North Valley Continuation High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the 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).
California School Dashboard	The California School Dashboard (Dashboard) https://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.

2023-24 School Contact Information

School Name	North Valley Continuation High School
Street	220 Roosevelt Avenue
City, State, Zip	Orland, CA 95963
Phone Number	(530) 865-1285
Principal	Casey Johnson
Email Address	cmjohnson@orlandusd.net
School Website	alted.orlandusd.net
County-District-School (CDS) Code	11754811130012

2023-24 District Contact Information

District Name	Orland Unified School District
Phone Number	(530) 865-1200
Superintendent	Victor Perry
Email Address	vperry@orlandusd.net
District Website	http://www.orlandusd.net

2023-24 School Description and Mission Statement

The Orland Unified School District is dedicated to achieving high standards in curriculum, instruction, performance, and personal behavior. It is our goal that each student achieves academic excellence and develops respect for self and others to become contributing members of our culturally diverse society. The responsibility for the development of these qualities in all students is accomplished through a cooperative effort among students, parents, staff, and the community. North Valley Continuation High School (NVHS) is a small continuation high school in the Orland Unified School District. The school's enrollment ranges from around 30-40 students each school year. North Valley High School is located on Roosevelt Ave, behind Orland High School, the district's only comprehensive high school. NVHS provides a focused academic learning environment that leads to the pathway of a high school diploma, and credit recovery, as well as opportunities for the students to explore post-secondary college and career interests. NVHS uses the PBIS (Positive Behavior Interventions and Supports) framework. Throughout the year we have focused on rewarding our students for positive attendance, academic success, and positive behavior. Our mission is to maintain an educational facility to ensure that our students develop strong social skills, and behavioral skills, and focus on graduating with a high school diploma. The program focuses on meeting the individual needs of each student. Our goal is to maximize learning for all students in ways that meet their academic, post-secondary, and social needs at all times. We strive to create a program that teaches students to become accountable and respectful global citizens.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	23
Grade 12	25
Total Enrollment	48

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	37.5%
Male	62.5%
American Indian or Alaska Native	2.1%
Asian	2.1%
Hispanic or Latino	64.6%
Native Hawaiian or Pacific Islander	2.1%
White	29.2%
English Learners	12.5%
Homeless	6.3%
Socioeconomically Disadvantaged	72.9%
Students with Disabilities	16.7%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.80	34.69	90.00	85.46	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	10.20	9.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	64.90	4.00	3.88	12115.80	4.41
Unknown	0.00	0.00	1.00	0.95	18854.30	6.86
Total Teaching Positions	2.40	100.00	105.30	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.60	29.55	94.30	85.28	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.60	2.40	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	70.00	5.90	5.35	11953.10	4.28
Unknown	0.00	0.00	7.70	6.96	15831.90	5.67
Total Teaching Positions	2.20	100.00	110.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.50	1.50
Total Out-of-Field Teachers	1.50	1.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

North Valley High School is working on strengthening the curriculum alignment to the Common Core State Standards. We are implementing best practices, increasing informational text, and writing across the curriculum. The school has worked collaboratively to implement meaningful changes in the core curriculum that establish and promote an environment where all students can successfully learn. The NVHS teachers have partnered with the comprehensive high school to ensure that the students are being taught similar material to their peers at the comprehensive school. A recent needs assessment showed all curricular materials are available for all students. In addition, new text materials were purchased that are designed for continuation high school students that are low readability levels but high interest. The students have responded positively to these new materials. Additionally, some of the students are working on "IXL" for reading and math as a supplemental resource to improve their reading levels and math skills. Every North Valley High School student has access to a Chromebook so that they can increase their technological literacy and further help prepare them for the 21st Century work world. Depending on each student's instructional needs, the high school students have the opportunity to earn credits through various delivery models. Students are also taking an estimated 25% of their courses online through Acellus which is aligned with California's Standards.

Year and month in which the data were collected	November, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All core subject textbooks and Acellus courses are current and aligned to the California Common Core State Standards.	Yes	0
Mathematics	All core subject textbooks and Acellus courses are current and aligned to the California Common Core State Standards.	Yes	0
Science	All core subject textbooks and Acellus courses are current and aligned to the California Common Core State Standards.	Yes	0
History-Social Science	All core subject textbooks and Acellus courses are current and aligned to the California Common Core State Standards.	Yes	0
Foreign Language	All core subject textbooks and Acellus courses are current and aligned to the California Common Core State Standards.	Yes	0
Health	All core subject textbooks and Acellus courses are current and aligned to the California Common Core State Standards.	Yes	0

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. We are located in three renovated (2008) single-room classroom buildings. We have the main office which consists of two individual offices, meeting space, and a front desk. We have restrooms that are sufficient and clean in the office as well as both classrooms. We have improved our benches, tables, and shaded areas for outside activity. There is also a new adjoining grass field for outside activities. Air conditioning units have been replaced during the 2022-2023 academic school year

Year and month of the most recent FIT report	2/16/2023

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		ALT ED. OFFICE: 4. FORMICA IS CHIPPING ON COUNTER TOP. CLASS 1A/ 2A: 4. CEILING TILE IS MISSING. 15. WINDOW SCREEN IS MISSING.

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			STUDENT STORE: 5. ROOM IS OVERLY CLUTTERED.
Electrical	X			CLASS B: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Hot water heater was installed 12/23
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CLASS 1A/ 2A: 4. CEILING TILE IS MISSING. 15. WINDOW SCREEN IS MISSING.

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).

College and Career Ready
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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	22	16	26	27	47	46
Mathematics (grades 3-8 and 11)	11	0	14	12	33	34

2022-23 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.

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.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	32	25	78.13	21.87	16.00
Female	15	13	86.67	13.33	23.08
Male	17	12	70.59	29.41	8.33
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	21	18	85.71	14.29	11.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	22	78.57	21.43	18.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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.

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.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	32	25	78.13	21.87	0.00
Female	15	13	86.67	13.33	0.00
Male	17	12	70.59	29.41	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	21	18	85.71	14.29	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	22	78.57	21.43	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--	--	14.81	16.71	29.47	30.29

2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	15	3	20.00	80.00	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	2	18.18	81.82	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Currently, NVHS does not offer CTE classes. However, students have the opportunity to take classes related to college and career readiness via Acellus (The Science of Learning) . NVHS conducts career exploration field trips and presentations.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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.

2023-24 Opportunities for Parental Involvement

Parent involvement is an essential component of North Valley Continuation High School. Faculty and Staff strive to increase parent involvement by enhancing school communication with parents and students. The faculty and staff communicate with parents regarding student attendance, academic performance, behavior, and overall student well-being on a weekly basis. The school communicates with parents in various ways such as parent involvement policy and compact, student handbook, orientation meetings, emails, letters, phone calls, and posting information on the alternative education website. Parents are encouraged to participate in their student's education as much as possible. Parents have access to their child's current grades by using the online Aeries Parent Portal an online program allowing parents to view the grade books of each of their student's classes as well as attendance, and credit information. The implementation of this program has dramatically improved parental access to student grades and progress towards graduation. Regular parent meetings are held to address any issues the student may be having or upon request. The parents have the opportunity to participate in the alternative education Open House, Back to School Night, District Workshops, and other parent involvement events held within the Orland Unified School District. As a school, we are always continuing to work on increasing parent involvement to ensure the success of the students of North Valley High School.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	16.3	0	8.6	5.5	0.6	4.5	9.4	7.8	8.2
Graduation Rate	72.1	95.2	91.4	88.5	96.1	89.9	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	35	32	91.4
Female	19	18	94.7
Male	16	14	87.5
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	19	18	94.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	14	12	85.7
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	33	31	93.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	78	69	56	81.2
Female	34	28	25	89.3
Male	44	41	31	75.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	2	2	2	100.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	48	40	30	75.0
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	0	0	0	0.0
White	26	25	22	88.0
English Learners	10	9	4	44.4
Foster Youth	2	2	2	100.0
Homeless	6	5	4	80.0
Socioeconomically Disadvantaged	65	57	46	80.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	12	11	8	72.7

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.61	2.82	6.41	2.32	7.57	7.82	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.25	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.41	0
Female	5.88	0
Male	6.82	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	6.25	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	7.69	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	7.69	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.33	0

2023-24 School Safety Plan

We update our school safety plan, maps, and procedures annually. We conduct earthquake, fire, and intruder drills each semester. The district safety plan includes disaster procedures, procedures for safe entry and exit, procedures for disciplinary incidents, the sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies. Under the direction of the principal, school staff members implement specific school-building security procedures. Also, the district office supports schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance. The Orland Police Department and other first responders have partnered with OUSD to conduct live active shooter simulations. For these simulations, OUSD has opened up a comprehensive high school (OHS) to provide an authentic setting for this annual training. Training on Run Hide Fight was provided to our staff. The District also just purchased new, digital radio communication devices that are synced to the Orland Inter-Agency Operations to allow for seamless communication with or without power. We have installed a notification and alerting intercom and bell systems district-wide. There are three security cameras located on the campus, which allow us to better observe the campus safety. Cameras are located on the north side of campus by the basketball court, A camera is located above the main office door, and one camera is facing the parking lot west of campus.   These are all monitored by a computer in the principal's office and recorded. Our faculty and staff monitor the school grounds before, during, and after school and during breaks.

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	9		
Mathematics	6	4		
Science	4	6		
Social Science	5	7		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	6		
Mathematics	3	5		
Science	3	5		
Social Science	5	8		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	7	0	0
Mathematics	8	4	0	0
Science	6	7	0	0
Social Science	6	8	1	0

2022-23 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	0

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	18,467	3.734	14,733	64270
District	N/A	N/A	10,458	$71,482
Percent Difference - School Site and District	N/A	N/A	33.9	-10.6
State	N/A	N/A	$7,607	$81,984
Percent Difference - School Site and State	N/A	N/A	48.4	-24.2

Fiscal Year 2022-23 Types of Services Funded

The district provides appropriate funding for NVHS such as core materials, supplies, textbooks, software licenses for specific programs, curriculum, PE equipment, art supplies, technology, and other materials needed to support students. In addition, support personnel is made available on a weekly basis to provide individualized support for students. With Title 1 funds, we purchased a program called IXL. This program assisted in building skills in ELA and Math. First, the student goes through a diagnostic test to become aware of their beginning skill level. Then the student works on the program with activities to build up their skills in ELA and Math. We have also used the money to support career readiness.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$50,025	$50,875
Mid-Range Teacher Salary	$67,929	$79,761
Highest Teacher Salary	$99,949	$103,045
Average Principal Salary (Elementary)	$121,998	$128,154
Average Principal Salary (Middle)	$115,481	$131,774
Average Principal Salary (High)	$110,725	$142,676
Superintendent Salary	$169,558	$211,462
Percent of Budget for Teacher Salaries	30.39%	30.11%
Percent of Budget for Administrative Salaries	5.56%	5.49%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The district leadership team and site principal work together to implement effective professional developments. The district leadership team and site administrators determine which PD's are hosted based on teacher input and district-wide data collection. Teachers use the modified Wednesday's and after-school time to develop their curriculum, collaborate with other teachers, and participate in professional development workshops. The District provides two optional Professional Development Days for all teachers outside of the instructional student days. We offer district-wide training for our staff year round and encourage teachers to attend training and conferences to improve their instructional methods. The NVHS teachers have the

Professional Development

opportunity to do professional readings and participate in professional development webinars/conferences/seminars.

All teachers had the opportunity to attend the three full days of professional development in August on a variety of topics including Restorative Justice, Supporting English Learners, Social-Emotional Learning, Academic Instruction Strategies, and Technology in Education. In addition, staff were provided with a full day of training on Trauma Informed Schools and Classrooms in August. Various sessions were put on by local teachers, the Glenn County Office of Education, as well as outside presenters. The Glenn County Office of Education has also been providing training monthly on looking at data and setting goals based on data and identified needs.
OUSD also has 7 "Banking" days throughout the school year to continue to provide learning opportunities for teachers We also have different focus team groups in the district and many of them plan to attend conferences to deepen their knowledge and gain more usefully strategies to share with their school sites. The District will continue to support attendance for those who want to participate in available trainings.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	7	10	10