--	--
American Indian or Alaska Native	3		1	4.5	--	--	--	--
	4		3	15.8	--	--	--	--
	5		3	17.6	--	--	--	--
	6		2	9.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		2	9.1	--	--	--	--
	4		4	21.1	--	--	--	--
	5		6	35.3	--	--	--	--
	6		4	18.2	--	--	--	--
Native Hawaiian or Pacific Islander	3		1	4.5	--	--	--	--
White	3		14	63.6	57	29	14	0
	4		11	57.9	18	18	27	36
	5		8	47.1	--	--	--	--
	6		13	59.1	31	38	31	0
Two or More Races	3		2	9.1	--	--	--	--
Socioeconomically Disadvantaged	3		13	59.1	46	38	15	0
	4		10	52.6	--	--	--	--
	5		10	58.8	--	--	--	--
	6		10	45.5	--	--	--	--
English Learners	4		2	10.5	--	--	--	--
	5		2	11.8	--	--	--	--
	6		1	4.5	--	--	--	--
Students with Disabilities	3		3	13.6	--	--	--	--
	4		1	5.3	--	--	--	--
	5		3	17.6	--	--	--	--
	6		2	9.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	22	22	100.0	32	32	36	0
	4	19	18	94.7	17	28	33	22
	5	17	16	94.1	31	50	13	6
	6	22	20	90.9	50	30	20	0
Male	3		13	59.1	38	31	31	0
	4		10	52.6	--	--	--	--
	5		5	29.4	--	--	--	--
	6		8	36.4	--	--	--	--
Female	3		9	40.9	--	--	--	--
	4		8	42.1	--	--	--	--
	5		11	64.7	36	55	9	0
	6		12	54.5	58	25	17	0
Black or African American	3		2	9.1	--	--	--	--
	6		1	4.5	--	--	--	--
American Indian or Alaska Native	3		1	4.5	--	--	--	--
	4		3	15.8	--	--	--	--
	5		3	17.6	--	--	--	--
	6		2	9.1	--	--	--	--
Hispanic or Latino	3		2	9.1	--	--	--	--
	4		4	21.1	--	--	--	--
	5		5	29.4	--	--	--	--
	6		4	18.2	--	--	--	--
Native Hawaiian or Pacific Islander	3		1	4.5	--	--	--	--
White	3		14	63.6	36	29	36	0
	4		11	57.9	9	27	36	27
	5		8	47.1	--	--	--	--
	6		13	59.1	31	46	23	0
Two or More Races	3		2	9.1	--	--	--	--
Socioeconomically Disadvantaged	3		13	59.1	31	31	38	0
	4		10	52.6	--	--	--	--
	5		9	52.9	--	--	--	--
	6		10	45.5	--	--	--	--
English Learners	4		2	10.5	--	--	--	--
	5		1	5.9	--	--	--	--
	6		1	4.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		3	13.6	--	--	--	--
	4		1	5.3	--	--	--	--
	5		3	17.6	--	--	--	--
	6		2	9.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	78	65	60	66	67	64	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	64
All Students at the School	60
Male	--
Female	54
American Indian or Alaska Native	--
Hispanic or Latino	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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 Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.20	25.00	50.00

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: 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	1.33	2.61	4.73	6.43	5.36	3.44	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.31	0.28	0.25	0.13	0.10	0.09

### 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 2014-15)

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

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	69.2

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			Avg. Class Size	2013-14			Avg. Class Size	2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+
K	22		1		22		1		22		1			
1	17	1			20	1			21		1			
2	20	1			22		1		20	1				
3	17	1			20	1			22		1			
4	19	1			17	1			20	1				
5	22		1		23		1		16	1				
6	18	1			25		1		19	1				

Note: 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 2014-15)**

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	0.2	N/A
Social Worker	N/A	N/A
Nurse	0.01	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	N/A	N/A
Other	4.7	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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,500	\$1,464	\$6,036	\$43,755
District	N/A	N/A	N/A	\$62,700
Percent Difference: School Site and District	N/A	N/A		-30.2
State	N/A	N/A	\$5,348	\$71,529
Percent Difference: School Site and State	N/A	N/A	12.9	-38.8

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

**Types of Services Funded (Fiscal Year 2014-15)**

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 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,541	\$43,062
Mid-Range Teacher Salary	\$53,749	\$67,927
Highest Teacher Salary	\$85,671	\$87,811
Average Principal Salary (Elementary)	\$90,079	\$110,136
Average Principal Salary (Middle)	\$102,761	\$115,946
Average Principal Salary (High)	\$101,472	\$124,865
Superintendent Salary	\$170,000	\$211,869
Percent of Budget for Teacher Salaries	38%	39%
Percent of Budget for Administrative Salaries	5%	5%

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 attended 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.

We continue to learn about strategies to help us better support student 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.