

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/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.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	North Valley Continuation High School
Street	20083 Olinda Road
City, State, Zip	Anderson, CA 96007
Phone Number	(530) 365-6054
Principal	Megan MacCaughey
Email Address	mmaccaughey@auhsd.net
School Website	https://www.auhsd.net/NorthValleyHighSchool.aspx
Grade Span	9-12
County-District-School (CDS) Code	45-69856-4530762

2025-26 District Contact Information

District Name	Anderson Union High School District
Phone Number	(530) 378-0568
Superintendent	Brian Parker
Email Address	bparker@auhsd.net
District Website	http://www.auhsd.net/

2025-26 School Description and Mission Statement

The Anderson Union High School District Alternative Education Program provides students with access to alternative educational programming designed to support the completion of required credits toward a high school diploma. North Valley High School serves students in grades 9–12 who have experienced limited success in traditional comprehensive high school settings within the district.

Students enrolled at North Valley High School benefit from a learning environment with a higher staff-to-student ratio, allowing for increased supervision and more individualized instruction tailored to each student's specific credit and academic needs. Dedicated faculty and staff utilize a variety of instructional resources to support credit completion and academic progress. The

2025-26 School Description and Mission Statement

curriculum at North Valley High School is board-approved and aligned with California Common Core State Standards.

All students have opportunities to accelerate credit recovery, which may support reintegration into comprehensive district programs, early graduation, or modified schedules that allow students to access employment or other postsecondary opportunities beyond the traditional school setting.

The mission of North Valley High School is to ensure every student has the opportunity to develop the knowledge, skills, and character necessary to become successful, responsible members of the local community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	2
Grade 11	29
Grade 12	41
Total Enrollment	72

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.3
Male	59.7
American Indian or Alaska Native	9.7
Asian	1.4
Black or African American	1.4
Hispanic or Latino	15.3
Two or More Races	8.3
White	63.9
English Learners	8.3
Foster Youth	5.6
Homeless	12.5
Socioeconomically Disadvantaged	79.2
Students with Disabilities	19.4

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)	1.9	36.23	62	78.06	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	2.2	2.77	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.3	63.58	9.9	12.47	11953.1	4.28
Unknown/Incomplete/NA	0	0	5.3	6.69	15831.9	5.67
Total Teaching Positions	5.3	100	79.5	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)	1.8	35.16	58.2	74.38	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.8	1.09	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.2	2.86	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.4	64.84	9.1	11.69	11746.9	4.23
Unknown/Incomplete/NA	0	0	7.7	9.95	14303.8	5.15
Total Teaching Positions	5.2	100	78.2	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)	2.3	49.27	54	72.27	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0.7	1	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	4.38	1.8	2.42	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.2	46.35	9.4	12.7	12112.8	4.34
Unknown/Incomplete/NA	0	0	8.6	11.61	13705.8	4.91
Total Teaching Positions	4.7	100	74.7	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	0.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0.2

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	3.30	3.4	2.2
Total Out-of-Field Teachers	3.30	3.4	2.2

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	28.1
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	1.9

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

Year and month in which the data were collected		September 2024
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	Holt Literature & Language Arts, 3, 4, 5, 6 Literature and Composition: Reading, Writing, Thinking AP Literature & Composition AP The Language of Composition My Perspectives	0
Mathematics	A Blueprint for the Foundation of Algebra Algebra & Trigonometry Algebra 2 Algebra Connections Algebra I College Preparatory Mathematics (CPM) 2 Discovering Advanced Algebra Discovering Algebra Discovering Geometry Precalculus with Trigonometry Calculus: Graphical, Numerical, Algebraic Living by Chemistry 2nd Edition Statistical Reasoning in Sports The Practice of Statistics	0
Science	AGS Biology AGS Earth Science AGS General Science AGS Physical Science Atlas of the Human Body Chemistry in the Community Conceptual Physics Earth Science Essentials of Anatomy and Physiology Fundamentals of Anatomy & Physiology Modern Biology	0

	Modern Chemistry Principles of Physics Science and Sustainability The Art of Floral Design	
History-Social Science	AGS Economics AGS Geography AGS United States Government AGS United States History AGS World History Drive Right Economics Today and Tomorrow Government in America: People, Politics and Policy Magruder's American Government Modern World History: Patterns of Interaction The American Pageant The Americans: Reconstruction to the 21st Century The Earth and Its People: A Global History Traditions and Encounters We the People World Geography: Building a Global Perspective World History - A Modern World Economics World History: Patterns of Interaction The Cultural Landscape; An introduction to Human Geography	0
Foreign Language	Nuevas Vistas Preparing for the Language Examination Signing Naturally Ven Conmigo - Album Ven Conmigo - Level 1 Ven Conmigo - Level 2 Ven Conmigo - Level 3 Descubre - 1, 2, 3	0
Health	AGS Life Skills Creative Living Culinary Essentials Skills for Personal & Family Living The Developing Child Agriscience: Fundamentals The Culinary Professional	0
Visual and Performing Arts	Art Talk Introduction to Theatre Arts	0
Science Laboratory Equipment (grades 9-12)		0
Note: Cells with N/A values do not require data.		

School Facility Conditions and Planned Improvements

The current North Valley High School campus was constructed in 1992. An additional building was added in October 2007. The campus consists of seven classrooms, and an office, contained in five modular buildings. All classrooms have internet access, and are part of a local area network that connects the campus with the District’s comprehensive high schools, other alternative education sites, and the District Office. Although NVHS does not have a library, it does have the Internet and every classroom has a collection of books that students may check out.

Campus conditions are monitored by administration and faculty, as well as daily custodial staff. the campus is surveilled by 13 cameras with the ability to review video records for ten days. Students have access to a basketball court and a set of pull-up bars. Students can access a green house and garden area for horticultural programming.

The AUHSD maintenance and custodial staff maintain the buildings and grounds. The district budgets for major repair or replacement of existing school building components, and this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Maintenance is currently looking at the status of the roofing and has also invested time and money in the heating and air conditioning units.

Year and month of the most recent FIT report	December 2024
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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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Remodeled in the summer of 2024
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	9	3	43	50	47	48
Mathematics (grades 3-8 and 11)	2	3	24	28	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	43	40	93.02	6.98	2.50
Female	15	13	86.67	13.33	0.00
Male	28	27	96.43	3.57	3.70
American Indian or Alaska Native	--	--	--	--	--
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	--	--	--	--	--
White	33	30	90.91	9.09	0.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	28	93.33	6.67	3.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	0.00

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	43	39	90.70	9.30	2.56
Female	15	13	86.67	13.33	0.00
Male	28	26	92.86	7.14	3.85
American Indian or Alaska Native	--	--	--	--	--
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	--	--	--	--	--
White	33	29	87.88	12.12	0.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	27	90.00	10.00	3.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

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)	1.39	0	20.06	26.01	30.73	32.52

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	61	54	88.52	11.48	1.85
Female	24	23	95.83	4.17	4.35
Male	37	31	83.78	16.22	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	33	84.62	15.38	3.03
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	40	88.89	11.11	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

College and Career Readiness curriculum is provided to support student preparation for post-high school career pathways. All students have access to Career Technical Education (CTE) opportunities that offer career exploration and hands-on learning experiences aligned with industry-standard skills.

Students may also access additional resources through the Shasta-Trinity Regional Occupation Center (ROC). Programs offered through the Regional Occupational Program include Firefighting, Administration of Justice, Culinary Arts, Medical Careers, Cosmetology, Careers with Children, Cisco Networking, and Automotive Technology. These programs provide opportunities for industry-recognized certifications and skill development, enhancing student success beyond the high school experience.

CTE Advisory Committee

The CTE Advisory Committee includes representatives from industry and postsecondary education with expertise in welding mechanics, fabrication, business, science, heavy equipment, and construction trades. The committee provides guidance to ensure program alignment with workforce needs and current industry standards.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	45
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

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	50
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
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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

Parental and guardian involvement at North Valley High School includes orientation and placement meetings, ongoing communication with assigned guidance counselors and site administration, and use of the ParentSquare communication platform, which provides timely notifications to parents and students regarding school-related activities and program information.

2025-26 Opportunities for Parental Involvement

Orientation meetings address academic and behavioral expectations and provide an overview of the various graduation pathways available at North Valley High School. Ongoing communication with counselors and administrators includes goal setting, review of graduation requirements, updates to student transcripts, and monitoring of credit completion progress.

Additional opportunities for parent and guardian involvement include participation in Individualized Education Program (IEP) and/or Section 504 meetings, conferences related to homeless or unaccompanied youth status, and meetings addressing foster care placement or related supports. All IEP meetings include participation from parents or guardians, teachers, and other required team members.

Parents and guardians are also encouraged to participate in the Site Council and voluntary school activities, as well as in the review and development of the Western Association of Schools and Colleges (WASC) accreditation process. An annual parent survey is administered to gather feedback on program strengths and areas for improvement.

The programs and activities at North Valley High School benefit from strong parental and community support. For additional information regarding parent involvement opportunities or volunteering, please contact the Director of Alternative Education at (530) 365-6054, extension 50001.

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	32.8	19.1	35.7	10.1	7	6.2	8.2	8.9	8
Graduation Rate	41.4	63.2	44.6	83.5	85.3	87.9	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	56	25	44.6
Female	23	7	30.4
Male	33	18	54.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	12	4	33.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	32	13	40.6
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	15	12	80.0
Socioeconomically Disadvantaged	52	23	44.2
Students Receiving Migrant Education Services	0	0	0.00
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	152	121	121	100.0
Female	58	44	44	100.0
Male	93	77	77	100.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	13	12	12	100.0
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	27	27	100.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	93	72	72	100.0
English Learners	13	--	--	--
Foster Youth	--	--	--	--
Homeless	21	16	16	100.0
Socioeconomically Disadvantaged	121	96	96	100.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	28	23	23	100.0

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
19.62	19.4	26.32	10.13	11.29	11.37	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
0.63	0	0.66	0.06	0.28	0.17	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	26.32	0.66
Female	25.86	1.72
Male	26.88	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	38.46	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	34.29	2.86
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	21.51	0.00
English Learners	7.69	0.00
Foster Youth	0.00	0.00
Homeless	28.57	0.00
Socioeconomically Disadvantaged	26.45	0.83
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	21.43	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

The North Valley High School Safety Plan was most recently reviewed with the Site Council in January 2026. Current procedures are in the process of being revised to address the evolving safety challenges facing schools and communities. The purpose of the School Safety Plan is to provide staff, students, and the community with clear information regarding how school and community personnel and resources will be utilized during emergency situations.

Maintaining preparedness for a wide range of potential emergencies is a priority for North Valley High School. With a staff of approximately 10 and a student population of approximately 95, the campus benefits from increased supervision, reducing the likelihood of an intruder going unnoticed or a student or staff member remaining in the building during an emergency such as a fire. In addition, a probation officer is assigned to the campus and provides enhanced supervisory and safety support.

All visitors are required to check in through the front office, and established procedures direct staff to immediately notify the office and site administration of any unidentified or unauthorized individual on campus. Parents and guardians who wish to review the School Safety Plan may do so by submitting a request through the school office.

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	5	24	0	0
Mathematics	9	14	0	0
Science	5	10	0	0
Social Science	6	19	0	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	5	24		
Mathematics	5	20		
Science	4	16		
Social Science	4	29		

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	7	12		
Mathematics	5	24		
Science	3	21		
Social Science	6	16		

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	116.25

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)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
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	\$12,604.00	\$6,491.00	\$6,114.00	\$92,244.00
District	N/A	N/A	\$9,535.00	\$87,608
Percent Difference - School Site and District	N/A	N/A	-43.7	10.6
State	N/A	N/A	\$11,146	\$100,016
Percent Difference - School Site and State	N/A	N/A	-55.2	-1.6

Fiscal Year 2024-25 Types of Services Funded

Services as defined in the district's Local Control Accountability Plan (LCAP)
 Special Education
 Title I (Part A)
 Title II (Part A)
 California School Age Families education (Cal-SAFE)
 School Safety & Violence Prevention
 ROP
 Indian Education
 IMFRP Instructional Material
 Work Experience
 Workability 1
 Department of Rehabilitation
 LCFF Supplemental/Concentration
 Comprehensive Support and Improvement (ESSA CSI)

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	\$46,574	\$59,531
Mid-Range Teacher Salary	\$82,192	\$95,178
Highest Teacher Salary	\$113,959	\$118,880
Average Principal Salary (Elementary)		\$122,892
Average Principal Salary (Middle)		\$148,230
Average Principal Salary (High)	\$133,245	\$163,784
Superintendent Salary	\$199,300	\$227,673
Percent of Budget for Teacher Salaries	24.87%	26.91%
Percent of Budget for Administrative Salaries	4.3%	5.63%

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	0

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

Professional Development

The primary areas of focus for staff development are credit recovery, remediation, and interim testing. Student performance and credit achievement data is used to determine professional development needs. Professional development is delivered in after school workshops, trainings on collaboration days, conference attendance (virtually), and individual mentoring. Teachers are supported during implementation through in-class coaching, teacher-principal meetings, staff meeting to monitor student progress, and student performance data reporting. The District offers three district wide in-service days for all staff in addition to monthly teacher collaboration days utilized for departments collaboration and district/site-wide professional development. and individuals to receive professional development including PBIS, Restorative Justice, and Emotional Regulation. Additional training has been administered in Edgenuity, CAASP, ELPAC, and general educational products. In 2023-24, North Valley had an addition of 10 professional development events specific to PBIS. In the 2024-25 school year, the school district changed to a bimonthly collaboration schedule.

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	20		17