

North Valley Continuation High School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	North Valley Continuation High School
Street	220 Roosevelt Avenue
City, State, Zip	Orland, CA 95963
Phone Number	(530) 865-1285
Principal	Jason Bramson
E-mail Address	jbramson@orlandusd.net
Web Site	http://altded.orlandusd.net/
CDS Code	11754811130012

District Contact Information	
District Name	Orland Unified School District
Phone Number	(530) 865-1200
Superintendent	Bob Douglas
E-mail Address	bdouglas@orlandusd.net
Web Site	http://www.orlandusd.net

School Description and Mission Statement (Most Recent Year)

Principal's Message

North Valley Continuation High School (NVHS) is a small continuation high school in the Orland Unified School District. This 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 has 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 the GAP, Glenn Adult Program as a means for students to meet credit recovery needs. We also have close ties with the Juvenile Probation 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 a continuation high school 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.

We have ambitious plans to improve service offerings in counseling, career exploration, computer technology, reading-skill development, special education, second-language learning, and elective courses. Time and money are always the greatest challenge, but we enjoy a high level of administration and Board of Trustee support to help us over or around such obstacles.

Major Achievements

Major achievements in the 2014-2015 are as follows:

1. The school has a full-time administrator on site to support the students and staff daily.
2. The school has continued to implement the online learning program. APEX continues to be offered for students and just recently we have added a new online resource called Odysseyware. Students are able to do credit recovery intake elective courses using both the online curriculums.
3. The school computer lab underwent upgrades and there are now 10 working student computers.
4. The master schedule was rebuilt, allowing for a more fluid and flexible schedule for students and teachers.

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.
3. Looking for ways to motivate students to achieve the necessary credits to go back to Orland High School or for obtaining a North Valley diploma.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 10	3
Grade 11	6
Grade 12	22
Total Enrollment	31

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	3.2
Asian	0.0
Filipino	0.0
Hispanic or Latino	48.4
Native Hawaiian or Pacific Islander	0.0
White	48.4
Two or More Races	0.0
Socioeconomically Disadvantaged	87.1
English Learners	22.6
Students with Disabilities	9.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	3	3	3	104
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	1	1
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	70.83	29.17
All Schools in District	97.45	2.55
High-Poverty Schools in District	97.45	2.55
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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.

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The new interim superintendent, Bob Douglas, made it a goal to do a safety walk/inspection on each campus and district. A template was sent to the maintenance and operations director, custodians and site principals. This template had a checklist for each building on campus. This year, I (Jason Bramson, school Principal) completed and filled out the template, notating all aspects in each area of campus. On December 9, 2014, the interim superintendent, school principal and maintenance and operations director spent about an hour walking in inspecting the entire facility at the alternative education complex. This process is scheduled again for the spring of 2015.

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.

On an average day, 35 students and staff occupy these buildings

The bathrooms in our school contain 6 toilets, all of which were in good working order when we surveyed the building. Extra safety and security precautions have been taken to ensure all of our alternative programs are safe.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 9, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Alt. Ed. Office / Main Campus: 1) Security is a concern. 2) Exterior lighting is a must for night security. 3) Restrooms need to have hot water available.
Interior: Interior Surfaces	[X]	[]	[]	Interior offices and classrooms are clean, tidy and professional.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	The overall cleanliness of the classrooms, bathrooms and grounds is very neat.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 9, 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	Alt. Ed. Office / Main Campus: 1) Security is a concern. 2) Exterior lighting is a must for night security. 3) Sump pump needs to be addressed to a timer style and not a float style. 4) Restrooms need to have hot water available.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	There was some parts of the roof that leaked during heavy rain storms. This problem was quickly addressed by our maintenance department.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	Alt. Ed. Office / Main Campus: 1) Security is a concern. 2) Exterior lighting is a must for night security. 3) Sump pump needs to be addressed to a timer style and not a float style. 4) Restrooms need to have hot water available.

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)				45	42	39	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	39
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
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	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	9	17		38	42	38	54	56	55
Mathematics		7		37	37	37	49	50	50
History-Social Science	7	17	7	35	35	31	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide			
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

Life Skills
 Technology
 Career Portfolio
 Youth Employment Services (YES)
 Career Exploration - Butte College, Tech. Institutions

Career Technical Education Participation (School Year 2013-14)

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

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts				46	49	46	56	57	56
Mathematics				47	48	47	58	60	62

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	54	28	19	53	35	12
All Students at the School	0			0		
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
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						

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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9			

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

Parental Involvement

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.

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 are enrolled in online classes, such as APEX or Odysseyware. Students that have Internet access at home have the opportunity to work on these courses outside of school. 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.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	33.3	55.6	38.9	7.3	8.1	7.9	14.7	13.1	11.4
Graduation Rate	60.00	38.89	50.00	90.24	90.17	90.73	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	75.00	92.16	84.56
Black or African American	0.00	100.00	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	0.00	100.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	75.00	95.06	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	75.00	87.69	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	66.67	90.32	82.58
English Learners	0.00	50.00	53.68
Students with Disabilities	60.00	70.00	60.31

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	38.1	24.7	20.6	11.2	8.9	7.8	5.7	5.1	4.4
Expulsions	4.8	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

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.

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. During the semester there were only a few tobacco and only a few drug-related incidents. These resulted in suspensions and police citations. 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 are 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	Yes	
Met Percent Proficient: Mathematics	Yes	
Met Graduation Rate (if applicable)	N/A	

Federal Intervention Program (School Year 2014-15)

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	---	2
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	36	0	0	1	4	15			6	7		
Mathematics	19	1	1	0	7	4						
Science	14	2	0	0	5	6			6	3		
Social Science	13.8	3	2	0	8	6			3	11		

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 2013-14)

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	---
Library Media Teacher (Librarian)	0.0	---
Library Media Services Staff (Paraprofessional)	0.0	---
Psychologist	.10	---
Social Worker	0.0	---
Nurse	0.0	---
Speech/Language/Hearing Specialist	0.0	---
Resource Specialist	.2	---
Other		---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	10902	1049	9853	59310
District	---	---	9853	\$58,033
Percent Difference: School Site and District	---	---	0.0	2.2
State	---	---	\$4,690	\$63,037
Percent Difference: School Site and State	---	---	110.1	-5.9

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

There are few sources of funds for this school beyond what is provided to support the small class size. Funding is adequate for almost all needs, including professional development for teachers and tech services for students.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,047	\$38,920
Mid-Range Teacher Salary	\$54,381	\$59,803
Highest Teacher Salary	\$74,079	\$78,096
Average Principal Salary (Elementary)	\$79,907	\$95,836
Average Principal Salary (Middle)	\$83,624	\$99,849
Average Principal Salary (High)	\$93,727	\$107,599
Superintendent Salary	\$131,000	\$151,912
Percent of Budget for Teacher Salaries	36	37
Percent of Budget for Administrative Salaries	7	6

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

Advanced Placement Courses (School Year 2013-14)

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

Note: Cells with “---” do not require data.

* Where there are student course enrollments.

Professional Development

Our math teacher has had significant amount of professional development this year and last. We also have a first year teacher highly qualified in both social sciences in English. Our district has been offering beginning teacher seminars for all the teachers and as a means of professional development. Below is a list of Mr. Mojica's professional development accomplishments over the past 2 school years.

2013-2014

Mr. Mojica participated in monthly Common Core Math training and collaboration sessions with Glenn County's 8th Grade math teachers; and, 6 to 12th grade math teachers. At these sessions the math teachers would share their experiences with the various Common Core math curriculum they field tested with their math students. Based on these experiences, Mr. Mojica assisted in the search and recommendations for math curriculum for OUSDs 6th-12th grade math courses. In the fall of 2013, Mr. Mojica also attended a technology training session, hosted at Willows High School and offered by Glenn County Office of Ed.

Summer 2014

During the last week of July, Mr. Mojica joined 3 other teachers from CK Price in a week-long STEM (Science Technology Engineering & Mathematics) training session at Shasta County Office of Ed. It was the beginning of a 3 year STEM program; Northstate Secondary STEM Partnership (NSSP). In August, prior to the 2014-2015 school year, Mr. Mojica attended 4 days of CPM (College Prep Math) training in Davis, CA. The 4 days were the first set of a total of 7 days required by the publisher for teachers who are new to CPM. The CPM is the math curriculum that OUSD agreed to adopt, with the recommendation of its math teachers.

2014-2015

Mr. Mojica is continuing to meet with other Glenn County math teachers to:

- Discuss Common Core approaches to math instruction, on a bi-monthly basis.
- Participate in ongoing STEM sessions as part of the NSSP grant at Shasta County Office of Ed.
- Participated in STEM lesson creation and lesson study to produce publishable STEM lessons.
- Complete the remaining 3 CPM classes to fulfill the new teacher to CPM commitment.

We also offer districtwide training for our staff year round and encourage teachers to attend trainings and conferences to improve their instructional methods. Subject by subject we have been increasing the highly qualified status of each of our three teachers beyond their original single subject or multiple subject credential to better serve the academic needs of our students. The teachers have responded to these efforts with enthusiasm that we greatly appreciate.