

North Valley Continuation High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2025-26 School Contact Information

School Name	North Valley Continuation High School
Street	220 Roosevelt Avenue
City, State, Zip	Orland, CA 95963
Phone Number	(530) 865-1285
Principal	Casey Johnson
Email Address	cmjohnson@orlandusd.net
School Website	altd.orlandusd.net
Grade Span	9-12
County-District-School (CDS) Code	11754811130012

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	3
Grade 11	14
Grade 12	21
Total Enrollment	38

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55.3
Male	44.7
Asian	2.6
Hispanic or Latino	81.6
White	15.8
English Learners	23.7
Homeless	5.3
Socioeconomically Disadvantaged	94.7
Students with Disabilities	15.8

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.6	29.55	94.3	85.28	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.6	2.4	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	70	5.9	5.35	11953.1	4.28
Unknown/Incomplete/NA	0	0	7.7	6.96	15831.9	5.67
Total Teaching Positions	2.2	100	110.6	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.6	28.77	89.6	84.86	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.8	0.76	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.4	5.2	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	71.23	5.7	5.46	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.9	3.7	14303.8	5.15
Total Teaching Positions	2.1	100	105.6	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.5	23.18	92.4	86.55	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.1	1.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	76.36	4.5	4.21	12112.8	4.34
Unknown/Incomplete/NA	0	0	8.6	8.11	13705.8	4.91
Total Teaching Positions	2.2	100	106.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.50	1.5	1.6
Total Out-of-Field Teachers	1.50	1.5	1.6

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected 1/2/2026

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

School Facility Conditions and Planned Improvements

a front desk. We have restrooms that are sufficient and clean in the office as well as both classrooms. We have improved our benches, tables, and shaded areas for outside activity. There is also a new adjoining grass field for outside activities. Air conditioning units have been replaced during the 2022-2023 academic school year

Year and month of the most recent FIT report

3/25/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		ALT ED. OFFICE: 4. FORMICA IS CHIPPING ON COUNTER TOP. CLASS B: 4. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. (NO ROOM ID) CLASS C/ INDEPENDENT STUDY: 4. WALL PAPER IS TORN.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			CLASS B: 4. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. (NO ROOM ID)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			CLASS 1A/ 2A: 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREEN IS MISSING. HOLES ARE RUSTED THROUGH DOOR.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CLASS 1A/ 2A: 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREEN IS MISSING. HOLES ARE RUSTED THROUGH DOOR.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	0	0	23	25	47	48
Mathematics (grades 3-8 and 11)	0	0	10	13	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	16	13	81.25	18.75	0.00
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	11	9	81.82	18.18	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	11	78.57	21.43	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	16	13	81.25	18.75	0.00
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	11	9	81.82	18.18	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	11	78.57	21.43	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	10	--	13.26	14.35	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	12	7	58.33	41.67	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	11	7	63.64	36.36	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

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

2024-25 Career Technical Education (CTE) Participation

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

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	5.26
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95.3	96.0	95.3	94.7	96.0
Grade 7	94.5	95.3	93.8	77.3	95.3
Grade 9	94.6	94.6	94.0	92.9	92.9

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parent involvement is an essential component of North Valley Continuation High School. Faculty and Staff strive to increase parent involvement by enhancing school communication with parents and students. The faculty and staff communicate with parents regarding student attendance, academic performance, behavior, and overall student well-being on a weekly basis. The school communicates with parents in various ways such as parent involvement policy and compact, student handbook, orientation meetings, emails, letters, phone calls, and posting information on the alternative education website. Parents are encouraged to participate in their student's education as much as possible. Parents have access to their child's current grades by using the online Aeries Parent Portal an online program allowing parents to view the grade books of each of their student's classes as well as attendance, and credit information. The implementation of this program has dramatically improved parental access to student grades and progress towards graduation. Regular parent meetings are held to address any issues the student may be having or upon request. The parents have the opportunity to participate in the alternative education Open House, Back to School Night, District Workshops, and other parent involvement events held within the Orland Unified School District. In 2025/2026, NV held a "tamale making and meal" parent engagement event with students and parents collaborating

2025-26 Opportunities for Parental Involvement

together to create a new tradition of tamale making. As a school, we are always continuing to work on increasing parent involvement to ensure the success of the students of North Valley High School..

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	8.6	25	7.4	4.5	5.6	2.9	8.2	8.9	8
Graduation Rate	91.4	75	88.9	89.9	92	95.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	27	24	88.9
Female	15	15	100.0
Male	12	9	75.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	21	19	90.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	26	23	88.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	61	60	45	75.0
Female	29	28	22	78.6
Male	32	32	23	71.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	44	30	68.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	16	15	14	93.3
English Learners	12	12	8	66.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	59	58	43	74.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	11	11	8	72.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.41	17.33	21.31	7.82	8.76	7.42	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.13	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	21.31	0.00
Female	13.79	0.00
Male	28.13	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	22.73	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	12.50	0.00
English Learners	25.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	22.03	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.09	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	7		
Mathematics	13	3		
Science	4	7		
Social Science	9	8		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	13		
Mathematics	5	6		
Science	4	8		
Social Science	5	10		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	0.3
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	19,089	2,132	16,958	88,255
District	N/A	N/A	10,819	84,273
Percent Difference - School Site and District	N/A	N/A	44.2	4.6
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	41.4	-4.9

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,228	\$57,978
Mid-Range Teacher Salary	\$79,068	\$89,612
Highest Teacher Salary	\$116,339	\$117,194
Average Principal Salary (Elementary)	\$145,415	\$143,632
Average Principal Salary (Middle)	\$121,786	\$149,447
Average Principal Salary (High)	\$136,296	\$162,334
Superintendent Salary	\$203,062	\$234,076
Percent of Budget for Teacher Salaries	27.49%	27.81%
Percent of Budget for Administrative Salaries	5.14%	5.47%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

Professional Development

All certificated teachers had the opportunity to attend three full days of professional development in August before school started. The first day was School Safety related to OPD, presenting information on Run Hide Fight, and the SMART team presenting on "Threat Assessment: What to look for." The second portion of the day, site principals led a session around School Culture and District Expectations. Over the next two days, teachers chose sessions based on their needs, interests, and grade span. Breakout sessions included "Beyond the Bot" sessions on AI, "Learning for Living" culture PD, and Literacy Supports from our county office of education, "IEP at a glance" on how to support our students with disabilities, Math Frameworks PD, "The Magic of Math", PLC refreshers, and "Building Thinking Classrooms."

Based on the feedback from these professional learnings through a local survey, we have continued to support and extend this learning into the school year: "Learning for Living Culture PD", mClass with DIBELS, PLC supports through our district/site leadership team, development of the math frameworks, and BTC (Building Thinking Classrooms) have all been offered through committees or sub-committees.

In addition, OUSD has 7 "Banking Days" throughout the school year to continue to provide learning opportunities for teachers. The 4 "District Banking Days" will be determined by each school site's administration and align with site goals, and the "Site Banking Days" will be determined by each site. The site focus for Mill Street School is math, titled "The Magic of Math," supported by our partners at CSU, Chico.

OUSD has different focus team groups in the District, and several groups plan to attend conferences to deepen their knowledge and gain useful strategies to share with their school sites, such as CATE, RTI at Work, and CAFE, to name a few. In addition to these teams, OUSD instructional coaches are available to teachers to support in Math and SEL practices. New for the 2025/2026 school year, OUSD has hired a literacy coach to help the TK-5 student population increase their CAASPP scores, build the capacities of teachers, instructional aides, and parents, and improve literacy across OUSD. The District will continue to support and encourage teachers to attend course-specific professional development and use the OUSD instructional coaches.

The District will continue to support attendance for those who want to participate in available trainings. Teachers are utilizing their Professional development opportunities to align with their evaluation goals.

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10