

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

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 on the California Department of Education (CDE) SARC Web page 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.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Chico High School	District Name	Chico Unified School District
Street	901 Esplanade	Phone Number	(530) 891-3000
City, State, Zip	Chico, CA 95926	Web Site	www.chicousd.org
Phone Number	(530) 891-3027	Superintendent	Kelly Staley
Principal	Jim Hanlon	E-mail Address	kstaley@chicousd.org
E-mail Address	jhanlon@chicousd.org	CDS Code	04-61424-0431676

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

Chico High School (CHS) is a four-year comprehensive high school located in downtown Chico, adjacent to the California State University, Chico (CSUC) campus. Established in 1902, CHS is the oldest of the six secondary schools in the Chico Unified School District. Our current enrollment is approximately 1900 students.

The quality of Chico High's educational environment has been recognized on both the state and national levels. In 1996, CHS was designated a California Distinguished School by the State Department of Education. In 1989, CHS was one of 107 public high schools to be named a National Blue Ribbon School of Excellence by the U.S. Department of Education. In 1998, we were again named a National Blue Ribbon School - one of only four schools in California to be recognized for a second time. In 2001, Chico High was designated one of 64 National Service-Learning Leader Schools, in recognition of the number, variety, and quality of service-learning carried out by CHS students. Finally, in fall, 2002, Chico High's Art Department received the Exemplary Art Program Award presented by the California Art Education Association. In the summer of 2004, the Western Association of Schools and Colleges (WASC) accredited Chico High School for a six-year term.

Students enrolling in Chico High select from a variety of avenues leading to graduation. The traditional program includes a range of courses in each subject area designed to meet graduation requirements and prepare students for post-secondary options. Students may opt for academic challenges by enrolling in any of five Advanced Placement courses, or in honors programs in mathematics, history-social science, and in English. Extra academic support is available through a three-tiered English Language Development (ELD) program, Sheltered Core classes for limited and non-English speaking students, and Spanish for Native Speakers courses. Six Resource Specialist Program (RSP) teachers and four Special Day Class (SDC) teachers support students with special educational needs. Chico High's award-winning visual arts and music programs are complemented by course offerings in drama, computer art and digital photography. Our state-recognized Agriculture program allows students to select from a variety of pathways that prepare them for vocational programs, two- or four-year colleges, or university study. In addition, Chico High students take advantage of site-based courses offering concurrent college credit (2+2 and 2+2+2). Approximately thirty students each year complete their senior year of high school concurrently with their first year at community college through the Butte College Connection programs; another 150 students take courses at nearby CSU, Chico through the High School Scholars program each semester.

In addition, four distinct Smaller Learning Communities (SLCs) offer students a chance to explore specific interests or address specific needs in more depth with a smaller group of students and teachers. Modeled on the same philosophy as cluster colleges, SLCs combine the advantages of a large high school with the personalized attention of a small one. Although some of our SLCs have been operating for more than ten years, grant monies from the US Department of Education (SLCP planning and implementation grants) and from the California Department of Education (Specialized Secondary Program) have allowed staff to expand existing SLCs and begin new ones. Current SLCs include:

The Academy of Communications and Technology (ACT), a California Partnership Academy with a career pathway in media communications. ACT helps students develop the strong academic and technical skills necessary for post-secondary education and the 21st century workplace; an innovative, challenging curriculum, blocked schedule, and hands-on activities teach students how to apply their knowledge.

Chico High West (West), a member of the Coalition of Essential Schools, is founded on the principle of student-as-worker, teacher-as-coach. In a non-traditional setting, students are exposed to educational strategies that reflect the type of learning offered in the real world, including problem-based learning, multi-disciplinary and cross-age curriculum, service-learning, and oral defense of knowledge.

Chico High's award-winning Agriculture program, with a long-standing tradition of excellence, offers both college prep and career pathway programs in animal science, plant science, horticulture, and agricultural mechanics. Ag/FFA students develop leadership skills and confidence while acquiring academic skills for graduation and post-secondary work.

CAD+, The Chico Academy of Design Plus (CAD+) is a smaller learning community at Chico High that provides skills and experiences in the areas of Engineering, Architecture and Manufacturing. Each area of study provides a sequence of courses from beginning through advanced. Students who participate in CAD+ can expect to be thoroughly prepared to enter college or join the work force with the skills learned in this program. Level one classes provide entry level job skills and advanced classes train with local industry in internships and ROP community classroom placements. In many situations students enter in paid positions before graduating from the program. This is a fast paced and exciting program which leads to many opportunities for our Chico High School students.

Mission Statement:

We will provide a safe and enriched, student centered learning environment where each student can:

- Realize his/her academic and creative potential;
- Develop his/her individual talents and abilities;
- Develop respect for self and others; and
- Become an involved, responsible citizen.

Beliefs:

- We believe that all students can learn.
- We believe in the worth and the dignity of the individual student.
- We believe that valuing ethnic, cultural, and individual diversity encourages mutual respect.
- We believe in the importance of pursuing truth and knowledge, in commitment to excellence, and in the nurturing of responsible citizenship.
- We believe that students should meet high academic standards in order to graduate from high school.
- We believe in providing a safe school environment, which encourages the freedom to teach, and the freedom to learn.
- We believe in and support diverse teaching styles within the context of common learning standards and graduation requirements.
- We believe in teacher camaraderie where there is time to talk, explore, and plan together.
- We believe in the democratic process in that we involve students, staff, and parents in the decision making process, constantly striving to achieve the mission statement and learning expectations established for our students, school, and district.

Opportunities for Parental Involvement (School Year 2008-09)

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

Parents actively participate in the decision-making process through committees including School Site Council, Parent Teacher Student Association (PTSA), Administrative Council, Ag Advisory Council, Chico High West Advisory Board and the ACT Parent Advisory Board. Parents also support the school by participating in athletic and music booster groups, and by working as instructional aides. Last year, we were fortunate enough to have over 2,000 hours of volunteer time provided by the Parent Teacher Student Association (PTSA) alone.

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Grade 9	456
Grade 10	517
Grade 11	474
Grade 12	463
Total Enrollment	1910

Student Enrollment by Group (School Year 2008-09)

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	3.93	White (not Hispanic)	65.60
American Indian or Alaska Native	1.99	Multiple or No Response	1.52
Asian	9.21	Socioeconomically Disadvantaged	35.00
Filipino	0.52	English Learners	8.00
Hispanic or Latino	17.02	Students with Disabilities	11.00
Pacific Islander	0.21		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07				Avg. Class Size	2007-08			Avg. Class Size	2008-09				
	Avg. Class Size	Number of Classrooms				Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			
		1-22	23-32	33+			1-22	23-32			33+	1-22	23-32	33+
English	28.3	10	42	17	29.9	10	26	27	28.9	14	17	29		
Mathematics	29.4	5	35	14	30.9	6	18	26	30.1	7	20	21		
Science	32.2	3	13	21	30.9	4	15	17	32.7	2	10	22		
Social Science	31.4	2	25	20	33.2	1	15	31	31.0	4	19	23		

III. School Climate

School Safety Plan (School Year 2008-09)

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

The School Safety Plan is updated annually in accordance with Senate Bill 187. This plan's key elements include specific and detailed procedures for dealing with traumatic incidents, threat of imminent danger (Code Red), evacuation/relocation, civil defense/disorder, bomb threats, earthquakes, chemical spills, crime in progress, and fire or explosion. The plan includes guidelines for collaboration with other emergency responders, e.g. fire, law enforcement, health, medical, media. Staff and students as per state law practice emergency plan and evacuation procedures regularly. A calendar is developed annually to schedule in-services training for school safety personnel.

The plan also contains clearly stated student behavior guidelines, including a school-wide policy intended to reduce tardies and trancies. It suggests strategies for student conflict resolution, for student recognition and support, and for promoting student inclusion and affiliation.

A School Resource Officer from the Chico Police Department and a Butte County Probation Officer, working in conjunction with campus supervisors and school administrators, help maintain a safe campus atmosphere for all students on a daily basis. In addition, 11 surveillance cameras have been installed around campus to increase school safety.

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	8.5	5.5	7.6	7.6	4.0	6.6
Expulsions	1.3	1.3	1.4	0.6	0.7	0.7

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school’s grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

To accommodate increasing enrollment, Chico High School has continued to add portable classrooms to the permanent campus buildings. There are seventeen portable classrooms on our campus and nearly every classroom is used every period. Construction of a permanent building to replace all portables is currently happening with a projected completion date of August 2010. The new building will include 16 new regular classrooms, 3 Science Lab classrooms and 2 Special Education rooms along with a large common area and two large department offices. Chico High School maintains thirteen computer labs (of five or more computers), and has approximately 480 computers school-wide. All computers are connected by a fiber-optic local area network with the World Wide Web. The school library has won numerous awards from the California School Library Association, and was commended in the school’s WASC report for providing, “exemplary curricular support using technology for research, access and instruction.”

The gym, locker rooms and Physical Education Department offices were modernized and updated in 2002. During the summer of 2003, the performing arts and music rooms as well as the B, C, & H classrooms were remodeled. In 2004, the art, agriculture, science and I-Tech wings were remodeled.

Our custodial, grounds, and maintenance staff do an effective job of keeping the facilities clean and maintained. Overall, Chico High School is a very safe, friendly, and supportive place to learn and work.

All students are housed in regular or portable classrooms for all classes. All classroom space is utilized to maximum capacity. Staff has access to a workroom located in the main administration building. This room provides working space, copying services and miscellaneous equipment (paper cutter, hole punch, etc.).

The age of the school varies depending on the specific building on campus. The oldest building is the gym, which was built in the 1930’s but remodeled in 2002. In the past three years all campus buildings were remodeled to some extent with the exception of the cafeteria, portable classrooms (which will be removed upon the completion of the new permanent replacement building) and the administration building which includes a significant number of math and English classrooms. Areas that were remodeled include the “B” and “C” wings, library, Art, Science, the theater, Music, agriculture, Industrial Technology and the gymnasium/locker room. A full time day custodian is employed for the site with additional support from the district for major or specialized (electrical, keys, plumbing, etc.) maintenance issues. A part time grounds person is employed for upkeep of the grounds and athletic fields. Five full-time night custodians are employed for the cleaning of facilities.

School Facility Good Repair Status (School Year 2009-10)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	[]	
Interior: Interior Surfaces	[]	[]	[]	[X]	Stained ceiling tile A-130, water stained ceiling Lincoln Hall, half missing ceiling tile Girls' Restroom D-wing. Hole in ceiling tile in Boys' PC Restroom. Peeling paint on wall in Boys' shower Room G-wing. Work Order #37688, 37689, 37691.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	
Electrical: Electrical	[]	[]	[X]	[]	Cart in front of electrical panel A-201. Light out in first fixture AG-2.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Water leaking from first urinal boys' restroom in C-wing. Work Order #37690.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. 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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	94	91	84	685
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	---

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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	2	2
Total Teacher Misassignments	0	2	2
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	96.2	3.8
All Schools in District	95.6	4.4
High-Poverty Schools in District	51.1	48.9
Low-Poverty Schools in District	95.9	4.1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	382
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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.

District procedures for adopting textbooks include teacher, student and administrative recommendations, district curriculum council approval and Board of Education approval.

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	Meets State Guidelines	0
Mathematics	Meets State Guidelines	0
Science	Meets State Guidelines	0
History-Social Science	Meets State Guidelines	0

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Foreign Language	Meets State Guidelines	0
Health	Meets State Guidelines	0
Visual and Performing Arts	Meets State Guidelines	0
Science Laboratory Equipment (grades 9-12)	Meets State Guidelines	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,375.84	\$3,336.91	\$5,038.93	\$64,834.58
District	---	---	\$4,990.77	\$61,998.00
Percent Difference: School Site and District	---	---	1%	4%
State	---	---	\$5,512.00	\$65,905.00
Percent Difference: School Site and State	---	---	-9%	-2%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Chico High School has a variety of programs and supplemental services that are provided through categorical funds. They are as follows:

- Career Center: Offers students access to career exploration and interest inventories for thousands of career opportunities including post secondary education, vocational education and military careers.
- School Aides: Parent aides are hired to support various programs (science, library, clerical, bilingual etc.) across campus.
- READ 180: This program offers intensive two period intervention for poor readers that score in the below basic and far below basic categories on the STAR test.
- MESA: Acronym for Math, Engineering and Science Achievement. This program offers support for educationally disadvantaged students to prepare for and graduate from college.
- Peer Mediation: This program offers training and mentoring to students so that they can assist other students with the skills in non-violent problem solving.
- Safe Schools: Safe schools provides funding for equipment and training of school personnel to create and maintain a safe environment on campus.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$38,541	\$40,786
Mid-Range Teacher Salary	\$53,749	\$65,726
Highest Teacher Salary	\$84,597	\$85,230
Average Principal Salary (Elementary)	\$95,639	\$106,548
Average Principal Salary (Middle)	\$105,262	\$112,237
Average Principal Salary (High)	\$112,826	\$121,617
Superintendent Salary	\$170,000	\$191,155
Percent of Budget for Teacher Salaries	42.5	40.6
Percent of Budget for Administrative Salaries	4.7	5.3

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	51	51	53	51	52	54	43	46	50
Mathematics	33	32	31	45	47	46	40	43	46
Science	45	46	52	45	57	60	38	46	50
History-Social Science	37	42	47	42	45	50	33	36	41

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	25	12	14	30
American Indian or Alaska Native	39	29	*	30
Asian	37	34	24	35
Filipino	*	*	*	*
Hispanic or Latino	29	20	35	28
Pacific Islander	*	*	*	*
White (not Hispanic)	65	34	63	55
Male	49	33	49	52
Female	58	29	54	42
Economically Disadvantaged	31	24	29	28
English Learners	6	10		3
Students with Disabilities	9	12	8	12
Students Receiving Migrant Education Services	*	*	*	*

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	62.9	64.4	66.0	58.1	61.6	61.3	48.6	52.9	52.0
Mathematics	66.5	64.2	66.5	66.3	63.7	66.6	49.9	51.3	53.3

California High School Exit Examination Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	34.1	24.4	41.4	33.5	46.8	19.7
African American	50.0	25.0	25.0	71.4	14.3	14.3
American Indian or Alaska Native	*	*	*	*	*	*
Asian	62.9	22.9	14.3	30.6	55.6	13.9
Filipino	*	*	*	*	*	*
Hispanic or Latino	50.6	28.2	21.2	55.6	35.6	8.9
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	25.1	23.1	51.9	24.3	51.8	23.9
Male	39.4	24.5	36.1	30.6	45.4	24.1
Female	29.7	24.4	45.9	36.1	48.0	15.9
Economically Disadvantaged	55.3	27.3	17.4	52.1	39.4	8.5
English Learners	80.0	20.0	0.0	66.2	32.4	1.4
Students with Disabilities	86.1	13.9	0.0	83.3	10.4	6.2
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.4	23.1	50.8

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	6	7	6
Similar Schools	2	2	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	12	0	19	753
African American				
American Indian or Alaska Native				
Asian	8	15	31	732
Filipino				
Hispanic or Latino	40	-13	50	683
Pacific Islander				
White (not Hispanic)	0	7	15	786
Socioeconomically Disadvantaged	5	0	34	662
English Learners	50	-21		
Students with Disabilities	13	8	11	476

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 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 Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	No	No
Participation Rate: English-Language Arts	No	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2009-10)

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 (ELA 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 Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	7
Percent of Schools Currently in Program Improvement	---	29.2

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	3.6	1.7	2.5	3.5	3.1	3.9	3.5	4.4	3.9
Graduation Rate	92.1	95.2	91.2	86.9	84.1	83.3	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	91%	82%	--
African American	92%	76%	--
American Indian or Alaska Native	100%	83%	--
Asian	79%	91%	--
Filipino	100%	100%	--
Hispanic or Latino	87%	91%	--
Pacific Islander	100%	89%	--
White (not Hispanic)	93%	83%	--
Socioeconomically Disadvantaged	n/a	n/a	--
English Learners	61%		--
Students with Disabilities	50%		--

Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Increasingly, workforce readiness skills (SCANS) are being incorporated into curricular areas across Chico High through a variety of authentic assessment tools (such as exhibitions for outside audiences) and teaching methodologies (such as service-learning projects and group work requiring personal and interpersonal skills). Some programs explicitly foster the acquisition and growth of these work readiness skills on the part of students. These programs include work experience, in which these skills are taught and assessed; the Agriculture program; and the ACT program, where SCANS-based standards are a central component in assessment of students in content area classes, and where students are paired with career mentors during their junior year. The special education department devotes a great deal of attention to workforce preparation, hands-on application, and skills development. Portfolio preparation and job skills training are incorporated into the special ed curriculum.

Chico High measures the success of these efforts in several ways. ACT students are required to complete portfolios, which include resumes, job application forms, letters of reference, and work samples (including a reflection on which skills—personal, interpersonal, technological, etc.—are demonstrated in that work sample). Computer competencies, required of all students prior to graduation, assess technological literacy.

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	871
% of pupils completing a CTE program and earning a high school diploma	24%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	63.9
Graduates Who Completed All Courses Required for UC/CSU Admission	41.0

Advanced Placement Courses (School Year 2008-09)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language		---
Mathematics	1	---
Science	1	---
Social Science	1	---
All courses	5	3.1

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Our school is committed to staff training and curriculum improvement. Teachers constantly work to align curriculum with state and district standards. Curriculum improvement is focused on areas of weakness as indicated by testing. CHS teachers also serve on district curriculum task forces.

Ongoing professional development opportunities include CTAP (California Technology Assistance Project), which provides on-going technology support designed to help teachers integrate the use of technology into their classes. The Beginning Teachers Support and Assessment Program (BTSA) offers new teachers resources and opportunities to improve teaching strategies and classroom management. The implementation of a collaborative time schedule at all secondary schools has allowed CHS staff to focus on strategies for improving student literacy and other school improvement issues.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92