

Nord Country School

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

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www.nordcountryschool.org

2015-16 School Accountability Report Card Published During the 2016-17 School Year



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5554 California Street

Chico

530-891-3138

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District Governing Board

Richard Aguilera

Sheila Koester

Janet Ellner

Lexie Aceves

Roy Roney

Tom Williams

Kristy Dailey

Kristin Staup

Jillian Damon

District Administration

Kathleen Dahlgren

Superintendent

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 <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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	22
Grade 1	22
Grade 2	22
Grade 3	19
Grade 4	25
Grade 5	22
Grade 6	20
Grade 7	15
Total Enrollment	167

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	6.6
Asian	1.2
Filipino	0
Hispanic or Latino	19.8
Native Hawaiian or Pacific Islander	0.6
White	65.3
Two or More Races	3
Socioeconomically Disadvantaged	50.9
English Learners	6.6
Students with Disabilities	10.8
Foster Youth	0.6

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			
Nord Country School	14-15	15-16	16-17
With Full Credential	9	10	12
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Nord Country School	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Nord Country School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.0	1.0
High-Poverty Schools	98.9	1.1
Low-Poverty Schools	99.0	1.0

* 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 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: January 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Treasures Macmillan/McGraw-Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Bridges (K-5) CPM (6th-7th) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	California Science Macmillan/McGraw Hill (2008 adoption) 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 (2007 adoption) The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 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.

New playground equipment, including slides and climbing structures were added three years ago. Recent improvements include the installation of four additional classrooms for a Middle School. 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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/09/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			walls in room 11 need repairs
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 09/09/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	29	31	48	51	44	48
Math	33	29	40	44	34	36

* 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 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	65	60	65	67	64	61	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13	34.8	26.1
7	13.3	20	46.7

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	23	23	100.0	65.2
Male	11	11	100.0	54.6
Female	12	12	100.0	75.0
White	15	15	100.0	73.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	17	17	100.0	17.6
	4	23	22	95.7	22.7
	5	23	23	100.0	43.5
	6	20	20	100.0	25.0
	7	15	15	100.0	46.7
Male	3	11	11	100.0	
	4	14	14	100.0	7.1
	5	11	11	100.0	36.4
Female	5	12	12	100.0	50.0
	6	12	12	100.0	25.0
White	4	15	14	93.3	28.6
	5	15	15	100.0	60.0
	6	12	12	100.0	25.0
Socioeconomically Disadvantaged	4	13	13	100.0	23.1
	6	11	11	100.0	9.1

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	17	17	100.0	23.5
	4	23	22	95.7	18.2
	5	23	23	100.0	34.8
	6	20	20	100.0	15.0
	7	15	15	100.0	60.0
Male	3	11	11	100.0	18.2
	4	14	14	100.0	21.4
	5	11	11	100.0	36.4
Female	5	12	12	100.0	33.3
	6	12	12	100.0	
White	4	15	14	93.3	7.1
	5	15	15	100.0	40.0
	6	12	12	100.0	25.0

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	4	13	13	100.0	15.4
	6	11	11	100.0	18.2

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 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.

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 (School Year 2016-17)

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.

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			
School	2013-14	2014-15	2015-16
Suspensions Rate	2.6	4.7	1.2
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	5.4	3.4	4.1
Expulsions Rate	0.3	0.3	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
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		9
Percent of Schools Currently in Program Improvement		69.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	N/A
Library Media Teacher (Librarian)	0.2
Library Media Services Staff (Paraprofessional)	N/A
Psychologist	0.2
Social Worker	N/A
Nurse	0.01
Speech/Language/Hearing Specialist	0.2
Resource Specialist	N/A
Other	4.9
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	22	22	22				1	1	1			
1	20	21	22	1				1	1			
2	22	20	22		1		1		1			
3	20	22	19	1		1		1				
4	17	20	25	1	1				1			
5	23	16	23		1		1		1			
6	25	19	19		1	1	1					

Professional Development provided for Teachers

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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,698	\$44,958
Mid-Range Teacher Salary	\$55,362	\$70,581
Highest Teacher Salary	\$84,541	\$91,469
Average Principal Salary (ES)	\$89,317	\$113,994
Average Principal Salary (MS)	\$105,844	\$120,075
Average Principal Salary (HS)	\$104,517	\$130,249
Superintendent Salary	\$175,100	\$218,315
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	4%	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, 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.

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 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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,195	\$1,367	\$5,828	\$45,308
District	♦	♦	N/A	\$64,053
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District				-29.3
Percent Difference: School Site/ State				2.7

* Cells with ♦ do not require data.