

# North Valley Continuation High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	North Valley Continuation High School
<b>Street</b>	220 Roosevelt Avenue
<b>City, State, Zip</b>	Orland, CA 95963
<b>Phone Number</b>	(530) 865-1285
<b>Principal</b>	Jennifer Foglesong
<b>E-mail Address</b>	JFoglesong@orlandusd.net
<b>Web Site</b>	
<b>CDS Code</b>	11754811130012

<b>District Contact Information</b>	
<b>District Name</b>	Orland Unified School District
<b>Phone Number</b>	(530) 865-1200
<b>Superintendent</b>	Ken Geisick
<b>E-mail Address</b>	kgeisick@orlandusd.net
<b>Web Site</b>	<a href="http://www.orlandusd.net">http://www.orlandusd.net</a>

## School Description and Mission Statement (School Year 2017-18)

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### Principal's Message

North Valley Continuation High School (NVHS) is a small continuation high school in the Orland Unified School District. The school's enrollment ranges around 30 students from school year. The school district has committed to having a full-time administrator, on-site, and at the school everyday. This has paid dividends, for the alternative education principal is there to support his staff and students throughout the school day. This year the staff has been committed to improving the overall school culture and climate. There have been significant upgrades in the physical presence of the school. Classrooms, offices and the grounds are neat, safe, professional and inviting. Staff members are working on developing relationships with each other and students at the school. There has been an increased outreach for parent involvement. The administrator, teachers and support staff have consistent and increased communications with students' parents and guardians.

The school has developed many relationships with outside agencies to help support students. NVHS works with GAP (Glenn Adult Program) and as a means for students to meet credit recovery needs. We also have close ties with the Juvenile Probation Department and the Orland Police Department. This is a good relationship, for many of our students are on probation. We collaborate with probation officers, so we offer the best programs and work to support our student's needs. We also work with Glenn County Mental Health to help provide necessary counseling services that students may need.

North Valley High School is located across the street from the rear of Orland High School, the district's only comprehensive high school. We have a small, but fantastic staff. Our teachers and support staff are energetic, smart, collaborative, highly qualified, and they are caring. This mixture has accelerated the teachers' learning curve and resulted in amazing progress for students in need of this kind of quality educational service. Students are able to attend a school that adapts to their needs rather than have them adapt to the school. We provide focused academic work that leads to a diploma as well as opportunities for the students to pursue an educationally productive outside activity such as employment during part of their school day. This gives students the opportunity to regain the academic and behavioral status necessary to return to the comprehensive high school if that is their desire. In addition, the current energy at our school has attracted a higher level of support from parents and service agencies.

Our school and district uses the PBIS (Positive Behavior Interventions and Supports) framework. This has been essential this year as we have implemented PBIS Tier One supports. We have focused on positive behavior, especially rewarding our students for positive attendance, academic success and positive behavior.

### Major Achievements

Major achievements in the 2015-2016 are as follows:

1. The school has a full-time administrator on site to support the students and staff daily.
2. The school has two full-time certificated employees.
3. The school had significant upgrades in technology, including: the purchase of a chrome books, heart with 24 wireless chrome books, digital projectors, document cameras in projector screens in each classroom
4. The master schedule was rebuilt, allowing for a more fluid and flexible schedule for students and teachers.
5. The school work from a seven period day to eight.
6. The school increased its instructional minutes by 45 minutes.
7. Elective courses such as technology, art, engineering, and intervention/credit recovery English were added to the master schedule.
8. The school successively implemented tier 1 PBIS supports.
9. The school created a comprehensive PBIS handbook school information and school expectations.
10. The school created a new school logo and has PBIS expectation posters posted throughout campus.

**Focus for Improvement**

1. We plan to improve service offerings in counseling, career exploration, computer technology, special education, second language learning, and elective courses.
2. We are developing better methods to motivate and reward students in order to increase improvements in credit completion and behavior. We will continue to look for more items to add to our student PBIS store.
3. We will continue to look for ways to motivate students to achieve the necessary credits to go back to Orland High School or for obtaining a North Valley diploma.
4. We will continue to motivate students to come to school and increase attendance and decreased tardy/truancy.

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 9	1
Grade 10	8
Grade 11	6
Grade 12	13
<b>Total Enrollment</b>	<b>28</b>

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	7.1
Filipino	0
Hispanic or Latino	53.6
Native Hawaiian or Pacific Islander	0
White	39.3
Two or More Races	0
Socioeconomically Disadvantaged	92.9
English Learners	32.1
Students with Disabilities	7.1
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	2	2	2	115
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)				1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

**Year and month in which data were collected:** September, 2011

For more than seven years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

The common core State standards CCSS are the new in current standard used in our school.

#### Reading and Writing

A panel of scholars defined the English/language arts standards in 1999. According to these standards, high school students should be able to compare and analyze literature using the terminology of literary criticism. They should read and respond to significant works of literature that reflect or enhance their studies of history and social science. They should be able to write biographies, autobiographies, narratives, short stories, analytical essays, research reports, and business letters. To read more about the English/language arts standards for ninth and tenth grades and eleventh and twelfth grades, visit the CDE's Web site.

#### Math

The school district has implemented the common core State standards for math. Both our middle and high schools have adopted CPM (college preparatory math) textbooks. We are using these texts integrated mathematics at North Valley.

#### Science

To obtain a diploma from North Valley high school, students need 20 units of science (10 credits of physical science and 10 credits of life science). We currently offer life science and earth science to meet the requirements. All other science courses in which students wish to take are available through APEX or Odysseyware.

Our science program offers courses in physics, chemistry, biology, life sciences, and earth sciences. In all of these courses, students learn to apply the principles of investigation and experimentation. Many science courses are elective (but required for admission to public and private colleges). All students are required to study biology and life sciences. In this program, students learn principles of physiology, cell biology, genetics, ecology, and evolution. To read more about the California standards for biology/life sciences, physics, chemistry, and earth sciences, visit the CDE’s Web site.

**Social Science**

Our ninth grade students have no social studies requirements. In the tenth grade, they study world history, from the late 18th century through the present, including the cause and course of the two world wars. Students in the eleventh grade study the major turning points in US history in the 20th century. Students in twelfth grade pursue a deeper understanding of the institutions of American government. In addition, our students will learn how to think from the perspectives of history and geography. They’ll learn to research topics on their own, develop their own point of view, and interpret history.

**Textbooks**

We choose our textbooks from lists that have already been approved by state education officials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McDouggal-Littell	Yes	0
<b>Mathematics</b>	Core Connections- Integrated One,CPM (college preparatory mathematics)	Yes	0
<b>Science</b>	Earth Science- Prentice Hall, Tarbuck & Lutgens American Guidance Service - Biology Glencoe - MacMillan, McGraw, Hill - Life Science Holt, Rinehart, & Winston - Physical Science	Yes	0
<b>History-Social Science</b>	Holt, Rinehart, & Winston - Geography McDouggal-Littell - World History Glencoe - MacMillan, McGraw, Hill - US History Glencoe - MacMillan, McGraw, Hill - Economics Holt, Rinehart, & Winston - Government, Civics	Yes	0
<b>Foreign Language</b>			0
<b>Health</b>	Getchell, Tippin, & Barnes	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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 a storage shed and some storage and meeting space plus office space for our attendance and clerical support next door. We also have a new annex building next door where we conduct meetings and other activities. We have rest rooms that are sufficient and clean. We have improved our benches, tables, and shaded areas for outside activity. There is also a new adjoining grass field for outside activities.

**School Facility Good Repair Status (Most Recent Year)**

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/5/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 10/5/2016				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	--	0	31	29	48	48
Mathematics (grades 3-8 and 11)	--	0	13	15	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	11	6	54.55	0
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	44	36	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

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- Life Skills
  - Technology
  - Youth Employment Services (YES)
  - Career Exploration - Butte College, Tech. Institutions
  - Butte College field trips and participation in Butte college Reg-to-go



### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

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#### Parental Involvement

Parent involvement is an essential component of our school and the success of our students. The staff works tirelessly to increase parent involvement by trying to increase communication with the school in support of their students towards earning a high school diploma. Parents are encouraged to participate in their student's education as much as possible. The principal, teachers, secretary and instructional assistants are in constant communication with our student's parents. Communication is essential in the alternative education setting.

We communicate with parents in regard to student attendance, academic performance, behavior and the overall student's well-being. We hold meetings to help parents work with their children on improving attendance, attitude, and grades. The principal and teachers communicate with parents by phone, email and frequent one-on-one meetings. Parent meetings are often scheduled around the academic quarter or semester's end, so as to give the most updated information related to the student's credits and academic graduation track. We are working on increasing parent involvement to ensure the success of the children.

We had our first annual back-to-school night this year. It was highly successful. There were approximately 80 students/parents in attendance. We had a potluck dinner, day care for younger siblings and the principal provided a PowerPoint presentation which playing vital information to students and parents about the school and its culture.

#### Homework

Additional homework, outside of school, is not often assigned. Students are given ample time, during school, to complete their class work. Of course, students not completing their daily assignments should finish them at home. Many students enrolled in North Valley Continuation High School are credit deficient. Students have the opportunity for credit recovery, and a lot of this work can be done at home. Based on individual students credit needs, work is assigned to them, and they can earn credits based on how much work they complete. Many students take advantage of concurrent enrollment through adult education to earn credits they may be deficient in.

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Dropout Rate</b>	17.6	50	29.4	3	3.8	3.2	11.5	10.7	9.7
<b>Graduation Rate</b>	76.47	50	70.59	95.76	96.15	95.74	80.95	82.27	83.77

**Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)**

Group	Graduating Class of 2016		
	School	District	State
<b>All Students</b>	100	97.87	87.11
<b>Black or African American</b>	0	100	79.19
<b>American Indian or Alaska Native</b>	0	0	80.17
<b>Asian</b>	0	100	94.42
<b>Filipino</b>	0	0	93.76
<b>Hispanic or Latino</b>	88.89	98.31	84.58
<b>Native Hawaiian/Pacific Islander</b>	0	100	86.57
<b>White</b>	100	95.38	90.99
<b>Two or More Races</b>	0	100	90.59
<b>Socioeconomically Disadvantaged</b>	100	94.35	85.45
<b>English Learners</b>	60	75	55.44
<b>Students with Disabilities</b>	0	100	63.9
<b>Foster Youth</b>	100	100	68.19

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	33.3	23.5	17.0	6.9	5.6	6.7	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2017-18)

The safe school plan is reviewed and updated annually. Each school in our district uses the same template for their safety plan. The emergency procedures are updated each year. The schools work with district administration, local police agencies and other school safety experts, so OUSD schools are in compliance and abiding by the recommendations of safety and emergency personnel. The safe school plan is a public document and is available upon request and posted on the school website. The school district was involved in a major comprehensive safe school plan upgrade this year.

The Principal of North Valley, who also serves as the district safety coordinator, upgraded these plans for North Valley High School as well as all school that the district. A district safety plan was created, which was based on the most updated and recommended administrative regulations and board policies. This was collaboration between the school district, administration and the Police Department. The biggest upgrade was to create an active shooter on campus procedure. All crisis procedures are being printed on a flip chart booklet which will be accessible to all staff throughout the district.

We serve an at-risk population, and our staff monitors students closely for behavioral concerns to ensure the safety of all students. It is surprising to outsiders that we have so few incidents of violent or substance abuse behavior.

Our safe environment is due to staff vigilance and students who generally have decided that it is in their best interests to respect the staff that works hard for them. Staff is also able to give instructions in the event of an emergency, and we review and update the school safety plan annually.

## 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 2017-18)

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	2
Percent of Schools Currently in Program Improvement	N/A	100

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	6	8			6	9			9	5		
Mathematics	1	2							1	1		
Science	5	7			8	8			10	3		
Social Science	7	6	1		9	6			13	4		

Note: Number of classes indicates how many classrooms 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.

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	.10	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist	.2	N/A
Other	1.5	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,288	\$798	\$9,490	\$67,667
District	N/A	N/A	\$9,456	\$62,499
Percent Difference: School Site and District	N/A	N/A	0.4	7.9
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	36.3	-2.9

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

**Types of Services Funded (Fiscal Year 2016-17)**

The district provides appropriate funding for North Valley Continuation High School. Funding is available for a full-time administrator, two full-time teachers, a six hour instructional aide and a part time secretary. Core materials, materials and supplies and other operating expenditures are provided within the school budget. With the allotted funds, we are able to provide the appropriate materials for students up to and including: field trips (College Exploration) PBIS materials, physical education equipment, school and office supplies and technology. Recent purchases have included: a wireless chrome book cart containing 24 computers, document cameras, projector screens and LCD projectors for classrooms, field trips to Butte College and Lassen National Park and professional posters for PBIS materials.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,792	\$44,144
Mid-Range Teacher Salary	\$60,829	\$69,119
Highest Teacher Salary	\$82,852	\$86,005
Average Principal Salary (Elementary)	\$90,463	\$106,785
Average Principal Salary (Middle)	\$101,299	\$111,569
Average Principal Salary (High)	\$100,830	\$121,395
Superintendent Salary	\$174,753	\$178,104
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	6%	6%

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)**

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The District provides two optional Professional Development Days for all teachers outside of the instructional student days. This year's Professional Development offerings will support teachers to strengthen literacy skills for students, further deepen teacher work with the Common Core standards by identifying 'priority standards' for grade level mastery, and promote instructional technology and increased student access to computer devices.

The alternative education principal has been providing staff development on high-quality instruction to the teachers at North Valley high school.