

Nohl Canyon Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Nohl Canyon Elementary School
Street	4100 Nohl Ranch Road
City, State, Zip	Anaheim, CA 92807
Phone Number	(714) 997-6203
Principal	Jeffrey Jones
Email Address	jjones@orangeusd.org
Website	https://www.orangeusd.org/nohl-canyon-elementary-school
County-District-School (CDS) Code	30-66621-6071120

Entity	Contact Information
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
Website	www.orangeusd.org

School Description and Mission Statement (School Year 2019-20)

The purpose of the School Accountability Report Card is to provide information about the school's instructional programs, academic achievement, materials, facilities, and the staff. Information about Orange Unified School District is also provided.

Nohl Canyon is a diverse, unique school tucked away in the hills of Anaheim. With approximately 530 students of diverse ethnicities and home languages, our community prides itself on high achievement across all walks of life. Our school has a veteran staff in 18 Kindergarten through sixth grade classrooms, three of which are designated for gifted and talented (GATE) identified students. In addition, Nohl Canyon offers a resource specialist program (RSP).

Our staff is a group of dedicated professionals who meet weekly on Wednesday afternoons to discuss individual student support, analyze data, map curriculum and standards, receive professional development, and differentiate lessons for students, among other topics. Teachers are specialists in their grade levels and hold high expectations for students; they collaborate on a continuous basis to meet the needs of each and every student, whether for intervention or enrichment. Of particular note is the fact that one of Nohl Canyon's second grade teachers, Mrs. Linda Horist, was named a 2014 California State Teacher of the Year. While Mrs. Horist is an amazing teacher, she is one of many incredible professionals on Nohl Canyon's staff. Many of the teachers have sent their own children to attend Nohl Canyon which, in itself, is a high compliment.

An extremely high level of parent involvement is evident on a daily basis at Nohl Canyon. While walking through the classrooms numerous parents can be seen each day, working with groups of students on a project, helping to correct papers, or doing Art Masters lessons. Our active parent group, Nohl Canyon School Association (NCSA), supports students academically (in Traveling Scientist assemblies, for example); culturally (teaching Art Masters and a bi-weekly music program); and through after school enrichment programs (Outdoor Science School, Vex Robotics program, etc.). Nohl Canyon also boasts an active Dad's Club, where teacher honey-do lists are addressed during a monthly workday. As the proverb states, "It takes a village to raise a child," and this is very evident through our active parent community.

More than anything, anyone who visits Nohl Canyon recognizes that it is a special school with a heightened sense of community. It's obvious the first time one steps in the office and is greeted with a smile; it is clear when they stroll by a planter filled with seasonal flowers and various bulbs (planted by the Garden Club), observe teachers challenging their students to think "outside the box" and actively engage students in collaborative inquiry, and watch students play during recess with smiles and kind words. Nohl Canyon has a long list of accomplishments it has earned through the years, most recently as a California Gold Ribbon School and a California Distinguished School.

Student Achievement:

Ensuring all of our students achieve and make progress is a continuous process at Nohl Canyon. As we embark on adding new goals, we continued with our objectives that prove to be effective. Kindergarten through 6th collaboration and articulation of student work and data, along with utilizing Thinking Maps, standards based instruction, and collaborative inquiry. We also implement Response to Intervention and Instruction, including a Collaborative Academic Support Team (CAST) and RTI grade-level groups focusing on reading comprehension. With these goals in place, we were able to instruct, monitor, and evaluate student progress in small groups. Teachers also collaborate with one another, and analyzed student assessment data so all students learned in deeper more meaningful ways. This enabled us to help close the achievement gap for all students.

Student Engagement:

Grade-level teams, along with our Educational Specialist and Instructional Assistants, provide additional classroom support through small group interventions, enrichment, and flexible student grouping, during a 30-45 minute block, 4-5 days a week. Each grade level had a specific time block for RTI. The focus during this time is English language arts standards, with a strong emphasis in non-fiction text comprehension through writing.

Safe and Welcoming Schools:

Nohl Canyon is extremely fortunate to be the recipient of the Robert Wood Johnson Foundation grant for the Caring School Community program. We received approximately \$15,000 (during the 2011-2012 school year) in materials for each classroom and staff development training, and it is a program we continue to promote a positive school culture and reduce behaviors--specifically bullying--to this very day. The Caring School Community (CSC) program builds community among students, faculty, and families with common expectations, language, and structures. Implemented school wide, CSC improves the school climate, making it a place where the sense of connectedness is felt throughout the entire school. In a caring school community, students learn to take responsibility for their own learning and behavior; they also learn the shared values of fairness, helpfulness, caring, and respect. The program's components—class meetings, a cross-grade buddies program, home side activities, and school wide community-building activities that connect the home and school-support that learning.

VISION:

Fostering strong character and a passion for learning in a student-centered environment.

MISSION STATEMENT:

As a school community of staff, teachers, students and parents, we will foster student engagement, utilize innovative learning strategies and create a caring school community that extends through all classrooms and activities. Using the 21st century essential skills of critical thinking/problem solving, communication, collaboration, and creativity/innovation, we will nurture individual talents and design inquiry-based learning activities for students to display their original thinking. Inherent to our process are opportunities for students to exhibit their motivation, leadership and integrity as they develop into motivated, independent and emotionally intelligent young adults.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	59
Grade 1	64
Grade 2	67
Grade 3	79
Grade 4	85
Grade 5	86
Grade 6	103
Total Enrollment	543

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
Asian	23.6
Filipino	2.6
Hispanic or Latino	19.5
White	44.9
Two or More Races	6.6
Socioeconomically Disadvantaged	11.2
English Learners	6.4
Students with Disabilities	5.9
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20	19	19	1122
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 26, 2019

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-19-20 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on September 26, 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Amplify Science Program adopted in 2019 for Grades K-6. It was selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. Fully available to all students.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

7 sections of the FIT Report were marked in Good Repair and 1 section was marked as Fair. Interior surfaces were marked as in Fair Condition.. . The custodians and office manager stay on top of inputting work orders for repairs to be needed. The head custodian and principal complete quarterly facilities inspections to stay on top of needs as they may arise at the site. The principal and Executive Leadership Team stays on top of any safety and exterior issues as they arise.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 8/23/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Boys Restroom: Fixtures need cleaning. Tile damaged in some areas. Girls Restroom: Fixtures need cleaning. Tile damaged in some areas.
Interior: Interior Surfaces	Fair	Boys Restroom: Fixtures need cleaning. Tile damaged in some areas. Girls Restroom: Fixtures need cleaning. Tile damaged in some areas. TLC Area: 4.Ceiling plaster damaged;9. Drinking fountain not working
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room 14: 9. Drinkning faucet water pressure too high TLC Area: 4.Ceiling plaster damaged;9. Drinking fountain not working
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Quad Area: 12.Rotted & deteriorated on wood shelter,paint chipping;14.Cracks on walkway
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Quad Area: 12.Rotted & deteriorated on wood shelter,paint chipping;14.Cracks on walkway
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	79	78	57	57	50	50
Mathematics (grades 3-8 and 11)	77	78	43	44	38	39

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	354	351	99.15	0.85	78.29
Male	185	184	99.46	0.54	72.83
Female	169	167	98.82	1.18	84.34
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	89	89	100.00	0.00	80.90
Filipino	--	--	--	--	--
Hispanic or Latino	80	78	97.50	2.50	66.67
Native Hawaiian or Pacific Islander					
White	153	152	99.35	0.65	79.61
Two or More Races	16	16	100.00	0.00	100.00
Socioeconomically Disadvantaged	46	46	100.00	0.00	54.35
English Learners	44	43	97.73	2.27	67.44
Students with Disabilities	27	27	100.00	0.00	33.33
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	354	351	99.15	0.85	78.06
Male	185	184	99.46	0.54	76.09
Female	169	167	98.82	1.18	80.24
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	89	89	100.00	0.00	86.52
Filipino	--	--	--	--	--
Hispanic or Latino	80	78	97.50	2.50	60.26
Native Hawaiian or Pacific Islander					
White	153	152	99.35	0.65	78.29
Two or More Races	16	16	100.00	0.00	100.00
Socioeconomically Disadvantaged	46	46	100.00	0.00	60.87
English Learners	44	43	97.73	2.27	65.12
Students with Disabilities	27	27	100.00	0.00	48.15
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.2	12.6	63.2

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parent and Community Partnerships

The school staff and community works hand-in-hand with our parent group, Nohl Canyon School Association (NCSA). The mission of NCSA is to build a relationship between the home and school, and to provide resources to the school which enhance and enrich the educational program and enables students to grow academically, physically and emotionally. NCSA provides an opportunity for the school community to come together by hosting schoolwide events including a Carnival in the Spring and a Jogathon in the fall. NCSA also sponsors community-building events like "Donuts with Dads" and "Muffins with Mom." Additional programs that are sponsored by NCSA are Traveling Scientist (hands-on science assemblies), Art Masters, and a weekly music program for all students in Kindergarten through 4th grade. All of these programs are provided as a result of fundraising efforts by our parents, students, and staff.

Parents also participate on the School Site Council (SSC) which meets multiple times during the school year. The SSC oversees the School Improvement Program, which addresses the development and evaluation of the School Plan for Student Achievement. As part of our District's LCAP, input is collected from as many parent groups and community stakeholders as possible (during meetings both in the morning and the evening).

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.9	0.0	0.0	3.0	2.8	2.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Each school develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan pertaining to their site. By March 1st, sites are required to have the School Safe Plan approved by the School Site Council and submitted to the District office through School and Community Services. SCS provides plan development and assistance to the schools and maintains a file of individual school plans available for inspection by the public. Embedded into the comprehensive disaster plan are fire and earthquake drills, which are conducted monthly. Nohl Canyon is linked through an emergency radio contact system with the District Office. Radio drills are held periodically in order to be prepared for an actual disaster. The "REMIND" app was instituted at Nohl Canyon with all staff. The Emergency Remind is used to communicate with staff via cell phones when an emergency is occurring and to provide updated information.

Nohl Canyon is a closed campus and once the school day starts, gates are locked, providing only one entrance through the main gate to the office. All volunteers must check in using our "RAPTOR" system, visitors have their drivers license scanned through our computer to insure they are safe to be on campus. Providing a safe environment for students is a primary concern at Nohl Canyon. Teachers are on duty before school, after school and during recess. Noon supervisors that provide supervision for students during lunch are trained in their duties and meet to discuss any safety concerns. The principal is highly visible on the campus during recesses, before school, after school and in classrooms. A safe traffic flow and pedestrian plan for the school parking lot has been developed with active parent volunteers directing traffic in the morning and afternoon.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	30		2		31		2		30		2	
1	30		2		31		2		32		2	
2	31		2		30		2		32		2	
3	32		2		30		3		27		3	
4	31		2	2	28		5		29		4	
5	29		4		30		4		37		3	1
6	32		2	2	30		6		39		2	3
Other**												

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

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

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.8

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5080.75	0	\$5080.75	\$85572.88
District	N/A	N/A	\$6616.90	\$83,902.00
Percent Difference - School Site and District	N/A	N/A	-26.3	2.0
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-38.5	3.8

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

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

Types of Services Funded (Fiscal Year 2018-19)

Nohl Canyon operated the following categorical programs for the 2018-2019 school year:

Local Control Funding Formula Funds - to support foster youth, English learners, and socioeconomically disadvantaged students. Services include extensive teacher and support provider professional development, coverage for classroom teachers to observe instructional strategies, and technologies for student engagement and small group activities.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,901	\$48,612
Mid-Range Teacher Salary	\$79,070	\$74,676
Highest Teacher Salary	\$106,421	\$99,791
Average Principal Salary (Elementary)	\$129,252	\$125,830
Average Principal Salary (Middle)	\$131,552	\$131,167
Average Principal Salary (High)	\$153,039	\$144,822

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$256,476	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

The staff at Nohl Canyon is committed to being life-long learners. As educators, we work together on a continuous basis. During the 2017-2020 school years, the staff has focused on the following:

Write from the Beginning & Beyond – All teachers have been trained in Narrative, Expository, and Response to Text genres of Write from the Beginning & Beyond, a follow-up writing program to Thinking Maps. This professional development will continue as the main writing focus of both the district and the school for the next three years.

Math Questioning/Academic Discourse - All teachers trained via district personnel at our own school site on breaking down math questions from SBAC assessments and learning how to create own questions for instruction.

Amplify Science - All staff were trained district wide on new curriculum of Amplify Science

K-6 collaboration and articulation – Teachers built knowledge of the rigorous implications of the state adopted standards for their grade levels.

Academic Language – By using correct academic language, students increased their understanding about their learning. Teachers experimented more with inclusive strategies (choral response, partner talk, etc.), response frames, and communication objectives.

Thinking Maps – The teachers continue implementing Thinking Maps and sharing ideas for application.

English Language Arts - Teacher are receiving professional development and Professional Learning Community time to engage in exploring, understanding, implementing, and reflecting up the Wonders ELA curriculum.

Leveled Questioning: Teacher are focusing on having students answer and ask questions that promote higher level thinking skills.

AVID - Staff and students are working on integrating skills and strategies that will help prepare students for college.

Collaborative Academic Support Team (CAST) –The CAST process assists in monitoring and supporting students through the RTI model. It focuses specifically on providing interventions and monitoring before students fall behind and are misidentified for special education. CAST members devote more time to prevention and consultation activities rather than special education eligibility once students have failed. During CAST meetings, the completed action plan will be established. Action plans are specific to student needs and include follow up steps for team members, recommended academic and/or behavioral interventions, and a follow-up meeting date.