

North Valley Continuation High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

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	Joy Padden
Email Address	jpadden@orlandusd.net
Website	http://altd.orlandusd.net/
County-District-School (CDS) Code	11754811130012

District Contact Information (School Year 2020-2021)

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 2020-2021)

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 20-28 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, 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, 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 that teaches students to become accountable and respectful global citizens.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	1
Grade 10	3
Grade 11	13
Grade 12	11
Total Enrollment	28

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	3.6
Asian	7.1
Hispanic or Latino	60.7
White	25
Socioeconomically Disadvantaged	82.1
English Learners	21.4
Students with Disabilities	17.9
Foster Youth	3.6
Homeless	7.1

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	2	2	2	112
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

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 "IXL" 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
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

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

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.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 01/23/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A	36	N/A	50	N/A
Mathematics (grades 3-8 and 11)		N/A	18	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

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

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	20	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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.

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	7.14
2018-19 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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. 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 "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 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 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
Dropout Rate	34.8	38.9	15	6.3	5.5	5	9.1	9.6	9
Graduation Rate	47.8	55.6	85	90.1	92.6	95	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	34.7	22.0	6.1	3.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.40	.04	
Expulsions	.13	.002	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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. 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. There are three security cameras located on the campus, which allow us to better observe the campus safety. One, on the north side, by the basketball court, one above the main office door, and one facing the parking lot. These are all monitored by a computer in the principal's office and recorded. Our faculty and staff monitor the school grounds before and after school and during breaks.

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	4	8			11	2			4	9		
Mathematics	7	4			18	1			6	4		
Science	5	6			6	4			5	5		
Social Science	6	6			5	4			3	11		

*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 Pupils to Academic Counselor (School Year 2019-2020)

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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,117	\$2,760	\$9,357	\$65,518
District	N/A	N/A	\$9,357	\$68,968
Percent Difference - School Site and District	N/A	N/A	0.0	-5.1
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	18.8	-14.4

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

Types of Services Funded (Fiscal Year 2019-2020)

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. 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 moneys to support career readiness.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,643	\$47,145
Mid-Range Teacher Salary	\$64,695	\$74,952
Highest Teacher Salary	\$95,190	\$96,092
Average Principal Salary (Elementary)	\$114,471	\$116,716
Average Principal Salary (Middle)	\$97,761	\$120,813
Average Principal Salary (High)	\$128,175	\$131,905
Superintendent Salary	\$191,838	\$192,565
Percent of Budget for Teacher Salaries	30.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	15

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.

20-21

All teachers had the opportunity to attend the three full days of professional development in August along with having additional time for Distance Learning in the month of August. During the full length days teachers could choose sessions based on their need, interest and subject. Breakout session focused on resources for successful Distance Learning, 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, teachers were given an additional 35 hours to prepare for Distance Learning. Teachers participated in a survey so we could have sessions specifically around their needs. There were various sessions put on by local teachers and the Glenn County Office of Education. Most of these focused on: Setting up Google Classroom, How to use Google Slides, Form, Bitmoji, Peardeck, Go Guardian, Aeries Communication, Screencastify, and Kahoot, and How to record lessons for Asynchronous sessions.

OUSD also has 7 "Banking" days throughout the school year to continue to provide learning opportunities for teachers. The teachers requested some more professional development so the District Banking Day became a floating day in October and teachers once again could choose from various options to best meet their need.

We also have different focus team groups in the district and many of them planned to attend conferences to deepen their knowledge and gain more usefully strategies to share with their school sites. Due to COVID many of these options have become virtual and teachers are getting burned out on these types of training opportunities. The District will continue to support attendance for those who want to participate though.

Site specific:

NVHS: IXL Students are utilizing this program to build skills and fill gaps in learning for Math and English. This program allows the students to learn at their own level and pace.