

Gridley High School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Gridley High School
Street	300 E Spruce Street
City, State, Zip	Gridley
Phone Number	5308464791
Principal	Rikki-Lee Buresch
Email Address	rburesch@gusd.org
School Website	http://ghs.gusd.org/
County-District-School (CDS) Code	04 75507 0433953

2021-22 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/

2021-22 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 6800 people 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 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 school has established a clear, coherent vision and mission of what we want students to be able to do and are included below. Additionally, Gridley High is committed to the staff collaboration process and providing an educationally equitable and viable curriculum.

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 living their lives by working collaboratively for the success of all.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	184
Grade 10	189
Grade 11	150
Grade 12	150
Total Enrollment	673

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.1
Asian	1.9
Black or African American	0.7
Hispanic or Latino	56.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.7
White	36.8
English Learners	3.9
Foster Youth	0.3
Homeless	0.6
Socioeconomically Disadvantaged	73.7
Students with Disabilities	12.2

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 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

01/2022

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		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 prepares high school students for careers related to medicine, nursing, and health science programs.		0%

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

January 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces		X		wall damage needs repair, locker rooms need to be replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		pest/vermin infestation present in classroom/Ag barn
Electrical			X	exposed wiring, outlets that shock people
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			leaking sinks, toilets, and urinals
Safety: Fire Safety, Hazardous Materials	X			Outlets need repair
Structural: Structural Damage, Roofs			X	missing shingles, wall in team room damaged
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		vermin infestation in athletic fields

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	137	130	94.89	5.11	76.92
Female	69	66	95.65	4.35	78.79
Male	68	64	94.12	5.88	75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	79	78	98.73	1.27	69.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	52	46	88.46	11.54	86.96
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	98	96	97.96	2.04	71.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	9	69.23	30.77	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	137	127	92.70	7.30	40.16
Female	69	64	92.75	7.25	42.19
Male	68	63	92.65	7.35	38.10
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	79	75	94.94	5.06	37.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	52	46	88.46	11.54	43.48
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	98	93	94.90	5.10	35.48
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	8	61.54	38.46	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A

Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	27.78	N/A	21.68	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	278	216	77.70	22.30	27.78
Female	133	95	71.43	28.57	26.32
Male	145	121	83.45	16.55	28.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	157	130	82.80	17.20	23.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	109	76	69.72	30.28	32.89
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	200	163	81.50	18.50	26.99
Students Receiving Migrant Education Services	11	8	72.73	27.27	--
Students with Disabilities	22	11	50.00	50.00	0.00

2020-21 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, Media and Visual Arts, 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

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	374
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	53.3
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	97.92
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	43.94

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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. Previously we had successfully increased parent participation for our forums and school events, however, with Covid concerns we have limited some of our opportunities for parent participation. Prior to Covid, also provided classroom visitations specific to our Hispanic parents. During the Covid-19 pandemic has prevented us from inviting additional parents and community members on-site, but we will continue to prepare ways to offer new opportunities to invite parents/community members to our school once restrictions have lifted. Parents and community members typically participate in a multitude of fundraising events, school activities, and sports. Our community rallies around our school and students which enhances the student experience. We also utilize an LED marquee, Catapult Connect, and social media pages as a means to keep the community up-to-date on school happenings and involvement opportunities. 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	6.4	3.6	4.1	8.0	7.1	6.9	9.0	8.9	9.4
Graduation Rate	93.0	94.3	93.2	89.8	89.9	88.4	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	146	136	93.2
Female	64	61	95.3
Male	82	75	91.5
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	81	75	92.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	59	55	93.2
English Learners	0	0	0.00
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	144	135	93.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	15	10	66.7

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	723	684	245	35.8
Female	348	329	121	36.8
Male	374	354	123	34.7
American Indian or Alaska Native	1	1	0	0.0
Asian	13	13	8	61.5
Black or African American	5	5	4	80.0
Filipino	0	0	0	0.0
Hispanic or Latino	409	391	140	35.8
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	6	5	0	0.0
White	266	248	81	32.7
English Learners	31	30	11	36.7
Foster Youth	3	3	1	33.3
Homeless	9	9	5	55.6
Socioeconomically Disadvantaged	540	505	202	40.0
Students Receiving Migrant Education Services	21	20	13	65.0
Students with Disabilities	91	84	26	31.0

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.21	4.56	5.13	5.89	3.47	0.20
Expulsions	0.14	0.28	0.04	0.14	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 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

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.56	0.28
Female	2.01	0.00
Male	6.95	0.53
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	4.16	0.49
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.89	0.00
English Learners	0.00	3.23
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.89	0.37
Students Receiving Migrant Education Services	14.29	0.00
Students with Disabilities	5.49	0.00

2021-22 School Safety Plan

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. Several years ago we added another full time campus supervisor. For the 2021-2022 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, 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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	25	7	17	3
Mathematics	22	13	15	1
Science	27	2	12	2
Social Science	27	4	18	3

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

2020-21 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	336.5

2020-21 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)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.4
Social Worker	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$8,181	\$1,218	\$6,963	\$76,652
District	N/A	N/A	\$9,558	\$77,167
Percent Difference - School Site and District	N/A	N/A	-31.4	-0.7
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-19.2	-0.5

2020-21 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 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 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, by the addition of a several new Special Education programs.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$44,349	\$48,119
Mid-Range Teacher Salary	\$70,321	\$74,665
Highest Teacher Salary	\$100,516	\$98,160
Average Principal Salary (Elementary)	\$135,255	\$118,542
Average Principal Salary (Middle)	\$142,970	\$125,068
Average Principal Salary (High)	\$147,268	\$133,516
Superintendent Salary	\$196,279	\$194,199
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	10.6
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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	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	2019-20	2020-21	2021-22
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Number of school days dedicated to Staff Development and Continuous Improvement	6	3	5
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Gridley Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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/

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1076	988	91.82	8.18	48.13
Female	521	478	91.75	8.25	52.62
Male	555	510	91.89	8.11	43.92
American Indian or Alaska Native	--	--	--	--	--
Asian	31	29	93.55	6.45	62.07
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	626	587	93.77	6.23	42.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	25	83.33	16.67	60.00
White	381	339	88.98	11.02	56.64
English Learners	151	142	94.04	5.96	13.38
Foster Youth	--	--	--	--	--
Homeless	44	22	50.00	50.00	36.36
Military	0	0	0	0	0
Socioeconomically Disadvantaged	877	801	91.33	8.67	43.20
Students Receiving Migrant Education Services	23	23	100.00	0.00	34.78
Students with Disabilities	140	113	80.71	19.29	15.04

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1076	982	91.26	8.74	28.72
Female	521	474	90.98	9.02	26.58
Male	555	508	91.53	8.47	30.71
American Indian or Alaska Native	--	--	--	--	--
Asian	31	29	93.55	6.45	37.93
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	626	584	93.29	6.71	23.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	25	83.33	16.67	36.00
White	381	336	88.19		35.42
English Learners	151	142	94.04	5.96	8.45
Foster Youth	--	--	--	--	--
Homeless	44	22	50.00	50.00	36.36
Military	0	0	0	0	0
Socioeconomically Disadvantaged	877	795	90.65	9.35	23.90
Students Receiving Migrant Education Services	23	23	100.00	0.00	21.74
Students with Disabilities	140	113	80.71	19.29	11.50

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.