

Gridley High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Gridley High School
Street	300 East Spruce Street
City, State, Zip	Gridley, CA 95948
Phone Number	(530) 846-4791
Principal	Justin Kern
E-mail Address	jkern@gusd.org
Web Site	http://www.gusd.org/Domain/8
CDS Code	04-75507-0433953

District Contact Information	
District Name	Gridley Unified School District
Phone Number	(530) 846-4721
Superintendent	Jordan Reeves
E-mail Address	jreeves@gusd.org
Web Site	www.ghs.gridley.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

Gridley High School is a comprehensive high school located in Gridley, a rural, agricultural setting approximately thirty miles south of Chico in the southernmost part of Butte County. The diverse population of Gridley is approximately 6500 and as stated is a small rural community with strong CTE programs. In addition to being recognized as a California Gold Ribbon School and achieving some of the highest state assessments scores in Northern California, the Gridley FFA Department has been recognized as the North Valley Outstanding Department and the Superior Region Winner for Overall Outstanding Department. Our programs have both community relevance and support. As a result we are able to offer more certification opportunities and are a primed for growth and sustainability.

The school has a long and rich history of serving the community of Gridley. There is strong community support for the school as is evidenced by community members' attendance at athletic and musical events and by the amount of financial support raised through fundraisers. Gridley High School is a highly digital environment of learning. We have embraced 21st Century Learning by implementing technology in the classroom and introducing the SAMR model as well as promote inquiry-based student-driven classrooms.

Our Vision is empowering students to be successful in college and career readiness through academic, technological, and social experiences.

Our Mission is to work collaboratively to provide a safe environment and meaningful learning experiences that enable all students to recognize and achieve their potential as productive adults.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	170
Grade 10	179
Grade 11	134
Grade 12	133
Total Enrollment	616

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.6
Asian	2.6
Filipino	0
Hispanic or Latino	56.3
Native Hawaiian or Pacific Islander	0.3
White	37
Two or More Races	1
Socioeconomically Disadvantaged	32.5
English Learners	7.8
Students with Disabilities	9.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	30	30	30	105
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 12/2017

For the 2016-17 school year GHS adopted a new Integrated Math II textbook to support the implementation of Common Core State Standards, AP Statistics and AP Geography were two new courses which also required new adoptions. In addition, to provide curricular resources to our Career Academy Pathways (Ag Manufacturing and Floral Design) we also adopted text books. For the current school year we have adopted texts for the Integrated Math III courses, added additional novels to support language arts, and have provided for curriculum for our new Health Science Pathway.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Literature and Language Arts, 2010. Hampton and Brown, National Geographic, Edge ELD Curriculum. 2012	Yes	0%
Mathematics	Glencoe McGraw Hill, Algebra II, 2010. Pearson Hall, Calculus, 2009. McDougal Lit, Geometry, 2010. Houghton Mifflin Harcourt, Integrated Mathematics I, II, III, 2015-2017. W.H. Freeman and Worth, AP Statistics, 2015.	Yes	0%
Science	Anatomy & Physiology- McGraw Hill 2003, Seeley, Stephens, Tate. Biology- Miller and Levine 2010. Chemistry- Pearson 2007 Physics- BFW Freeman 2012, Osowiecki, Southwick. Delmar Cengage Learning, Ag Chemistry, 2015.	Yes	0%
History-Social Science	McDougal Littell, American History, 2009. Pearson Learning, Cultural Landscape: Introduction to Human Geography AP Edition, 2015.	Yes	0%
Foreign Language	Vista Learning, Spanish Edition, 2011.	Yes	0%
Health	N/A		0%
Visual and Performing Arts	National Geographic, Art of Floral Design, 2015. Delmar Cengage Learning, Welding 1, 2015.	Yes	N/A
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The campus is well maintained, some areas would benefit from modernization. Priority renovation and repair includes the locker room areas.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			None
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			None
Electrical: Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Girls and Boys locker rooms need to be updated. The repair planned is pending funding.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs		X		The Boys/Girls locker room structure is damaged; minor repairs scheduled.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 2016				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	66	76	48	47	48	48
Mathematics (grades 3-8 and 11)	42	42	34	30	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	131	122	93.13	76.23
Male	60	56	93.33	71.43
Female	71	66	92.96	80.3
Asian	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	73	68	93.15	70.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	46	95.83	84.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	71	68	95.77	69.12
English Learners	19	18	94.74	27.78
Students with Disabilities	14	14	100	14.29
Students Receiving Migrant Education Services	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	131	122	93.13	41.8
Male	60	56	93.33	44.64
Female	71	66	92.96	39.39
Asian	--	--	--	--
Hispanic or Latino	73	68	93.15	30.88
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	46	95.83	58.7
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	71	68	95.77	30.88
English Learners	19	18	94.74	11.11
Students with Disabilities	14	14	100	7.14
Students Receiving Migrant Education Services	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	54	47	58	52	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Gridley High School has strong CTE program. Several of our academies have been recognized on a local and state level. They include Ag Manufacturing, Media and Visual Arts, Floral Design, and Animal Sciences. GHS offers the following certifications to our students:

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	70%
% of pupils completing a CTE program and earning a high school diploma	34.6%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	45%

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.35
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	23.03

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	24.5	21.5	30.7

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 State priority: Parental Involvement (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 (School Year 2017-18)

GHS has been committed to increasing parent involvement. This is a district LCAP (Local Control Accountability Plan) and SPSA (Single Plan for Student Achievement) goal. We have successfully increased parent participation for our ELAC and SSC committees for the 2016/2017 school year, including classroom visitations and we plan to continue this practice. In addition, we are exploring new opportunities to invite parents to our school. Numerous parents and community members participate in a multitude of fundraising events, school activities, and sports. Our community rallies around our school and students which enhances the student experience.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	7.2	8.7	8.5	10.6	9.7	9.9	11.5	10.7	9.7
Graduation Rate	92.76	89.26	91.52	89.41	86.67	89.56	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	95	92.78	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	100	100	80.17
Asian	100	100	94.42
Filipino	100	100	93.76
Hispanic or Latino	96.84	93.33	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	93.22	93.94	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	100	100	85.45
English Learners	63.64	63.64	55.44
Students with Disabilities	100	100	63.9
Foster Youth	100	100	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.4	4.9	4.2	4.8	4.8	4.5	3.8	3.7	3.6
Expulsions	0.3	0.0	0.3	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

GHS has implemented the Catapult EMS system. All staff have been trained and the Safety Plan has been updated with the most recent drill procedures. We have partnered with local law first responders to practice and to discuss safety protocols and coordination in the event of a safety event. The primary objective of the Gridley High School Crisis Response Plan is to prepare our students, employees, and visitors to respond in emergency situations. Our goal in crisis response is to minimize injury and loss of life to every Gridley Unified School District student, employee, or visitor. The plan is revised at the beginning of each school year in order to make it more operational and useful when a crisis is occurring.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement*	Year 3	Year 1
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	23	9	14	1	26	7	13	5	26	7	14	4
Mathematics	25	9	13	2	25	8	13		23	6	6	2
Science	26	4	7	4	26	5	9	1	29	1	9	4
Social Science	27	3	12	5	29	2	14	6	29	2	13	6

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	320
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	2.0	N/A
Other	12	N/A

Note: Cells with N/A values 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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,828	\$1,903	\$2,926	\$75,321
District	N/A	N/A	\$5,842	\$70,966
Percent Difference: School Site and District	N/A	N/A	-66.5	6.0
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-76.8	7.8

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

Types of Services Funded (Fiscal Year 2016-17)

GHS ensures students receive the appropriate additional support during the school day and after school. GHS offers several remedial and intervention course through out the school day; in addition we have designated English Language Development (ELD) classes to support language learners as well as provide after school tutorials including our Math Academy for students that are needing assistance. Students that are at risk of not graduating or are credit deficient receive the opportunity to participate in our after-school credit recovery program, Cyber High. Finally, GHS is committed to ensuring special education students are provided the least restricted environment while supporting their academic success.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,793	\$44,144
Mid-Range Teacher Salary	\$63,098	\$69,119
Highest Teacher Salary	\$90,191	\$86,005
Average Principal Salary (Elementary)	\$125,216	\$106,785
Average Principal Salary (Middle)	\$126,725	\$111,569
Average Principal Salary (High)	\$125,455	\$121,395
Superintendent Salary	\$167,392	\$178,104
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	6%	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 (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science		N/A
Social Science	2	N/A
All courses	6	13.8

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

During the 2015-2016, and 2016-2017 school years, GHS has moved forward with numerous initiatives. The three main areas were 21st Century Learning, Career Technical Education, and Common Core implementation. Teachers were provided professional development in the form of CTE cohort training provided by regional and statewide providers, CUE (Computer User Educator) workshops, and Math/ELA Common Core instructional strategies. Our focus for the current year has been on Next Generation Science Standards (NGSS) and district-wide vertical articulation in mathematics. Special training have also been provided to support English Language Learners and the newly adopted assessment (ELPAC). In addition, all teachers meet weekly to develop lessons, evaluate assessment data, and formulate department goals.