

# Gridley High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

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

<b>District Contact Information</b>	
<b>District Name</b>	Gridley Unified School District
<b>Phone Number</b>	(530) 846-4721
<b>Superintendent</b>	Jordan Reeves
<b>E-mail Address</b>	jreeves@gusd.org
<b>Web Site</b>	<a href="http://www.gusd.org/">http://www.gusd.org/</a>

### **School Description and Mission Statement (School Year 2018-19)**

Gridley High School is a comprehensive high school located in Gridley, a thriving agricultural setting approximately thirty miles south of Chico in the southernmost part of Butte County. The diverse population of Gridley is approximately 6500 people and as stated is a small rural community with strong CTE programs. In addition to being recognized as a California Gold Ribbon School and continues to demonstrate some of the highest state assessment 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 school activities and events and by the financial contributions to support our programs. Gridley High School implements a highly digital environment of learning with 1:1 devices to support learning, as well as current tools and resources to support student pathway certification.

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 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	183
<b>Grade 10</b>	166
<b>Grade 11</b>	164
<b>Grade 12</b>	124
<b>Total Enrollment</b>	637

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.5
Asian	3.5
Filipino	0.0
Hispanic or Latino	55.4
Native Hawaiian or Pacific Islander	0.0
White	39.2
Socioeconomically Disadvantaged	67.8
English Learners	3.0
Students with Disabilities	8.2
Foster Youth	0.3

**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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	30	30	31	108
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	2016-17	2017-18	2018-19
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 2018-19)**

**Year and month in which data were collected:** 12/2018

For the 2017- 2018 school year GHS adopted a new Integrated Math III textbook to support the implementation of Common Core State Standards. This year to provide curricular resources to our Patient Care pathway we adopted new text books (Essentials of Medical Terminology & Fundamentals of Nursing). In addition, we have also adopted updated Language (Spanish) texts as well as Government texts. Finally, for the current school year we have added additional novels to support Language Arts. District procedures for adopting textbooks include teacher, student and administrative recommendations, district Curriculum Committee approval and Board of Education approval. Materials meet the California State Standards and were adopted consistent with the state curriculum frameworks cycle.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Holt, Literature and Language Arts, 2010. Hampton and Brown, National Geographic, Edge ELD Curriculum. 2012	Yes	0%
<b>Mathematics</b>	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%
<b>Science</b>	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%
<b>History-Social Science</b>	McDougal Littell, American History, 2009. Pearson Learning, Cultural Landscape: Introduction to Human Geography AP Edition, 2015; Principles of American Democracy, McGraw Hill, 2018	Yes	0%
<b>Foreign Language</b>	Vista Learning, Senderos 1, 2, & 3 - Spanish for a Connected World, 2018	Yes	0%
<b>Health</b>	Positive Prevention Plus: Sexual Health Education for America's Youth		0%
<b>Visual and Performing Arts</b>	National Geographic, Art of Floral Design, 2015. Delmar Cengage Learning, Welding 1, 2015.	Yes	N/A

**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. This site is well kept. This year new carpet was added to the school library and several offices. A computer room was remodeled and athletic fields were upgraded.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b> <b>Year and month of the most recent FIT report: July 2018</b>		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	None
<b>Interior:</b> Interior Surfaces	Fair	None
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	None
<b>Electrical:</b> Electrical	Poor	Electrical repairs needed: Panel covers need in West storage room (Library Wing), Exterior wall plugs on South side of Locker Room broken. Some electrical covers missing in photography room. Light repair needed on tennis courts. Repairs made.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	None
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	None
<b>Structural:</b> Structural Damage, Roofs	Fair	Boards in football stadium need replacing. Some boards have been replaced, additional repairs planned.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	External doors, gutters in need of repair. Repairs made. External paint needed in some areas and trim needs replacing. Repairs planned for Summer 2019.

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: July 2018</b>	
Overall Rating	Good

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	76.0	58.0	47.0	50.0	48.0	50.0
Mathematics (grades 3-8 and 11)	42.0	38.0	30.0	36.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	157	154	98.09	58.44
Male	82	81	98.78	49.38
Female	75	73	97.33	68.49
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	95	92	96.84	53.26
White	53	53	100.00	66.04
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	107	105	98.13	55.24
English Learners	13	11	84.62	18.18
Students with Disabilities	12	12	100.00	16.67
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	157	157	100	37.58
Male	82	82	100	32.93
Female	75	75	100	42.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	95	95	100	31.58
White	53	53	100	45.28
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	107	107	100	29.91
English Learners	13	13	100	15.38
Students with Disabilities	12	12	100	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

## Career Technical Education Programs (School Year 2017-18)

Gridley High School has strong CTE program. Several of our academies have been recognized on a local and state level. They include Ag Mechanics, Media and Visual Arts, Ornamental Horticulture, Patient Care, and Animal Sciences. GHS has several courses that are either articulate or are dual enrollment through Butte College. GHS offers the following certifications to our students:

Animal Science:

- \*Elanco Animal Science Certification
- \*Elanco Veterinary Medical Application Certification

Ornamental Horticulture:

- \*Benz School of Floral Design
- \*Bayer Crop Science

Ag Mechanics:

- \*American Welding Society - D1.1 code for Structural Steel (National Welding Code Certification)
- \*Forklift Certification- Local certification with Lomo Cold Storage. Students get site certification.
- \*Occupational Safety and Health Administration- National Certification in the OSHA 10 hour certifications.
- \*Exploring CNC and Solidworks certifications.

## Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	357
% of pupils completing a CTE program and earning a high school diploma	11
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	46%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.4
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	32.4

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.7	24.7	37.4

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 school site.

#### Opportunities for Parental Involvement (School Year 2018-19)

GHS has been committed to increasing parent involvement. This is a district LCAP (Local Control Accountability Plan) and SPSA (School Plan for Student Achievement) goal. Our school's annual plan and some budget approvals are made by our School Site Council, which always includes parents, teachers, students, and administrators. We have successfully increased parent participation for our ELAC and SSC committees for the 2017-2018 school year, including classroom visitations for interested parties. For the 2018-2019 school year, we do not have enough English Language Learners to warrant an ELAC committee, but we remain committed to facilitating classroom walk-throughs for our Spanish Speaking parents. 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. Additionally, we use a student information system called Aeries, whereby parents can log on and check their children's assignments and grades. We encourage parents who are interested in learning more about volunteer opportunities to contact the school office at (530) 846-4791.

### 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	8.7	8.5	8.3	9.7	9.9	12.3	10.7	9.7	9.1
<b>Graduation Rate</b>	89.3	91.5	83.3	86.7	89.6	77.3	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

Group	Graduating Class of 2017		
	School	District	State
All Students	83.5	79.9	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	80.0	80.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	84.4	80.7	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	87.2	84.0	92.1
Two or More Races	0.0	0.0	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	42.9	43.8	56.7
Students with Disabilities	37.5	37.5	67.1
Foster Youth	0.0	0.0	74.1

**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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.9	4.2	3.9	4.8	4.5	3.2	3.7	3.7	3.5
Expulsions	0.0	0.3	0.1	0.0	0.1	0.1	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

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. We recently added a "black box" to facilitate law enforcement movement on our campus in the unlikely event of an emergency. 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. We employ campus supervision support staff and our administrators and staff assist with supervising school grounds. We provide security and supervision at all school events. We require all visitors to register with the office. We review and modify our school safety plan as needed and provide staff training annually for crisis response.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2015-16				2016-17				2017-18			
	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	26.0	7	13	5	26.0	7	14	4	25.0	7	14	5
Mathematics	25.0	8	13		23.0	6	6	2	24.0	7	17	2
Science	26.0	5	9	1	29.0	1	9	4	29.0	2	10	3
Social Science	29.0	2	14	6	29.0	2	13	6	28.0	3	16	4

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 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	325
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 (non-teaching)	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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,248	\$2,027	\$6,221	\$76,526
District	N/A	N/A	\$5,694	\$75,807
Percent Difference: School Site and District	N/A	N/A	8.8	0.9
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-13.5	6.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

GHS ensures students receive the appropriate additional support during the school day and after school. GHS offers several remedial courses throughout 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 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$45,681
Mid-Range Teacher Salary		\$70,601
Highest Teacher Salary		\$89,337
Average Principal Salary (Elementary)		\$110,053
Average Principal Salary (Middle)		\$115,224
Average Principal Salary (High)		\$124,876
Superintendent Salary		\$182,466
Percent of Budget for Teacher Salaries	36.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

**Advanced Placement (AP) Courses (School Year 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	0	N/A
Social Science	2	N/A
All courses	6	13.5

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)

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During the past few years GHS has moved forward with numerous initiatives. Our focus at Gridley High School continues to be improving our Pathways and the PLC (Professional Learning Community) process. One district TOSA has been working on data related to our actual pathway completers as measured by the new state dashboard, helping us guide and shape our Master Schedule to ensure as many students as possible are actually completing the pathway based on the state's definitions. Special training have also been provided to support English Language Learners and the newly adopted assessment (ELPAC). Gridley Unified has also had a focus on district-wide vertical articulation in mathematics and language arts.

The primary focus for 2018-19 is a renewed commitment to our Professional Learning Communities. A consultant from Solution Tree has been hired to work with teacher and administration to help ensure the PLC process remains true to its intent. Staff convenes to work collaboratively in ongoing processes of collective inquiry and action research in order to enhance student learning. Our PLCs meet each Wednesday 2:15P.M. – 3:30 P.M. GHS Professional Learning Communities (PLC's) are comprised of content area teams which work together to focus on

- 1) ensuring that students are learning,
- 2) continuing a culture of collaboration, and
- 3) focusing on results.

The expectation is that PLC team time is to be used to move thinking around curriculum and instruction, teaching, and learning. Since our teachers believe all students can learn, teachers begin by asking these four critical questions of learning:

1. What is it we expect students to learn?
2. How will teachers know when they have learned it?
3. How will teachers respond when they do not learn?
4. How will teachers respond when they already know it?

In PLC's, these questions guide the conversations of the entire staff, the collaborative teams, and the day-to-day work of teachers in every classroom. PLC members are encouraged to reflect on how they answer these questions for each lesson plan.