

Nohl Canyon Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 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	Jeffrey Jones
Email Address	jjones@orangeusd.org
School Website	https://www.orangeusd.org/nohl-canyon-elementary-school
County-District-School (CDS) Code	30-66621-6071120

2021-22 District Contact Information

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

2021-22 School Overview

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 540 students of diverse ethnicities and home languages, our community prides itself on high achievement across all walks of life. Our school has a

2021-22 School Overview

veteran staff in 19 Transitional Kindergarten through sixth grade classrooms, three of which are designated for gifted and talented (GATE) identified students. In addition, Nohl Canyon offers an educational specialist.

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. 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. During non-pandemic times, 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. Transitional 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	50
Grade 2	73
Grade 3	70
Grade 4	84
Grade 5	98
Grade 6	82
Total Enrollment	524

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
Asian	23.5
Filipino	2.7
Hispanic or Latino	21.6
Two or More Races	9.2
White	42
English Learners	3.8
Socioeconomically Disadvantaged	11.3
Students with Disabilities	5.5

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. 15-21-22 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 30, 2021.

Year and month in which the data were collected

September 2021

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 was adopted in 2019 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%
History-Social Science	TCI (Teacher's Curriculum Institute) California Social Studies Alive (grades K-5) and TCI California History Alive (Grade 6) was adopted in 2021 and 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		N/A
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

All 8 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. The principal and Executive Leadership Team stays on top of any safety and exterior issues as they arise.

Year and month of the most recent FIT report

10/1/2021

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Library Portable: 12. Skirting Damage North 4 Ceiling tiles stained - store room
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Restroom Girls: 8 second toilet won't flush 7 Missing light diffuser
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restroom Girls: 8 second toilet won't flush 7 Missing light diffuser
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Library Portable: 12. Skirting Damage North 4 Ceiling tiles stained - store room Lunch Shelter: 15 Many slats rotted Quadrangle: 12. Cracked concrete. Shade torn. Peeling Paint Restroom by 11: 12. Facia rotted Staff Parking lot: 12 Cracked asphalt
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Lower Playground: 14 Swing shackles need replacing

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	340	NT	NT	NT	NT
Female	159	NT	NT	NT	NT
Male	181	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	84	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	71	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	NT	NT	NT	NT
White	143	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	340	NT	NT	NT	NT
Female	159	NT	NT	NT	NT
Male	181	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	84	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	71	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	NT	NT	NT	NT
White	143	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

RI/MI Student Groups	RI/MI Total Enrollment	RI/MI Number Tested	RI/MI Percent Tested	RI/MI Percent Not Tested	RI/MI Percent At or Above Grade Level
All Students	335	334	99.70%	0.30%	86.83%
Female	156	156	100.00%	0.00%	86.54%
Male	179	178	99.44%	0.56%	87.08%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	76	76	100.00%	0.00%	90.79%

Black or African American	1	1	100.00%	0.00%	100.00%
Filipino	4	4	100.00%	0.00%	100.00%
Hispanic or Latino	73	73	100.00%	0.00%	79.45%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or More Races	44	43	97.73%	2.27%	93.02%
White	137	137	100.00%	0.00%	86.13%
English Learners	8	8	100.00%	0.00%	25.00%
Foster Youth	0	0	0.00%	0.00%	0.00%
Homeless	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	43	43	100.00%	0.00%	74.42%
Students with Disabilities	18	18	100.00%	0.00%	61.11%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

RI/MI Student Groups	RI/MI Total Enrollment	RI/MI Number Tested	RI/MI Percent Tested	RI/MI Percent Not Tested	RI/MI Percent At or Above Grade Level
All Students	335	325	97.01%	2.99%	86.77%
Female	156	150	96.15%	3.85%	85.33%
Male	179	175	97.77%	2.23%	88.00%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	76	74	97.37%	2.63%	95.95%
Black or African American	1	1	100.00%	0.00%	100.00%
Filipino	4	3	75.00%	25.00%	100.00%
Hispanic or Latino	73	72	98.63%	1.37%	77.78%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or More Races	44	42	95.45%	4.56%	86.67%
White	137	133	97.08%	2.92%	84.21%
English Learners	8	8	100.00%	0.00%	50.00%
Foster Youth	0	0	0.00%	0.00%	0.00%
Homeless	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	43	43	100.00%	0.00%	67.44%
Students with Disabilities	18	18	100.00%	0.00%	44.44%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	34.95	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	99	NT	NT	NT	NT
Female	43	NT	NT	NT	NT
Male	56	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	20	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	28	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	NT	NT	NT	NT
White	37	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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).

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	547	540	5	0.9
Female	268	264	3	1.1
Male	279	276	2	0.7
American Indian or Alaska Native	0	0	0	0.0
Asian	129	126	1	0.8
Black or African American	2	2	0	0.0
Filipino	14	14	0	0.0
Hispanic or Latino	115	114	2	1.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	49	49	0	0.0
White	227	224	2	0.9
English Learners	22	22	0	0.0
Foster Youth	2	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	75	73	1	1.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	36	36	1	2.8

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	2.56	0.19	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.18	2.03	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30		2	
1	32		2	
2	32		2	
3	27		3	
4	29		4	
5	37		3	1
6	39		2	3

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		1	
1	30		2	
2	29		2	
3	30		2	
4	33		3	1
5	26	3	2	
6	27	2	4	1
Other	28		2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	32		1	
1	26		1	
2	29		2	
3	28		2	
4	28		3	
5	32		4	3
6	28	1	6	2
Other	29		2	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.1

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5196.84	0	\$5196.84	\$90633.05
District	N/A	N/A	\$6616.90	\$87,379
Percent Difference - School Site and District	N/A	N/A	-24.0	3.7
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-47.6	6.8

2020-21 Types of Services Funded

Nohl Canyon operated the following categorical programs for the 2020 - 2021 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,446	\$50,897
Mid-Range Teacher Salary	\$83,885	\$78,461
Highest Teacher Salary	\$109,082	\$104,322
Average Principal Salary (Elementary)	\$130,156	\$131,863
Average Principal Salary (Middle)	\$137,808	\$137,086
Average Principal Salary (High)	\$165,215	\$151,143
Superintendent Salary	\$256,476	\$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

The staff at Nohl Canyon is committed to being life-long learners. As educators, we work together on a continuous basis. During the 2018-2021 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Orange Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2026	16.99	83.01	54.10
Female	5816	1016	17.47	82.53	58.84
Male	6112	1010	16.52	83.48	49.36
American Indian or Alaska Native	20	7	--	65.00	--
Asian	1093	216	19.76	80.24	83.33
Black or African American	143	26	18.18	81.82	30.77
Filipino	186	44	23.66	76.34	70.45
Hispanic or Latino	7162	1097	15.32	84.68	43.09
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	75	14.73	85.27	65.33
White	2788	557	19.98	80.02	62.48
English Learners	2223	204	9.18	90.82	14.29
Foster Youth	73	12	16.44	83.56	41.67
Homeless	254	22	8.66	91.34	18.18
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	872	14.94	85.06	41.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	271	17.00	83.00	12.18

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2009	16.84	83.16	31.30
Female	5816	1000	17.19	82.81	30.99
Male	6112	1009	16.51	83.49	31.61
American Indian or Alaska Native	20	8	--	60.00	--
Asian	1093	214	19.58	80.42	71.03
Black or African American	143	26	18.18	81.82	15.38
Filipino	186	42	22.58	77.42	47.62
Hispanic or Latino	7162	1083	15.12	84.88	17.70
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	74	14.54	85.46	55.41
White	2788	558	20.01		38.67
English Learners	2223	202	9.09	90.91	3.54
Foster Youth	73	13	17.81	82.19	15.38
Homeless	254	24	9.45	90.55	0.00
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	864	14.80	85.20	16.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	268	16.81	83.19	5.97

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.