

North Valley Continuation High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	North Valley Continuation High School
Street	220 Roosevelt Avenue
City, State, Zip	Orland, CA 95963
Phone Number	(530) 865-1285
Principal	Jennifer L Cox
Email Address	jcox@orlandusd.net
Website	http://altded.orlandusd.net/
County-District-School (CDS) Code	11754811130012

Entity	Contact Information
District Name	Orland Unified School District
Phone Number	(530) 865-1200
Superintendent	Dwayne Newman
Email Address	dnewman@orlandusd.net
Website	http://www.orlandusd.net

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

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 community. North Valley Continuation High School (NVHS) is a small continuation high school in the Orland Unified School District. The school's enrollment ranges around 15-25 students each school year. North Valley High School is located across the street from the rear of 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, 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 positive behavior, especially 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, 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. We strive to create a program which teaches students to become accountable and respectful global citizens.

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

Grade Level	Number of Students
Grade 10	5
Grade 11	10
Grade 12	7
Total Enrollment	22

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	68.2
White	31.8
Socioeconomically Disadvantaged	86.4
English Learners	13.6
Students with Disabilities	22.7
Homeless	4.5

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	2	2	2	114
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)		0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Year and month in which data were collected: November, 2019

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 "i-ready" for reading and math as a supplemental resource to improve their reading levels and math skills. Also, each 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 Edgenuity which is aligned with California's Standards.

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 Edgenuity courses are current and aligned to the California Common Core State Standards.	Yes	0

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

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 09/19/18

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Plan is in place to replace the minor issues mentioned in the report.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	--	--	33	36	50	50
Mathematics (grades 3-8 and 11)	--	--	14	18	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

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

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

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

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

Career Technical Education Programs (School Year 2018-19)

Currently, NVHS does not offer CTE classes. However, students have the opportunity to take classes related to college and career readiness via Edgenuity. Also, NVHS conducts career exploration field trips and presentations, with three held so far in the Fall, 2019 and another four scheduled for Spring, 2020.

Career Technical Education Participation (School Year 2018-19)

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	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	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.

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parent 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's well-being. The school communicates with parents in various ways such as parent involvement policy and compact, student handbook, orientation meetings, flyers, 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 "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. The parents have the opportunity to participate in the alternative education Open House, Back to School Night, District Workshops, and other parent involvement events that 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 children.

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	29.4	34.8	38.9	3.2	6.3	5.5	9.7	9.1	9.6
Graduation Rate	70.6	47.8	55.6	95.7	90.1	92.6	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	17.0	34.7	22.0	6.7	6.1	3.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 the comprehensive high school (OHS) to provide an authentic setting for this annual training. Following this year's simulation, we began discussions with the Orland Police Department to present ALICE Training (Active Last ALICE Training (Active Shooter Response Training) 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 state of the art notification and alerting intercom and bell systems district-wide. Our faculty and staff monitor the school grounds before and after school and during breaks.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	9	5			4	8			11	2		
Mathematics	1	1			7	4			18	1		
Science	10	3			5	6			6	4		
Social Science	13	4			6	6			5	4		

*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.

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,805	\$2,148	\$8,657	\$65,518
District	N/A	N/A	\$8,657	\$65,518.00
Percent Difference - School Site and District	N/A	N/A	0.0	3.1
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	19.4	-8.6

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

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

Types of Services Funded (Fiscal Year 2018-19)

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 are made available on a weekly basis to provide individualized support for students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,374	\$46,208
Mid-Range Teacher Salary	\$61,614	\$72,218
Highest Teacher Salary	\$90,657	\$92,742
Average Principal Salary (Elementary)	\$99,158	\$134,864
Average Principal Salary (Middle)	\$105,845	\$118,220
Average Principal Salary (High)	\$109,545	\$127,356
Superintendent Salary	\$182,703	\$186,823
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		4	4

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

19-20: All teachers had the opportunity to attend the two days of professional development- UP Days. During this professional development time teachers could choose sessions based on their need, interest and subject. Breakout session focused on increasing student academic talk, English Learner needs and strategies, increasing technology use in the classroom, learning more about Social Emotional Learning and supports we can provide in the classroom, along with core content supports. In addition to this, as a District, we have contracted with outside resources to support our math teachers. Each site has 3-4 release days this year to work as a site with consultants to increase their math strategies tool box, deepen their understanding of common core math, and challenge their mind set around math to better relate to the hurdles their students are facing daily. We also have different focus team groups in the district and many of them are attending conferences to deepen their knowledge and gain more usefully strategies to share with their school sites. Some of these conferences are Restorative Justice training, 2020 California Student Mental Wellness Conference, 2020 CABE and Illuminate. Ongoing data reporting is completed with monthly meetings with staff.