

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Gridley Unified Community Day School

Address: 429 Magnolia St. , Gridley CA 95948 Phone: (530) 846-4721

Principal: Debbie Miller Grade Span: 1 - 6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Gridley Community Day School provides educational opportunity for students who have been expelled or who have been placed through an Administrative Process or by the Probation Department.

Student Enrollment

Group	Enrollment
Number of students	5
African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	20 %
Pacific Islander	%
White (not Hispanic)	80 %
Multiple or No Response	%
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	%

Teachers

Indicator	Teachers
Teachers with full credential	1
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

School Facilities

Summary of Most Recent Site Inspection

The building housing the Community Day School is relatively new and is extremely well maintained.

Repairs Needed

None

Corrective Actions Taken or Planned

None

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructiona Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
District	\$5487
State	\$4,943

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	
Statewide Rank (from 2007 API Base Report)	B
2007-08 Program Improvement Status (PI Year)	Not in PI

2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	Gridley Unified Community Day	District Name	Gridley Unified
Street	581 Jackson St	Phone Number	(530) 846-4721
City, State, Zip	Gridley , CA 95948	Web Site	www.gridley.k12.ca.us
Phone Number	(530) 846-4383	Superintendent	Clark Redfield
Principal	Debbie Miller	E-mail Address	
E-mail Address		CDS Code	04-75507-6116016

School Description and Mission Statement

This section provides information about the school's goals and programs.

Gridley Community Day School staff recognizes that each student is unique and special. Our goal is to help students become respectful, responsible individuals while developing a lifelong passion for knowledge. Learning at the Community Day School is a combined effort involving students, family, community, and school. Together we strive to provide a successful learning experience in an emotionally safe atmosphere. Instruction at CDS imparts knowledge while it develops critical thinking and problem solving skills. Students are helped to identify their strengths, maximize their potential, and encouraged to become productive members of our society.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parents are always welcomed and encouraged to participate in their child's learning. Teachers and administrators are in continuous contact with parents and the staff at CDS appreciates any and all volunteer work in the classroom.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	1

Grade 5	1
Grade 6	0
Grade 7	0
Grade 8	3
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	5

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	%	White (not Hispanic)	80 %
American Indian or Alaska Native	%	Multiple or No Response	%
Asian	%	Socioeconomically Disadvantaged	%
Filipino	%	English Learners	%
Hispanic or Latino	20 %	Students with Disabilities	%
Pacific Islander	%		

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Date of last review/update: September 2007. Discussed with staff: September 2007. CA Ed code 3542.6 requires that each school adopts a comprehensive safety plan and thereafter reviews the plan yearly. Such a disaster preparedness plan is in place on the school campus. It is intended for the use of school employees to provide guidance and assistance in emergency situations and to ensure the safety and welfare of all students and staff. Copies of the Disaster Preparedness Plan are placed in all classrooms and offices. The plan is available in the CDS main office for parents and members of the community.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Gridley Community Day School utilizes an assertive approach to discipline. This philosophy is based on the principle that youngsters need to live and work in a caring environment that consistently holds them responsible for their behavior. The pro-social skills/resiliency component of CDS's learning environment includes anger management/social recognition/accomplishment awards. Alternative Education also provides career/vocational counseling and guidance through guest speakers, field trips, school counseling, videos, and supplemental career curriculum.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.0	1400.0	320.0	8.6	9.0	13.2
Expulsions	0.0	100.0	20.0	0.7	0.6	0.4

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The Community Day School consists of one large classroom plus offices for the school secretary and principal. In addition, there is a large multi-purpose room. The building housing the CDS is relatively new and is extremely well maintained. Two immaculate restrooms are available. There are no security or safety problems. Gridley Community Day School is a closed campus. Supervision on campus is ongoing and includes before and after school and lunch-time. The staff practices preparedness procedures, and the school currently meets safety standards for storage and use of potentially hazardous materials.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)	x			

Restrooms	x		
Sewer	x		
Playground/School Grounds	x		
Roofs	x		
Overall Cleanliness	x		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		x		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	1	1	1	109
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE

Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0

All Schools in District	96.3	3.7
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0	0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Gridley Unified School District has access to a pool of qualified substitute teachers. Substitute teachers use daily lesson plans created by the regular classroom teacher for use during their absence, in addition to emergency lesson plans on file.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

The district contract with teachers includes an observation and evaluation process developed jointly by teachers and administration. All tenured teachers are formally evaluated at least every other year and probationary teachers are formally evaluated a minimum of two times per year. Administrators have been trained and certified in the evaluation procedure. Teachers and the administration also engage in ongoing informal evaluations. Teachers and administrators frequently meet to discuss teaching techniques that will enhance a particular student's learning, new ideas for classroom management, data from district and site assessments, and curriculum improvements.

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Available for every student	0
Mathematics	Available for every student	0
Science	Available for every student	0
History-Social Science	Available for every student	0
Foreign Language	N/A	
Health	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and

funded through either categorical or other sources.

CAHSEE intervention programs, District Psychologist, Special Education Services, Instructional Aide

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$32330	\$36572
Mid-Range Teacher Salary	\$50015	\$55815
Highest Teacher Salary	\$69780	\$70985
Average Principal Salary (Elementary)	\$86689	\$86995
Average Principal Salary (Middle)	\$99863	\$90820
Average Principal Salary (High)	\$96026	\$96447
Superintendent Salary	\$110000	\$128495
Percent of Budget for Teacher Salaries	39.7 %	39.3 %
Percent of Budget for Administrative Salaries	5.9 %	5.8 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	*	*	*	32	35	41	40	42	43
Mathematics	*	*	*	28	38	38	38	40	40
Science	*	*		21	29	30	27	35	38
History-Social Science	*	*		26	37	32	32	33	33

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
 Percent proficient on the state's standards-based assessments in ELA and mathematics
 API as an additional indicator
 Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	28.6

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

CDS's entire staff works together as a team to provide the best possible learning experience for students. The administrator serves as the instructional leader. The adults in the community day school understand the characteristics of students at risk and are responsive to their needs. Both teachers and the principal make an effort to "check-in" with all students on a daily basis. The staff continually strives to motivate all students to succeed and their caring is immediately apparent to anyone who visits the campus.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Training and curriculum development are part of an ongoing process to improve instruction and increase student achievement. Teachers and the administrator are continually taking part in training and curriculum development to better serve all students. These include West-Ed training and trainings specific to curriculum and programs in use at CDS (Prentice Hall, Holt, Step Up To Writing, etc.)

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

There are no minimum days in the Community Day School. Students are required by law to be in school 360 minutes per day.
