

Nohl Canyon Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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.

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.

About This School

Contact Information (School Year 2016-17)

School 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	Amy Hitt
E-mail Address	ahitt@orangeusd.org
Web Site	http://www.orangeusd.org/schools/elementary/nohlcanyon/index.asp
CDS Code	30-66621-6071120

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

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. Unless otherwise specified, the information provided in this report is for the 2015-2016 school year.

Nohl Canyon is a diverse, unique school tucked away in the hills of Anaheim. With approximately 550 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) for special education identified and other intensive-need students as well as an additional 50% RTI2 Teacher.

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 2016 Gold Ribbon School and as a 2014 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 2015-16)

Grade Level	Number of Students
Kindergarten	56
Grade 1	59
Grade 2	63
Grade 3	79
Grade 4	97
Grade 5	91
Grade 6	111
Total Enrollment	556

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.4
Asian	23.4
Filipino	3.1
Hispanic or Latino	18.9
Native Hawaiian or Pacific Islander	0
White	48.9
Two or More Races	3.1
Socioeconomically Disadvantaged	9.7
English Learners	5.4
Students with Disabilities	6.8
Foster Youth	0

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	19	19	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

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. 13-16-17 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 October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin R/LA Program adopted in 2009 Grades K-5 selected from the list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the 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	Pearson/Scott Foresman Science Program adopted in 2008 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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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%
Foreign Language	N/A	Yes	N/A
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. 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 to all students.	Yes	N/A
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

All sections of the FIT Report were marked in Good Repair. 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. Our grounds staff was changed this year, and our new team stays on top of some of the safety and exterior issues we may have.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/8/2016				
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	K1 to Room 18: 4: Some carpet areas have torn seams
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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/8/2016				
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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	70	71	50	53	44	48
Mathematics	66	69	38	40	34	36

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 Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	80	77	96.3	68.8
	4	96	96	100.0	71.9
	5	95	95	100.0	65.3
	6	113	113	100.0	77.9
Male	3	44	43	97.7	55.8
	4	51	51	100.0	64.7
	5	38	38	100.0	60.5
	6	62	62	100.0	69.3
Female	3	36	34	94.4	85.3
	4	45	45	100.0	80.0
	5	57	57	100.0	68.4
	6	51	51	100.0	88.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
	6	--	--	--	--
Asian	3	19	17	89.5	70.6
	4	26	26	100.0	73.1
	5	24	24	100.0	95.8
	6	26	26	100.0	92.3
Filipino	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	16	15	93.8	53.3
	4	16	16	100.0	68.8
	5	20	20	100.0	40.0
	6	15	15	100.0	60.0
White	3	36	36	100.0	69.4
	4	47	47	100.0	72.3
	5	50	50	100.0	60.0
	6	61	61	100.0	75.4
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	12	12	100.0	50.0
	6	13	13	100.0	46.1
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--

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 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.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	80	77	96.3	77.9
	4	96	96	100.0	75.0
	5	95	95	100.0	52.6
	6	113	113	100.0	70.8
Male	3	44	43	97.7	72.1
	4	51	51	100.0	74.5
	5	38	38	100.0	52.6
	6	62	62	100.0	71.0
Female	3	36	34	94.4	85.3
	4	45	45	100.0	75.6
	5	57	57	100.0	52.6
	6	51	51	100.0	70.6
Black or African American	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
	6	--	--	--	--
Asian	3	19	17	89.5	88.2
	4	26	26	100.0	80.8
	5	24	24	100.0	79.2
	6	26	26	100.0	92.3
Filipino	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	16	15	93.8	73.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	16	16	100.0	68.8
	5	20	20	100.0	30.0
	6	15	15	100.0	33.3
White	3	36	36	100.0	72.2
	4	47	47	100.0	74.5
	5	50	50	100.0	50.0
	6	61	61	100.0	68.8
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	12	12	100.0	41.7
	6	13	13	100.0	38.5
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	90	93	83	73	68	64	60	56	54

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

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	95	95	100.0	83.2
Male	38	38	100.0	89.5
Female	57	57	100.0	79.0
Asian	24	24	100.0	100.0
Hispanic or Latino	20	20	100.0	65.0
White	50	50	100.0	82.0
Socioeconomically Disadvantaged	12	12	100.0	83.3

Note: 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.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.8	31.9	47.9

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 (School Year 2016-17)

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, noon-time sports, 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 at least 5 times during the school year. The SSC oversees the School Improvement Program, which addresses the development and evaluation of the Single Plan for Student Achievement. As part of our District's LCAP, a survey was presented to as many parent groups as possible (during meetings both in the morning and the evening).

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.5	0.5	0.0	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

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 and visitors must sign in at the office. 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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	29		2		31		2		31		2	
1	31		2		33			1	33			1
2	31		2	1	32		3		32		3	
3	31		2		29		3		29		3	
4	36			3	30		2		30		2	
5	31		2	1	32		3	1	32		3	1
6	30		2	1	31		2	1	31		2	1

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist	.5	N/A
Other	.2	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	3979.77	27.34	3952.43	72098.73
District	N/A	N/A	\$3,840	\$78,819
Percent Difference: School Site and District	N/A	N/A	1.7	-7.1
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-27.0	-6.1

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

Types of Services Funded (Fiscal Year 2015-16)

Nohl Canyon operated the following categorical programs for the 2015-2016 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,270	\$45,092
Mid-Range Teacher Salary	\$74,538	\$71,627
Highest Teacher Salary	\$100,322	\$93,288
Average Principal Salary (Elementary)	\$122,017	\$115,631
Average Principal Salary (Middle)	\$123,406	\$120,915
Average Principal Salary (High)	\$143,744	\$132,029
Superintendent Salary	\$240,000	\$249,537
Percent of Budget for Teacher Salaries	39%	37%
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)

The staff at Nohl Canyon is committed to being life-long learners. As educators, we work together on a continuous basis. During the 2014-2017 school years, the staff has focused on the following:

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

Continued Collaborative Inquiry Focus – Teachers received professional development by our District's partner, Educators' Co-op, in the area of collaborative inquiry and student engagement through the use of CCSS.

K-6 collaboration and articulation – Teachers built knowledge of CCSS 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.

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.