

Gridley High School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 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/>

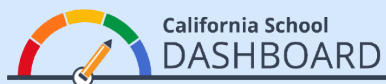
For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.

2022-23 School Contact Information

School Name	Gridley High School
Street	300 E Spruce Street
City, State, Zip	Gridley, CA 95948
Phone Number	(530) 846-4791
Principal	Rikki-Lee Burreesch
Email Address	rburreesch@gusd.org
School Website	http://ghs.gusd.org/
County-District-School (CDS) Code	04 75507 0433953

2022-23 District Contact Information

District Name	Gridley Unified School District
Phone Number	(530) 846-4721
Superintendent	Justin Kern
Email Address	jkern@gusd.org
District Website Address	http://www.gusd.org/

2022-23 School Overview

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 7356 people, a slight increase from years past, and is a small rural community with strong CTE programs. In addition to being recognized as a California Gold Ribbon School, 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 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 and dual enrollment courses.

Our school has established a clear, coherent vision and mission of what we want students to be able to do which are included below. Additionally, Gridley High is committed to the staff collaboration process and providing an educationally equitable and viable curriculum.

Our Vision is to empower students to be successful in college and career 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 living their lives by working collaboratively for the success of all.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	179
Grade 10	178
Grade 11	173
Grade 12	138
Total Enrollment	668

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.7
American Indian or Alaska Native	0.3
Asian	2.4
Black or African American	0.9
Filipino	0.0
Hispanic or Latino	57.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.6
White	36.1
English Learners	4.9
Foster Youth	0.1
Homeless	0.9
Migrant	2.7
Socioeconomically Disadvantaged	62.1
Students with Disabilities	12.9

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

2020-21 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)	29.80	89.64	87.50	86.86	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	2.49	0.80	0.82	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.48	0.50	0.53	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	1.26	5.10	5.12	12115.80	4.41
Unknown	2.00	6.07	6.70	6.65	18854.30	6.86
Total Teaching Positions	33.20	100.00	100.70	100.00	274759.10	100.00

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.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.40	
Total Out-of-Field Teachers	0.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

During the 2017- 2018 school year GHS adopted a new Integrated Math III textbook to support the implementation of Common Core State Standards. During the 2019-2020 school year we have added additional novels to support Language Arts. During the 2020-2021 school 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, new Anatomy and Physiology books were purchased for the 2020-2021 school year. 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.

Year and month in which the data were collected

12/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Literature and Language Arts, 2010. Hampton and Brown, National Geographic, Edge ELD Curriculum. 2012, iReady Common Core 2, 3	Yes	0%
Mathematics	Calculus, 2009. McDougal Lit, Geometry, 2010. Houghton Mifflin Harcourt, Integrated Mathematics I, II, III, 2015-2017. W.H. Freeman and Worth, AP Statistics, 2015. McGraw Hill Glencoe Advanced Mathematical Concepts 2006	Yes	0%
Science	Biology- Miller and Levine 2010. Chemistry- Pearson 2007 Physics- "Conceptual Physics" 2000 - Pearson, BFW Freeman 2012, Osowiecki, Southwick. Delmar Cengage Learning, Ag Chemistry, 2015. Anatomy & Physiology - 2018 Tortora, Introduction to the Human Body, Eleventh Edition. Job Readiness for Health Professionals, Elsevier 2015, Biology, AGS Publishing LaRue 2008	Yes	0%
History-Social Science	McDougal Littell, American History, 2009. Pearson Learning, Cultural Landscape: Introduction to Human Geography AP Edition, 2015; Principles of American Democracy, McGraw Hill, 2018, World History, Pearson King and Lewinski 2008	Yes	0%
Foreign Language	Vista Learning, Senderos 1, 2, & 3 - Spanish for a Connected World, 2018	Yes	0%
Health	Positive Prevention Plus: Sexual Health Education for America's Youth	Yes	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)	Modules and Lab Equipment and Curriculum from Paxton-Patterson. The Health Science Careers® program.	Yes	0%

School Facility Conditions and Planned Improvements

The school facility is in need of an upgrade. In the fall of 2022, a 16 million dollar bond was passed to start the process of upgrading and replacing dilapidated portable buildings. Beginning in the spring of 2023, a new stick-built 8 classroom building is being added to the campus. Plans to replace the existing locker-room and remove the 500 wing are planned. As facilities have been the number one concern of students, parents and our community, including a WASC recommendation, it is exciting to begin the long-awaited projects.

Year and month of the most recent FIT report

December 2022

School Facility Conditions and Planned Improvements

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		Locker rooms are slated for demolition in the coming years. 500 wing is slated for demolition as well.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	75	N/A	50	N/A	47
Mathematics (grades 3-8 and 11)	N/A	42	N/A	32	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	162	157	96.91	3.09	75.16
Female	84	82	97.62	2.38	80.49
Male	78	75	96.15	3.85	69.33
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	92	91	98.91	1.09	75.82
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	63	60	95.24	4.76	73.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	104	103	99.04	0.96	72.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	17	85.00	15.00	17.65

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	162	157	96.91	3.09	42.04
Female	84	82	97.62	2.38	45.12
Male	78	75	96.15	3.85	38.67
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	92	91	98.91	1.09	36.26
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	63	60	95.24	4.76	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	104	103	99.04	0.96	35.92
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	17	85.00	15.00	11.76

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	27.78	35.14	21.68	28.45	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	297	259	87.21	12.79	35.14
Female	154	137	88.96	11.04	30.66
Male	143	122	85.31	14.69	40.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	170	149	87.65	12.35	28.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	116	101	87.07	12.93	42.57
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	189	166	87.83	12.17	30.72
Students Receiving Migrant Education Services	12	11	91.67	8.33	9.09
Students with Disabilities	29	12	41.38	58.62	16.67

2021-22 Career Technical Education Programs

Gridley High School has strong CTE program. Several of our academies have been recognized on a local and state level. They include Ag Mechanics, Ornamental Horticulture, Patient Care, Animal Sciences, and AgriScience. GHS has several courses that are either articulated 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

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.

Health Pathway:

- *CPR

2021-22 Career Technical Education (CTE) Participation

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

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.31
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	38.97

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	99.4	98.1	98.7	99.4	100

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.

2022-23 Opportunities for Parental Involvement

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. Our school's annual plan and some budget approvals are made by our School Site Council, which always includes parents, teachers, students, and administrators. Our district offers a Parent Advisory committee, which school administration also attend. Parents are also invited to sit on our technology and curriculum committee. Parents and community members typically participate in a multitude of fundraising events, school activities, and sports. There is rarely an evening at GHS that doesn't include parents and community. Our community rallies around our school and students which enhances the student experience. To streamline parent communication, a program called Parent Square is being utilized to message parents with fliers, teacher to parent direct messaging, email, and general school information. 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.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		3.6	2.9		7.1	4.9		8.9	7.8
Graduation Rate		94.3	94.9		89.9	91.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	138	131	94.9
Female	68	66	97.1
Male	70	65	92.9
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	79	75	94.9
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	55	52	94.5
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	137	131	95.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	12	10	83.3

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	700	689	172	25.0
Female	349	344	93	27.0
Male	350	344	78	22.7
American Indian or Alaska Native	2	2	1	50.0
Asian	17	17	3	17.6
Black or African American	7	7	6	85.7
Filipino	0	0	0	0.0
Hispanic or Latino	407	402	96	23.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	0	0.0
White	256	251	62	24.7
English Learners	39	37	13	35.1
Foster Youth	2	2	1	50.0
Homeless	8	8	4	50.0
Socioeconomically Disadvantaged	480	475	133	28.0
Students Receiving Migrant Education Services	29	29	11	37.9
Students with Disabilities	94	90	27	30.0

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.12	5.20	2.45
Expulsions	0.28	0.18	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	4.56	6.00	5.89	5.12	0.20	3.17
Expulsions	0.28	0.43	0.14	0.19	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.00	0.43
Female	4.87	0.29
Male	6.86	0.57
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.39	0.49
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.69	0.39
English Learners	10.26	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.08	0.63
Students Receiving Migrant Education Services	6.90	0.00
Students with Disabilities	10.64	1.06

2022-23 School Safety Plan

GHS has implemented the Catapult EMS system. All staff has 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 in the event of a safety event. GHS currently employs 1.6 full-time campus supervisors. For the last several years, Gridley Unified partnered with Gridley Police Department in hiring a School Resource Officer, currently stationed at GHS.

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, and 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 yearly in conjunction with our Site Council, soliciting input from staff, parents, Gridley Police Department, the community, and students. It is then reviewed annually with staff. Plans are approved during February by the School site council each year and brought to the governing board in March for their approval.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	24	8	17	3
Mathematics	20	16	15	
Science	26	5	10	1
Social Science	26	3	20	2

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	24	10	16	3
Mathematics	20	21	11	
Science	24	5	12	
Social Science	26	4	19	3

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	20	17	15	3
Mathematics	19	16	17	1
Science	19	13	8	
Social Science	22	13	14	5

2021-22 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	222.67

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$9,428	\$2,225	\$7,202	\$76,450
District	N/A	N/A	\$9,558	\$76,381
Percent Difference - School Site and District	N/A	N/A	-28.1	0.1
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	8.8	-3.5

2021-22 Types of Services Funded

GHS ensures students receive the appropriate additional support during the school day and after school. We currently offer two sections of designated English Language Development (ELD) classes to support language learners as well as provide after school in all subject areas 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 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, through the addition of several new Special Education programs.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$45,236	\$48,503
Mid-Range Teacher Salary	\$71,728	\$74,912
Highest Teacher Salary	\$102,526	\$100,321
Average Principal Salary (Elementary)	\$112,852	\$122,160
Average Principal Salary (Middle)	\$145,829	\$127,632
Average Principal Salary (High)	\$155,470	\$137,578
Superintendent Salary	\$196,279	\$198,665
Percent of Budget for Teacher Salaries	36%	31%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	12.7
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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	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	6

Professional Development

During the past few years GHS has moved forward with several 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 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 ELPAC.

The primary focus for our school is a commitment and focus to our Professional Learning Communities. A consultant from Solution Tree has been hired during the 2018-2019 and 2019-2020 school year to work with teachers 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 the following:

- 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.

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

Subject	2020-21	2021-22	2022-23
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	3	5	3
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