School Accountability Report Card
Reported for School Year 2009-10
Published During 2010-11

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 2010-11)
This section provides the school's contact information.

School		District	
School Name	Academy for Change (AFC)	**District Name**	Chico Unified School District
Street	290 East Ave	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95926	**Web Site**	www.chicousd.org
Phone Number	(530) 895-4047	**Superintendent**	Kelly Staley
Principal	Bernard Vigallon	**E-mail Address**	kstaley@chicousd.org
E-mail Address	bvigallo@chicousd.org	**CDS Code**	04-61424-0111039

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

Academy for Change (AFC) is the community day school serving Chico Unified School District. Our students are referred to AFC for three reasons: expulsion, referral from the juvenile justice system as a result of formal or informal probation, or referral from the Student Attendance Review Board for habitual truancy. Students referred for expulsion may be students who were expelled from a Chico Unified School District school, or students who moved to the area after being expelled from another district.

Academy for Change has three basic rules: Show Up, Be Cool, and Take Care of Business. Show Up refers to the importance of daily attendance. Many AFC students have had truancy issues at their previous school. AFC emphasizes the importance of daily attendance. Referrals to the office are kept to a minimum, indicating that students are following the Be Cool principle. Appropriate behavior inside and outside of the classroom are stressed along with all core academic areas. Take Care of Business points out the need for students to complete academic work in a timely and sufficient manner to promote grade levels and progress towards a diploma.

AFC's mission statement is: "Reconnecting Students with their Educational Responsibility and Future". Our mission at AFC calls upon the educational strengths, unique backgrounds, and supportive nature of its staff to build an alternative education program that serves the needs of the community day school student population. The staff provides a program that opens its doors and works to reconnect young people to education. It is a program that values self worth and encourages student achievement, both personally and academically.

The goal for all AFC students is to earn their way back to either a comprehensive high school or junior high school, or Fair View High School, the district's continuation high school. The responsibility of AFC is to assist students in their progress towards responsibility as it relates to academic achievement and personal development.

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

Parent/guardian involvement/support is a much valued commodity at AFC. For information on how you can help, please contact the AFC office.

Student Enrollment by Grade Level (School Year 2009-10)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 7	8
Grade 8	8
Grade 9	12
Grade 10	16
Grade 11	17
Grade 12	11
Total Enrollment	72

Student Enrollment by Group (School Year 2009-10)
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
Black or African American	5.56	White	48.61
American Indian or Alaska Native	5.56	Two or More Races	
Asian	4.17	Socioeconomically Disadvantaged	
Filipino	0	English Learners	
Hispanic or Latino	34.72	Students with Disabilities	
Native Hawaiian/Pacific Islander	0		

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	2007-08				2008-09				2009-10			
	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	13.3	7	0	0	23.2	2	4	0	**	**	**	**
Mathematics	10.7	6	0	0	21.6	2	3	0	**	**	**	**
Science	9	5	0	0	23.0	1	4	0	**	**	**	**
Social Science	9.9	7	0	0	18.6	5	2	0	**	**	**	**

III. School Climate

School Safety Plan (School Year 2009-10)

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

Students respect the educational programs and environment. Our school has an emergency plan, and evacuation procedures are practiced as per state law. Staff and students are in-serviced in the Code Red lockdown and evacuation procedures in case of a critical incident. Students are also instructed and drills are conducted with regard to the State required earthquake and fire procedures. The school safety plan is updated annually in accordance with State law. Our plan stresses prevention and that our students and staff be prepared. Our practice/training opportunities allow students and staff to increase their ability to deal with earthquakes, fire, conflict, anger, and other threats to safety. We have security checks on a regular basis to identify potential hazards and/or our vulnerability to crime and vandalism. We also have a crisis response plan in place to deal with unforeseen emergencies.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.0	0.0	0.6	4.0	6.6	0.1
Expulsions	0.0	0.0	0.01	0.7	0.7	0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
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.

The Academy for Change campus is located on the Fair View High School campus. Teachers, support staff, School Resource Officer, and the school administrator also supervise the students before and after school and during student breaks and lunch. Visitors are required to check in and register at the main office. Visitors are required to wear a name identification tag while they are visiting the campus. Signs are posted directing visitors to the main office and the campus supervisor assists in their direction. AFC enjoys a healthy and safe environment. The CUSD school board has adopted cleaning standards for all schools in the district. School administration works with the custodial staff to see that these standards are followed and to ensure a clean and safe school. District maintenance staff keeps the school in good working order and necessary repairs are made in a timely manner. CUSD participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The AFC campus has received its fair share of this maintenance and repair and is kept in good working order.

School Facility Good Repair Status (School Year 2010-11)
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 tiles in Rooms 17 and 18. Paint ceiling tile with stain block paint. WO #42301
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
Overall 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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	6	6	5	565
Without Full Credential	0	0	0	0
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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)
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	81.82%	18.18%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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	**	**
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	**	---
Library Media Services Staff (paraprofessional)	**	---
Psychologist	0.5	---
Social Worker	**	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	**	---
Resource Specialist (non-teaching)	**	---
Other	**	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

The Chico Unified School District has implemented the seven-year curriculum textbook adoption cycle, which is aligned with the State Curriculum/Textbook program. Since many of our classes utilize a varying approach to education, teachers continuously seek and maintain a wide variety of high interest materials from various sources.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved 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	
Foreign Language	N/A	0	
Health	Meets State Guidelines	0	
Visual and Performing Arts	N/A	0	
Science Laboratory Equipment (grades 9-12)	Meets State Guidelines	0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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	$7,951.02	$2,687.00	$5,264.02	$59,109.15
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	-3%	-8%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-13%	-14%

Types of Services Funded (Fiscal Year 2009-10)

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

AFC programs and services include:
- School psychologist and speech therapist.
- Community based organizations such as the Project Success Program, and other community service organizations.
- Classes to assist specific groups of students, such as the Young Womens' Group, anger management counseling.
- California State University, Chico physical education mentors/teachers program.
- Afterschool Education & Safety Program.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	5	11	15	52	54	56	46	50	52
Mathematics	7	5	6	47	46	47	43	46	48
Science	16	15	24	57	60	64	46	50	54
History-Social Science	13	7	16	45	50	55	36	41	44

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
All Students in the LEA				
All Student at the School				
Male	16	6	28	20
Female	12	5	18	6
Black or African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian				
Filipino				
Hispanic or Latino	8	0	23	0
Native Hawaiian/Pacific Islander				
White	17	6	21	20
Two or More Races				
Socioeconomically Disadvantaged	5	4	17	2
English Learners				*
Students with Disabilities	0	0	*	*
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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	*	*		61.6	61.6	62.8	52.9	52.9	54
Mathematics	*	*		63.7	63.7	62.9	51.3	51.3	53.4

California High School Exit Examination Grade Ten 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 in the LEA						
All Students at the School						
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Two or More Races						
Socioeconomically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2009-10)

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
7	18.2%	27.3%	9.1%
9	16.7%	16.7%	5.6%

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	2007	2008	2009
Statewide			
Similar Schools			

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		
	2007-08	2008-09	2009-10
All Students at the School	B	-75	25
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	**LEA**	**State**
All Students at the School	545	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino		712	715
Native Hawaiian/Pacific Islander			753
White		820	838
Two or More Races			807
Socioeconomically Disadvantaged		713	712
English Learners		660	691
Students with Disabilities		601	580

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 2009-10)

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

Federal Intervention Program (School Year 2010-11)

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	---	9
Percent of Schools Currently in Program Improvement	---	38

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	10.0	15.2	12.2	3.1	3.9	4.5	4.4	3.9	4.5
Graduation Rate	84.1	83.3		84.1	83.3		80.6	80.2	78.4

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students			---
Black or African American			---
American Indian or Alaska Native			---
Asian			---
Filipino			---
Hispanic or Latino			---
Native Hawaiian/Pacific Islander			---
White			---
Socioeconomically Disadvantaged			---
English Learners			---
Students with Disabilities			---

Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Career Technical Education Participation (School Year 2009-10)

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

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

Courses for University of California and/or California State University Admission (School Year 2009-10)

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	
Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2009-10)

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	**	---
Fine and Performing Arts	**	---
Foreign Language	**	---
Mathematics	**	---
Science	**	---
Social Science	**	---
All courses	**	**

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.

AFC continues to be committed to staff training and curriculum improvement. Teachers are represented on CUSD task forces where they develop curriculum standards, benchmarks, and appropriate assessment methods. Evaluation, improvement and implementation of curricular needs occur on a six-week basis throughout the school year. AFC staff members also participate in many professional organizations and share responsibilities with other district secondary teachers on various district task forces and committees.

School Accountability Report Card
Reported for School Year 2009-10
Published During 2010-11

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 2010-11)
This section provides the school's contact information.

School		District	
School Name	Bidwell Junior High School	**District Name**	Chico Unified School District
Street	2376 North Avenue	**Phone Number**	(530) 891-3000 ex. 149
City, State, Zip	Chico, CA 95926	**Web Site**	www.chicousd.org
Phone Number	(530) 891-3080	**Superintendent**	Kelly Staley
Principal	Brian Boyer	**E-mail Address**	kstaley@chicousd.org
E-mail Address	bboyer@chicousd.org	**CDS Code**	04-61424-6057129

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

Bidwell Junior High School is a comprehensive junior high school serving students in grades 7-8. Bidwell is located on the east side of Chico and serves students from Shasta, John McManus, Marigold and Neal Dow elementary schools. The curriculum is standards-based and pedagogy meets the diverse needs of all students from those with identified learning disabilities to the gifted and talented. Approximately eighty-five percent of the student body would consider themselves "college bound." The Bidwell Junior High School mission statement is "EXTRAORDINARY EDUCATION EMPOWERS EVERYONE".

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

Parent and community involvement is an ongoing focus for Bidwell Junior. Bidwell has an active School Site Council, PTA organization, club sports program, and a Foundation made up of outside community members. Parents are encouraged to participate in the Parent Portal program, which allows parents to follow their students' progress on-line; currently about 2/3 of Bidwell's parents' access their student's grades on line. Teachers and administration contact parents to discuss successes and failures academically and behaviorally to develop strategies in tandem for the benefit of the students. Parents interested in participating in any of these programs should contact the principal at 891-3080 ext. 125.

The community and business/school partnerships are active and supportive at Bidwell. Local merchants support our activities throughout the year. For more information, please contact the main office.

Student Enrollment by Grade Level (School Year 2009-10)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 5	1
Grade 6	2
Grade 7	343
Grade 8	340
Grade 9	1
Total Enrollment	687

Student Enrollment by Group (School Year 2009-10)
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
Black or African American	3.35	White	69.58
American Indian or Alaska Native	1.02	Two or More Races	
Asian	4.80	Socioeconomically Disadvantaged	
Filipino	0.73	English Learners	
Hispanic or Latino	19.21	Students with Disabilities	
Native Hawaiian/Pacific Islander	0.29		

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	2007-08				2008-09				2009-10			
	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	25.1	14	9	9	28.9	5	10	12	27.0	5	12	8
Mathematics	32.3	2	4	16	32.0	1	8	12	30.2	1	12	7
Science	30.4	2	17	6	34.0	0	5	16	32.1	0	12	8
Social Science	27.7	3	23	2	33.7	0	6	16	31.9	0	13	7

III. School Climate

School Safety Plan (School Year 2009-10)
This section provides information about the school's comprehensive safety plan.

The School Safety plan is updated annually in accordance with state law. The key elements of the plan include traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Drills are practiced quarterly. The staff participates in emergency scenarios in order to maintain decision-making and communication procedures for a given emergency. Students are also instructed and drills are conducted with regard to the State required earthquake and fire procedures.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	3.2	5.1	0.1	4.0	6.6	0.1
Expulsions	1.0	0.8	0.0	0.7	0.7	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
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.

Bidwell Junior High was constructed in 1958. Additional classrooms and a gymnasium were added in the 1966-67 school year. The exterior of the school was painted in 2006. The interior of the gym was painted in 1998 and again in 2006 and has been touched up every year since then. The school has 40 classrooms, a multipurpose room, a cafeteria, a library, a greenhouse, a gym with locker rooms and an administration building. It sits on a 19.2-acre campus that includes grass playing fields and blacktopped-surfaced basketball and activity courts.

Bidwell completed the process of remodeling as a result of the school bond passing in 1998. Reconstruction work began in May of 2004 and continued through November 2006. All the classrooms were updated with flooring, paint and wall coverings. The locker rooms are remolded with new showers, lockers, and restrooms installed. Electrical outlets and data ports have been installed in each classroom and throughout the campus to allow increased capacity for computer use and Internet access. The vast majority of the classrooms have Smart Boards to be used by the teachers in the presentation of their lessons.

In 2010 three surveillance cameras were installed in areas of security concern. These cameras monitor and record activity and can be referred to as needed. Also, a video projection system was installed in the gym. The system consists of an LCD projector, a drop down screen, a DVD/CD player, and a PA system.

Bidwell Junior High School administration, teachers, and campus supervisors actively supervise students before and after school as well as during the lunch break and between classes. Campus supervision duty begins before school at 7:00 a.m. and extends after school until 4:15 p.m. In addition, a before and after school program, BLAST, is offered free of charge to students. It opens at 6:30 a.m. and closes at 6:00 p.m. Campus supervisors, administrators, and teachers walk around campus, stand at bus stops and crosswalks and monitor student arrivals and departures.

Visitors are required to sign-in at the office and receive a nametag before entering the campus. Campus supervisors, administrators and teachers support this requirement by speaking to any adult seen on the campus not displaying a nametag.

Custodians and administrators identify long-term maintenance needs and determine when to schedule necessary repairs. Work identified as a major repair is handled through a district work-order process. Site custodians do minor repairs and maintenance such as painting and furniture upkeep. Emergency repairs are given highest priority. The administrators work with the custodial staff to develop a cleaning schedule to ensure a clean and safe school.

School Facility Good Repair Status (School Year 2010-11)
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]	Snack bar missing baseboard. Replace missing baseboard. WO #42314. Library missing floor tile. Replace missing tile. WO #42314. Missing ceiling tile Room 960. Replace missing tile. WO #42314. Stained ceiling tile Room 309. Paint with stain block paint. WO #42301.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	Kitchen light out. Evaluate problem and repair. WO #42304
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
Overall 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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	37	32	33	565
Without Full Credential	0	0	0	0
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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	100%	0%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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	2	**
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	0.3	---
Library Media Services Staff (paraprofessional)	**	---
Psychologist	0.64	---
Social Worker	**	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist (non-teaching)	**	---
Other	**	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. Currently adopted are:

2006 History
7-8 Glencoe – Discovering Our Past

2007 Science
7-8 Prentice Hall – Focus on California Science

2009 Math
7 McDougal Littell – Algebra Rediness
8 Holt – Course 2 : Pre Algebra
Algebra CPM
Geometry CPM

2002 Reading/English
7-8 McDougal Littell – Language Arts

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved 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	
Foreign Language	Meets State Guidelines	0	
Health	Meets State Guidelines	0	
Visual and Performing Arts	Meets State Guidelines		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)
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	$7,950.30	$2,674.11	$5,276.19	$60,546.50
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	-1%	-5%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-11%	-12%

Types of Services Funded (Fiscal Year 2009-10)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

All funds are budgeted and expended following state and district accounting procedures.

Teacher and Administrative Salaries (Fiscal Year 2008-09)
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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	57	52	56	52	54	56	46	50	52
Mathematics	45	47	52	47	46	47	43	46	48
Science	61	58	63	57	60	64	46	50	54
History-Social Science	48	50	54	45	50	55	36	41	44

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
All Students in the LEA				
All Student at the School				
Male	51	55	68	60
Female	62	48	58	46
Black or African American	18	36	*	*
American Indian or Alaska Native	*	*	*	*
Asian	47	47	64	43
Filipino	*	*		
Hispanic or Latino	41	40	47	44
Native Hawaiian/Pacific Islander	*	*	*	*
White	64	57	68	57
Two or More Races				
Socioeconomically Disadvantaged	41	39	57	41
English Learners	9	9	18	11
Students with Disabilities	24	28	*	5
Students Receiving Migrant Education Services	*	*		

California Physical Fitness Test Results (School Year 2009-10)
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
7	15%	28.3%	35.7%

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	2007	2008	2009
Statewide	6	7	6
Similar Schools	3	7	3

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		
	2007-08	2008-09	2009-10
All Students at the School	32	-11	20
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	62	-26	20
Native Hawaiian/Pacific Islander			
White	31	-14	28
Two or More Races			
Socioeconomically Disadvantaged	34	5	2
English Learners			
Students with Disabilities	22		

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	795	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino	725	712	715
Native Hawaiian/Pacific Islander			753
White	825	820	838
Two or More Races			807
Socioeconomically Disadvantaged	726	713	712
English Learners		660	691
Students with Disabilities		601	580

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 2009-10)

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	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Pending

Federal Intervention Program (School Year 2010-11)

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	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	---	9
Percent of Schools Currently in Program Improvement	---	38

XI. 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.

Bidwell teachers meet every Wednesday from 8:00 a.m. until 9:00 a.m. to collaborate. These sessions provide time for teachers and staff to align subject area curriculum to content standards, develop common assessments, create strategies to help at risk students, and learn and implement new teaching strategies. Teachers use the four "critical questions" to provide focus to their work:

- What do we want students to know?
- How do we know they learned it?
- How will we respond when students struggle?
- How do we extend the learning for students who have achieved mastery?

A continuous evaluation of assessment results and appropriate adjustments of curriculum and instruction are the basis for the collaboration and provide the foundation of Bidwell's professional development program.

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II. About This School

Contact Information (School Year 2010-11)
This section provides the school's contact information.

School		District	
School Name	Chapman Elementary School	**District Name**	Chico Unified School District
Street	1071 E. 16th St.	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95928	**Web Site**	www.chicousd.org
Phone Number	(530) 891-3100	**Superintendent**	Kelly Staley
Principal	Ted Sullivan	**E-mail Address**	kstaley@chicousd.org
E-mail Address	tsulliva@chicousd.org	**CDS Code**	04-61424-6002968

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

The mission of Chapman School is to create academically skilled students. Chapman will provide a safe, educational community with constant collaboration between adults and children of all ages, cultures, and life experiences who are welcomed, respected, involved, and valued. Chapman students will be self-directed, life-long learners working towards their highest academic potential while taking responsibility for their role in an ever-changing world. Our school community will foster these attributes by utilizing a wide variety of resources and strategies.

Chapman School is located on the southwest side of Chico in an older section of town. The school itself is in the city limits, but all homes surrounding it are located outside the city limits. The attendance area includes families from as far west as Park Avenue, and to the east it extends to Highway 99.

Chapman provides a very extensive before and after school program. Chapman conducts a 21st Century Learning/ASES Grant program for one and one-half hours each morning and three hours each day after school. Chapman also provides eight tutorial groups for reading before school and six tutorial groups for math after school. These tutorial groups are in addition to the 21st Century Learning/ASES program.

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

Chapman School invites parents to join the Parent Teacher Association, participate on our School Site Council and on our English Language Advisory Committee. We encourage our parents to be involved in classrooms, Awards assemblies, attend our monthly "Wake Up to Reading" morning reading time, Art Week, and attend our many other school related activities. Contact the main office for more information.

Student Enrollment by Grade Level (School Year 2009-10)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	53
Grade 1	47
Grade 2	46
Grade 3	61
Grade 4	49
Grade 5	53
Grade 6	40
Total Enrollment	349

Student Enrollment by Group (School Year 2009-10)
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
Black or African American	5.44	White	26.65
American Indian or Alaska Native	4.58	Two or More Races	
Asian	24.36	Socioeconomically Disadvantaged	
Filipino	0.29	English Learners	
Hispanic or Latino	38.11	Students with Disabilities	
Native Hawaiian/Pacific Islander	0.29		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	2	0	0	19.5	2	0	0	19	1	1	**
1	20.0	2	0	0	19.5	2	0	0	16	2	**	**
2	20.0	2	0	0	20.0	2	0	0	18.5	2	**	**
3	18.0	3	0	0	19.0	3	0	0	18.33	3	**	**
4	23.5	0	2	0	22.0	0	2	0	24	**	2	**
5	20.0	1	1	0	21.0	0	1	0	25.5	**	2	**
6	18.0	2	0	0	19.5	2	0	0	21	**	1	**
K-3	19.0	2	0	0	19.0	1	0	0	21	1	1	**
3-4	0.0	0	0	0	0.0	0	0	0	**	**	**	**
4-8	0.0	0	0	0	22.0	0	1	0	**	**	**	**
Other	0.0	0	0	0	0.0	0	0	0	**	**	**	**

III. School Climate

School Safety Plan (School Year 2009-10)

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

A school disaster plan has been developed which includes emergency procedures in case of fire, earthquake or other disaster. The School Safety plan is updated annually in accordance with Senate Bill 187. The key elements of the plan include traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Chapman provides student supervision before and after school. All visitors must check in at the office.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	9.1	17.8	0.2	4.0	6.6	0.1
Expulsions	0.0	0.0	0.0	0.7	0.7	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
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.

The original Chapman School was built in 1953. In 1989 this section of the school was remodeled with state reconstruction funds. As enrollment increased over the years, the school expanded from the original ten classrooms to its current size of twenty-six classrooms. Since 1986 there have been ten relocatable classrooms erected on the campus. During the 1994-95 school year three relocatable rooms were added to house the Healthy Start, Even Start and Head Start Programs. Cleaning the common areas of the school takes place on a daily basis. Classrooms are alternately cleaned. Routine maintenance and safety checks take place daily. The school is in line for some deferred maintenance projects.

School Facility Good Repair Status (School Year 2010-11)
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]	[ ]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[ ]	[ ]	[X]	[ ]	Fire extinguisher has been moved. Remove old locater sign. Relocate sign to new location. WO #42311
Structural: Structural Damage, Roofs	[ ]	[ ]	[X]	[ ]	Stained ceiling tile in Rooms 16 and 21. Paint ceiling tile with stain block paint. WO #42301
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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	26	27	25	565
Without Full Credential	0	0	0	0
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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	100%	0%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)
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	**	**
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	**	---
Library Media Services Staff (paraprofessional)	**	---
Psychologist	0.45	---
Social Worker	**	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	**	---
Other	**	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. Currently adopted are:

2006 History
K-6 Harcourt - Reflections
7-8 Glencoe – Discovering Our Past

2007 Science
K-5 Macmillan – California Science
6-8 Prentice Hall – Focus on California Science

2009 Math
K-6 McGraw Hill/Wright Group - Everyday Math
7-8 Holt Pre-Algebra
McDougal Littell – Algebra A
CPM Algebra
CPM Geometry

2002 Reading/English
K-6 Houghton-Mifflin- California Reading
7-8 McDougal Littell – Language Arts

These standards aligned textbooks are in the hands of all students within two years of adoption.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved 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	
Foreign Language	Meets State Guidelines	0	
Health	Meets State Guidelines	0	
Visual and Performing Arts	Meets State Guidelines		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)
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	$9,264.04	$3,964.54	$5,299.50	$58,226.11
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	-1%	-5%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-11%	-11%

Types of Services Funded (Fiscal Year 2009-10)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In addition to these general fund monies, Chapman School receives supplemental funding for specific purposes. A School Based Coordinated Program budget of $87,380 supports our school improvement effort, and the Title I budget of $265,000 provides extra services and materials for students needing extra help (based upon student test scores). School Based Coordinated Program funds are budgeted by our School Site Council, with approximately 80% of the money being used to fund classroom aides and teachers who provide extra help for students. The federally funded Title V budget is used to purchase library books totaling $2,864.

Teacher and Administrative Salaries (Fiscal Year 2008-09)
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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	23	27	33	52	54	56	46	50	52
Mathematics	43	42	41	47	46	47	43	46	48
Science	31	21	46	57	60	64	46	50	54
History-Social Science	0	0	0	45	50	55	36	41	44

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
All Students in the LEA				
All Student at the School				
Male	29	38	39	
Female	39	44	56	
Black or African American	*	*	*	
American Indian or Alaska Native	*	*	*	
Asian	18	41	18	
Filipino	*	*		
Hispanic or Latino	29	35	40	
Native Hawaiian/Pacific Islander	*	*		
White	49	51	82	
Two or More Races				
Socioeconomically Disadvantaged	29	38	42	
English Learners	12	29	13	
Students with Disabilities	48	54	*	
Students Receiving Migrant Education Services	*	*		

California Physical Fitness Test Results (School Year 2009-10)

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
5	12.3%	27.1%	44%

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	2007	2008	2009
Statewide	1	1	2
Similar Schools	1	1	3

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		
	2007-08	2008-09	2009-10
All Students at the School	17	15	11
Black or African American			
American Indian or Alaska Native			
Asian	-20	-1	
Filipino			
Hispanic or Latino	24	-12	13
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	17	12	8
English Learners	-10	2	17
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	712	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian	690	766	889
Filipino			851
Hispanic or Latino	684	712	715
Native Hawaiian/Pacific Islander			753
White	774	820	838
Two or More Races			807
Socioeconomically Disadvantaged	701	713	712
English Learners	659	660	691
Students with Disabilities		601	580

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 2009-10)

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	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Pending

Federal Intervention Program (School Year 2010-11)

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	In PI
First Year of Program Improvement	1999-2000	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	9
Percent of Schools Currently in Program Improvement	---	38

XI. 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.

Staff development opportunities and curriculum improvement trainings are provided on a continuous basis using monies from Title I and School Based Coordinated Program. Chapman has regular grade level collaboration time provided during the school day with an emphasis on teams following a professional learning community pattern of business. Staff also has visited many other similar schools to investigate their patterns of business.

School Accountability Report Card
Reported for School Year 2009-10
Published During 2010-11

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 2010-11)
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 2009-10)
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 1850 students. In the summer of 2010, Chico High School received a six-year accreditation (2010-16) from the Western Association of Schools and Colleges (WASC).

Chico High students can select from a variety of academic options and programs. 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 ten Advanced Placement (AP) courses or honors programs in 9/10 English. The Science Department offers an Honors class in Science option for students taking a prescribed selection of advanced science coursework. Extra academic support is available through a three-tiered English Language Development (ELD) program and Sheltered Core classes for limited and non-English speaking students. 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 five students each year complete their senior year of high school concurrently with their first year at community college through the Butte College Connection programs.

Additionally Chico High School offers a model Architectural and Engineering program. 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 class provides 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.

Vision:

We commit to engaging in the process of asking and answering the following four critical questions:

1. What do we want students to learn?
2. How are we going to know when they have learned it?
3. What are we going to do when they don't learn it?
4. What are we going to do when they do learn it?

We will continue to modify our practices in an effort to support high levels of learning for all 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 2009-10)

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 and Ag Advisory Council. Parents also support the school by participating in athletic and music booster groups and by working as instructional aides. Last year, Chico High School received over 2,000 hours of volunteer service provided by the Parent Teacher Student Association (PTSA).

Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students
Grade 8	1
Grade 9	522
Grade 10	436
Grade 11	471
Grade 12	445
Total Enrollment	1,875

Student Enrollment by Group (School Year 2009-10)

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
Black or African American	3.31	White	65.17
American Indian or Alaska Native	2.29	Two or More Races	
Asian	9.39	Socioeconomically Disadvantaged	
Filipino	0.43	English Learners	
Hispanic or Latino	16.96	Students with Disabilities	
Native Hawaiian/Pacific Islander	0.27		

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	2007-08				2008-09				2009-10			
	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	29.9	10	26	27	28.9	14	17	29	29.5	11	24	26
Mathematics	30.9	6	18	26	30.1	7	20	21	29.0	6	24	17
Science	30.9	4	15	17	32.7	2	10	22	27.3	8	16	14
Social Science	33.2	1	15	31	31.0	4	19	23	31.7	2	19	20

III. School Climate

School Safety Plan (School Year 2009-10)

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 truancies. 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.

The plan was last updated and discussed with staff in October 2010.

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		
	2007-08	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**
Suspensions	5.5	7.6	0.1	4.0	6.6	0.1
Expulsions	1.3	1.4	0.01	0.7	0.7	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
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.

In order to move older portable classrooms off campus and regain athletic field space, Chico Unified School District recently completed (October 2010) a new 21 room, permanent school structure. This new facility includes 16 regular classrooms, three full science labs, two special education rooms for the Severely Handicapped, a large common area and two large department offices. Chico High School maintains seven computer labs (of five or more computers), and has approximately 344 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. An architectural firm was hired in Fall 2010 to design a combined cafeteria and gymnasium facility. 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 does 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 now housed in regular classrooms. 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, whole 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 which is due to be replaced and the administration building which includes a significant number of math and Foreign Language classrooms. The new building described above was opened in November 2010. 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 2010-11)

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 tiles in Rooms 203, 205, and 926. Tiles will be painted with stain block. WO #42301 Broken ceiling tile in Room S-6. Tiles will be replaced. WO #42303
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	AG-3 / missing breaker in SW panel. WO #42304
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
Overall 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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	91	84	82	565
Without Full Credential	0	0	0	0
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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	2	2	0
Total Teacher Misassignments	2	2	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	95.20%	4.80%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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	**
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (paraprofessional)	**	---
Psychologist	1	---
Social Worker	**	---
Nurse	0.4	---
Speech/Language/Hearing Specialist	0.6	---
Resource Specialist (non-teaching)	**	---
Other	**	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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.

Materials meet the California State Standards and were adopted consistent with the state curriculum frameworks cycle.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved 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	
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 2008-09)
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	$8,144.95	$2,716.57	$5,428.39	$65,148.95
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	1%	4%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-9%	-2%

Types of Services Funded (Fiscal Year 2009-10)
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:

- 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 provide funding for equipment and training of school personnel to create and maintain a safe environment on campus.
- BLAST: The BLAST program is an after school program that provides tutoring for all students as well as enrichment opportunities and recreational programs between the hours of 3:00-6:00pm.

Teacher and Administrative Salaries (Fiscal Year 2008-09)
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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	51	53	65	52	54	56	46	50	52
Mathematics	32	31	42	47	46	47	43	46	48
Science	46	52	60	57	60	64	46	50	54
History-Social Science	42	47	56	45	50	55	36	41	44

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
All Students in the LEA				
All Student at the School				
Male	59	45	60	64
Female	70	40	60	49
Black or African American	42	28	33	32
American Indian or Alaska Native	41	28	50	37
Asian	40	43	32	39
Filipino	*	*		*
Hispanic or Latino	45	34	37	37
Native Hawaiian/Pacific Islander	*	*	*	*
White	75	45	72	64
Two or More Races				
Socioeconomically Disadvantaged	42	36	36	37
English Learners	6	19	3	4
Students with Disabilities	19	19	15	19
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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	64.4	64.4	66	61.6	61.6	62.8	52.9	52.9	54
Mathematics	64.2	64.2	63.5	63.7	63.7	62.9	51.3	51.3	53.4

California High School Exit Examination Grade Ten 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 in the LEA						
All Students at the School						
Male	41.8	20.6	37.6	34.7	47.9	17.4
Female	26.4	25.9	47.7	38.4	41.4	20.2
Black or African American	68.8	18.8	12.5	81.2	12.5	6.2
American Indian or Alaska Native	58.3	33.3	8.3	53.8	46.2	0
Asian	50	33.3	16.7	34.9	48.8	16.3
Filipino	*	*	*	*	*	*
Hispanic or Latino	60.3	17.2	22.4	57.9	31.6	10.5
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	22.9	22.1	54.9	28.5	48.2	23.3
Two or More Races						
Socioeconomically Disadvantaged	58.3	22	19.7	57.6	34.5	7.9
English Learners	83.6	14.5	1.8	70.2	29.8	0
Students with Disabilities	78.4	21.6	0	85.7	11.9	2.4
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2009-10)

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	10%	30.7%	50.4%

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	2007	2008	2009
Statewide	7	6	7
Similar Schools	2	2	4

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		
	2007-08	2008-09	2009-10
All Students at the School	0	19	48
Black or African American			
American Indian or Alaska Native			
Asian	15	31	
Filipino			
Hispanic or Latino	-13	50	48
Native Hawaiian/Pacific Islander			
White	7	15	43
Two or More Races			
Socioeconomically Disadvantaged	0	34	61
English Learners	-21		33
Students with Disabilities	8	11	82

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	**LEA**	**State**
All Students at the School	802	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian	780	766	889
Filipino			851
Hispanic or Latino	734	712	715
Native Hawaiian/Pacific Islander			753
White	830	820	838
Two or More Races			807
Socioeconomically Disadvantaged	726	713	712
English Learners	670	660	691
Students with Disabilities	557	601	580

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 2009-10)

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	Pending

Federal Intervention Program (School Year 2010-11)

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	---	9
Percent of Schools Currently in Program Improvement	---	38

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	1.7	2.5	2.5	3.1	3.9	4.5	4.4	3.9	4.5
Graduation Rate	90.4	87.1	85.8	84.1	83.3	86.4	80.6	80.2	78.4

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2009		
	School	District	State
All Students	94.8%	87.9%	N/A
African American	2.4%	2.9%	N/A
American Indian or Alaska Native	1.9%	1.3%	N/A
Asian	10.4%	5.2%	N/A
Filipino	.2%	.4%	N/A
Hispanic or Latino	16.5%	14.4%	N/A
Pacific Islander	.5%	1%	N/A
White (not Hispanic)	64.3%	61.7%	N/A
Socioeconomically Disadvantaged			N/A
English Learners	6.2%	4%	N/A
Students with Disabilities	10.4%	7.1%	N/A

Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Increasingly, workforce readiness skills (SCANS) are being incorporated into curricular areas across Chico High through a variety of ways. 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 which teaches students applicable work skills and also placement in local Agricultural businesses. The Architectural and Engineering Program (CAD+) has a pathways program that culminates in the opportunity for business internships at local architectural and engineering firms in the area. The special education department devotes a great deal of attention to workforce preparation, hands-on application, and skills development. Examples include construction, landscaping and food service areas. Portfolio preparation and job skills training are also incorporated into the special ed curriculum.

Chico High measures the success of these efforts in several ways. Examples include 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).

Career Technical Education Participation (School Year 2009-10)

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/articulated between the school/institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission (School Year 2009-10)

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	92.4
Graduates Who Completed All Courses Required for UC/CSU Admission	45.2

Advanced Placement Courses (School Year 2009-10)

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	0	---
English	2	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	2	---
Science	1	---
Social Science	2	---
All courses	7	**

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.

Chico High School has set aside ongoing staff development funds to support the training of teachers in the area of research driven and proven teaching strategies three times per year. A team of 4 teachers, one counselor and the principal participate in a Butte County Office of Education run training (5 dates during the 2010-11 school year) on establishing student achievement goals (SMART Goals). Other staff development opportunities include the Beginning Teachers Support and Assessment Program (BTSA) which offers new teachers resources and opportunities to improve teaching strategies and classroom management.

The implementation of a weekly collaborative time schedule at all secondary schools has allowed CHS staff to focus on strategies for improving student literacy and other school improvement issues. Individual teacher data from the STAR test is provided for all teachers in the core academic areas. The data is analyzed by teacher teams in order to improve curriculum and instruction.

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School Accountability Report Card
Reported for School Year 2009-10
Published During 2010-11

</div>

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 2010-11)
This section provides the school's contact information.

School		District	
School Name	Citrus Elementary School	**District Name**	Chico Unified School District
Street	1350 Citrus Avenue	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95926	**Web Site**	www.chicousd.org
Phone Number	(530) 891-3107	**Superintendent**	Kelly Staley
Principal	Michelle Sanchez	**E-mail Address**	kstaley@chicousd.org
E-mail Address	msanchez@chicousd.org	**CDS Code**	04-61424-6002976

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

The mission of Citrus Elementary School is to provide a safe, positive environment in which individual students have the opportunity to meet their full potential academically, socially, emotionally, and creatively. Students will learn to respect themselves and others, as well as the world in which they live. The responsibility for helping students develop these essential skills will be shared by parents, school staff, community members and the students themselves. We use a variety of resources and strategies to work toward this goal.

Citrus Elementary is a neighborhood school located in an older part of Chico. The main school building was built in 1936 making it the oldest operating school in the Chico Unified School District. We serve students in grades K - 6 who come to us with a variety of backgrounds given the ethnically and socio-economically diverse make-up of the neighborhood.

Citrus is a school-wide Title I school. We receive federal categorical funding for Title I, Title II, and Title III, as well as funding to support our breakfast and lunch programs. Additionally, Citrus is able to provide extensive afterschool programs through the 21st Century/ASES Grant where students receive academic assistance and enrichment for three hours each afternoon, as well as extra support for an hour each morning.

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

Citrus Elementary welcomes and encourages parental involvement. We invite parents to become active members of our Parent Teacher Association. We have parents involved as members of our School Site Council and English Language Advisory Committee. We also encourage parents to be involved in our classrooms and to participate in their children's educational program throughout the year. They are invited to attend monthly awards assemblies, Muffins with Moms/Donuts with Dads, quarterly barbecues and a variety of other school-related activities and family-friendly events.

Citrus also offers different learning opportunities for parents throughout the year. These classes include Parenting Partners, Love and Logic, English as a Second Language, as well as classes in nutrition and budgeting. Our classes and parent activities are held in our newly developed Parent Center.

In addition to parent support and involvement, we are also extremely fortunate to be an adopted school of the Bidwell Presbyterian Church whose members provide countless hours of volunteer service to the students and staff at Citrus.

Student Enrollment by Grade Level (School Year 2009-10)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	61
Grade 1	44
Grade 2	59
Grade 3	73
Grade 4	56
Grade 5	66
Grade 6	63
Total Enrollment	422

Student Enrollment by Group (School Year 2009-10)
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
Black or African American	9.48	White	46.92
American Indian or Alaska Native	2.61	Two or More Races	
Asian	13.98	Socioeconomically Disadvantaged	
Filipino	0.71	English Learners	
Hispanic or Latino	20.62	Students with Disabilities	
Native Hawaiian/Pacific Islander	0.95		

Average Class Size and Class Size Distribution (Elementary)
This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.3	3	0	0	19.0	4	0	0	33	**	1	1
1	19.3	3	0	0	16.7	3	0	0	32	**	1	**
2	19.0	3	0	0	18.7	3	0	0	32	**	1	**
3	16.8	4	0	0	20.0	3	0	0	32	**	1	1
4	24.3	0	3	0	28.0	0	2	0	28.5	**	2	**
5	27.0	0	2	0	31.5	0	2	0	33	**	**	2
6	26.0	0	2	0	28.0	0	2	0	33.5	**	**	2
K-3	19.0	1	0	0	15.0	1	0	0	29.5	**	2	**
3-4	0.0	0	0	0	0.0	0	0	0	**	**	**	**
4-8	0.0	0	0	0	0.0	0	0	0	**	**	**	**
Other	0.0	0	0	0	0.0	0	0	0	**	**	**	**

III. School Climate

School Safety Plan (School Year 2009-10)
This section provides information about the school's comprehensive safety plan.

The School Safety Plan is updated annually in accordance with Senate Bill 187. We reviewed and updated our plan in October and followed the template and training provided by CUSD. Our plan includes a description of our site, our school climate, an overview of our school discipline plan, our incident response team and a description of the responsibilities of the response team. Members of the team reviewed the plan, as did the School Site Council.

Staff and students regularly participate in training and drills related to school safety. Citrus also has a crisis response team, emergency phone tree and a specific emergency action plan to cover a variety of situations. We have telephones in every classroom and indoor/outdoor intercom capability. We also have two-way radio communication for each campus supervisor. Citrus provides student supervision before and after school, and during all recess breaks. All visitors must sign-in at the office and wear a badge while on school grounds.

In addition to our School Safety Plan, we have a comprehensive positive behavior support plan and school discipline plan that includes the major components of the Building Effective Schools Together Program. Additionally, we utilize the Second Step curriculum (violence reduction) with our students, the Primary Intervention Program (PIP) as well as work with students from the Chico High Peer Mediation class on bullying and respect. We have a comprehensive counseling staff to provide individual, small group and classroom social and emotional support and education to students, as well as a Targeted Case Manager.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	5.1	7.2	0.1	4.0	6.6	0.1
Expulsions	0.0	0.2	0.0	0.7	0.7	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

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.

Citrus School, the oldest school plant in operation in the Chico Unified School District, was built in 1936. It is one of 12 elementary schools in the District. Our facility houses 16 classes. Citrus also has a library media center, multi-purpose room, intervention rooms, counseling rooms, a staff work room, a staff lunch room and a Parent Center. It was renovated during the 1989 school year with central air conditioning and heating added. The playground has been painted to include a holistic playground which provides learning activities for students to utilize. The entire exterior of the facility was painted this past summer through the volunteer efforts of LOVE Chico, in collaboration with CUSD.

Citrus provides before-school playground supervision for all students from 7:55-8:15 a.m. Our breakfast program operates from 7:15-8:00 a.m. each morning and a 21st Century Community Learning Center program operates from 7:00-8:15 a.m. Citrus also offers an after-school program through the 21st Century Grant from 2:20-6:00 p.m. on a daily basis. During 'after school' times academic support and enrichment opportunities in the 21st Century Learning Center Program are provided. Citrus works with approximately 200 students and parents on a monthly basis during these extended school day times.

All visitors are required to register at the school office and obtain a visitor badge. All staff members monitor the campus and ensure that visitors register in the office. Although Citrus is the oldest campus in CUSD, it is very well maintained both structurally and cosmetically. Our classrooms, restrooms and offices are cleaned on a daily basis. Our CUSD maintenance department repairs our facility as needed and provides weekly landscape support. Additionally, volunteers from Bidwell Presbyterian support the appearance of the campus through projects around the school campus.

School Facility Good Repair Status (School Year 2010-11)

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]	[ ]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Girls' restroom has leak at lavatory. Repair leak. WO #42305
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[ ]	[X]	[ ]	Stained ceiling tile in Rooms 13, 15, and 19. Paint ceiling tiles with stain blocking paint. WO #42301
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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	25	22	19	565
Without Full Credential	0	0	0	0
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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	100%	0%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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	**	**
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	**	---
Library Media Services Staff (paraprofessional)	**	---
Psychologist	0.26	---
Social Worker	**	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.4	---
Resource Specialist (non-teaching)	**	---
Other	**	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. Currently adopted are:

2006 History
K-6 Harcourt - Reflections

2007 Science
K-5 Macmillan – California Science
6-8 Prentice Hall – Focus on California Science

2009 Math
K-6 McGraw Hill/Wright Group – Everyday Math

2002 Reading/English
K-6 Houghton Mifflin – A Legacy of Literature

These standards aligned textbooks are in the hands of all students within two years of adoption. Additionally, English Language Learners are provided English Language Development using Avenues for grades K-5 and High Point in grade 6.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved 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	
Foreign Language	Meets State Guidelines	0	
Health	Meets State Guidelines	0	
Visual and Performing Arts	Meets State Guidelines	0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)
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	$8,220.97	$2,936.26	$5,284.71	$64,582.98
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	-1%	0%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-11%	-6%

Types of Services Funded (Fiscal Year 2009-10)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Citrus School receives federal funding and participates in a 'Schoolwide' Title 1 program. Supplemental instructional materials and resources are provided for students needing extra help and support. Materials are purchased and personnel hired to support this need. The use of these funds is guided by the School Site Council, with input from the staff about student and school needs based upon analysis of our data.

Before and after school reading and math instruction is made available to students requiring extra assistance. The 21st Century Learning Community grant also provides before and after school programs for approximately 150 students. Instructional aides, parent aides, and Resource teachers are all part of an intense instructional program to assist students' learning. Library clerks, guidance aides, a Targeted Case Manager and language liaison aides are also a part of this interdisciplinary team.

Teacher and Administrative Salaries (Fiscal Year 2008-09)
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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	35	39	38	52	54	56	46	50	52
Mathematics	49	41	40	47	46	47	43	46	48
Science	46	48	47	57	60	64	46	50	54
History-Social Science	0	0	0	45	50	55	36	41	44

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
All Students in the LEA				
All Student at the School				
Male	37	43	44	
Female	39	36	52	
Black or African American	35	38	*	
American Indian or Alaska Native	*	*	*	
Asian	22	32		
Filipino	*	*	*	
Hispanic or Latino	31	28		
Native Hawaiian/Pacific Islander	*	*	*	
White	48	49	56	
Two or More Races				
Socioeconomically Disadvantaged	34	37	39	
English Learners	17	26		
Students with Disabilities	22	30	*	
Students Receiving Migrant Education Services	*	*		

California Physical Fitness Test Results (School Year 2009-10)
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
5	16.2%	23.5%	27.9%

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	2007	2008	2009
Statewide	2	3	2
Similar Schools	2	5	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		
	2007-08	2008-09	2009-10
All Students at the School	44	-4	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		-51	25
Native Hawaiian/Pacific Islander			
White	33	9	-30
Two or More Races			
Socioeconomically Disadvantaged	45	-10	-3
English Learners	89	-33	2
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	720	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino	676	712	715
Native Hawaiian/Pacific Islander			753
White	760	820	838
Two or More Races			807
Socioeconomically Disadvantaged	695	713	712
English Learners	631	660	691
Students with Disabilities		601	580

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 2009-10)
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	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Pending

Federal Intervention Program (School Year 2010-11)
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	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	9
Percent of Schools Currently in Program Improvement	---	38

XI. 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.

Staff members have the opportunity to participate in the District Advisory Committee, Assessment Sub-committees, Task Forces and the Instructional Leadership Team. On the site, grade level teaching teams meet twice monthly as a Professional Learning Community (P.L.C.) to discuss student learning and determine the best instructional strategies and materials to use for their students. Through the analysis of data and staff discussion, we are focusing on the areas for staff development: Formative Assessment (Assessment for Learning), Building Effective Schools Together, Aeries Implementation, and English Language Development Techniques (Kevin Clark). Teachers have had the opportunity to participate in SB472 math training with our new mathematics instructional materials, attend our district-wide staff development day and follow-up grade level meetings, and receive on-going professional development and support in the areas of mathematics and English Language Learners from our Support Teachers. Additionally, staff has access to the district's coordinator for Edusoft and can receive support and training as requested. The Instructional Leadership Team is also participating in additional training in the implementation of effective professional learning communities.

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School Accountability Report Card
Reported for School Year 2009-10
Published During 2010-11

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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 2010-11)
This section provides the school's contact information.

School		District	
School Name	Chico Junior High School	**District Name**	Chico Unified School District
Street	280 Memorial Way	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95926	**Web Site**	www.chicousd.org
Phone Number	(530) 891-3066	**Superintendent**	Kelly Staley
Principal	John Bohannon	**E-mail Address**	kstaley@chicousd.org
E-mail Address	jbohannon@chicousd.org	**CDS Code**	04-61424-6057137

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

Chico Junior High School (CJHS) is located in the center of Chico. It serves students who reside in the southwest Chico area. The following elementary schools are feeder schools for CJHS: Citrus, Emma Wilson, Neal Dow, and Parkview.

The curriculum is diverse in meeting the needs of all students, from those with identified learning disabilities to the gifted and talented. Reading and writing are two areas of emphasis at CJHS. The school provides extra support for second language learners and struggling readers. It boasts its own movie theater, three computer labs, four computer carts containing 80 laptop computers for student use, and technology in every classroom.

Our elective choices are varied. A semester class is available for activities in Industrial Technology. Student Government (Leadership) engages students in leadership and organizational skills. Visual and Performing Arts programs include: Beginning and Advanced Art where students successfully compete for recognition for their projects; and award winning Vocal and Instrumental Music classes and groups that consistently receive superior ratings at California music festivals.

Chico Junior High School has a partnership of students, staff, families and community members working together to ensure that all students achieve high levels of academic and personal success, contribute to their community, and confidently compete in a changing global society.

Our school-wide mission is to provide our students with academic success via a 7-8 sequence of teaching, learning, assessment and support through quality educational programs that address diverse student needs and promote learning throughout life.

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

Chico Junior High School has an active Parent Teacher Student Association, School Site Council/Safety Committee, English Language Advisory Council, and parent volunteer participation. Please contact the main office for more information.

Student Enrollment by Grade Level (School Year 2009-10)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	13
Grade 7	305
Grade 8	277
Total Enrollment	595

Student Enrollment by Group (School Year 2009-10)
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
Black or African American	4.71	White	55.29
American Indian or Alaska Native	3.36	Two or More Races	
Asian	7.90	Socioeconomically Disadvantaged	
Filipino	0.34	English Learners	
Hispanic or Latino	26.89	Students with Disabilities	
Native Hawaiian/Pacific Islander	0.34		

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	2007-08				2008-09				2009-10			
	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	24	11	19	1	26.3	8	9	7	27.0	5	14	4
Mathematics	28.3	5	11	6	32.5	1	6	10	30.5	2	8	7
Science	28.3	4	12	7	32.2	1	7	10	30.1	2	10	6
Social Science	27.6	5	16	4	32.6	1	8	11	30.0	1	13	4

III. School Climate

School Safety Plan (School Year 2009-10)
This section provides information about the school's comprehensive safety plan.

An extensive school safety plan, updated annually, in accordance with SB 187, has been developed and practiced. This plan includes the following emergency procedures: traumatic incidents, imminent danger procedure – Code Red, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Fire, earthquake, and the Code Red Lockdown are practiced by staff and students each semester. Teachers and students are familiar with the procedures. Supervision by campus supervisors, staff and administration is provided before school, during lunch and after school. Staff continually monitors all school entrances. There is a defined procedure for all guests to check in at the office, prior to visits. Safety is a high priority at Chico Junior High School. Our School Site Council addresses school safety issues in their meetings.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	12.9	6.2	0.3	4.0	6.6	0.1
Expulsions	2.3	3.1	0.0	0.7	0.7	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
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.

Chico Junior High School was built in 1953. The school underwent a major remodel in the summer of 2000. Several wings of classrooms, library and offices were remodeled with asbestos eradication and replacement of floor tile, phones, air conditioning and cabinets. The school was painted inside and out. The roofs were repaired. The school installed a new bell and public address system and fire alarm. School bathrooms were improved in August 2001. All of the heating and cooling units have been replaced over the last few years. CJHS is proud of its newly completed gym remodel project. In addition to the new lights, the hardwood floors have been recently sanded, painted and varnished. The walls were brightened with new paint. New bathroom facilities were built for the gymnasium in the fall of 2007. The school has locker facilities and a Chico Area Recreation and Park District (CARD) swimming pool available for student use. The physical education department has a large playing space available to them on black top and grass. A new running path was installed in 2005. The school is surrounded by a green space for lunch and also for before and after school activities. Office space is ample for all counselors, administrators and clerical staff. There are thirty-six classrooms, including the three computer labs. The two nighttime custodians and daytime maintenance employee keep the school clean and in repair. Maintenance, cleanliness and graffiti problems are dealt with immediately when discovered. Through the district and full-time maintenance and custodial staffs, summer projects keep the school in repair. The grounds are maintained on a weekly basis. Any safety issue is dealt with immediately. Students and staff take pride in their school, and students participate in a rotating schedule of participation to pick up litter on the campus after lunch each school day.

School Facility Good Repair Status (School Year 2010-11)

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 tiles in Rooms 304, 306, and 408. Paint with stain blocking paint. WO #42301
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	Broken cover plate in Room 938A. Replace. WO #42304
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Broken faucet in Room 502. Replace faucet. WO #42305
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	Dryer needs proper venting in Room 903B. Vent dryer properly to outside. WO #42788
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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	34	29	28	565
Without Full Credential	0	0	0	0
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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	100%	0%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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	1.6	**
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	0.4	---
Library Media Services Staff (paraprofessional)	**	---
Psychologist	0.55	---
Social Worker	**	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.2	---
Resource Specialist (non-teaching)	**	---
Other	**	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through grade 8 state adopted list concurrent with the adoption cycle. Currently adopted are:

2006 History
K-6 Harcourt - Reflections
7-8 Glencoe – Discovering Our Past

2007 Science
K-5 Macmillan – California Science
6-8 Prentice Hall – Focus on California Science

2009 Math
7 - Holt Pre-Algebra
8 - Houghton Mifflin - Algebra Readiness
8 - CPM Algebra
8 - CPM Geometry

2002 Reading/English
K-6 Houghton Mifflin – A Legacy of Literature
7-8 McDougal Littell – Language Arts

These standards aligned textbooks are in the hands of all students within two years of adoption.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved 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	
Foreign Language	Meets State Guidelines	0	
Health	Meets State Guidelines	0	
Visual and Performing Arts	Meets State Guidelines	0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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	$8,085.48	$2,817.93	$5,267.56	$60,010.99
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	-2%	-3%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-12%	-10%

Types of Services Funded (Fiscal Year 2009-10)

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

In addition to these general fund monies, CJHS received supplemental funding for specific purposes last year. A School Improvement budget of approximately $26,000 supported our school improvement effort and was budgeted by our elected School Site Council. The federally funded Title I budget of approximately $175,000 provided funds to hire instructional aides buy instructional materials and establish staff development activities.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	51	56	59	52	54	56	46	50	52
Mathematics	44	45	51	47	46	47	43	46	48
Science	59	72	80	57	60	64	46	50	54
History-Social Science	46	48	56	45	50	55	36	41	44

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**
All Students in the LEA				
All Student at the School				
Male	56	52	86	56
Female	61	49	76	56
Black or African American	46	27	75	44
American Indian or Alaska Native	38	25	*	*
Asian	30	40	63	24
Filipino	*	*		
Hispanic or Latino	40	33	65	44
Native Hawaiian/Pacific Islander	*	*		
White	73	64	90	69
Two or More Races				
Socioeconomically Disadvantaged	40	36	65	39
English Learners	10	16	28	11
Students with Disabilities	26	31	67	17
Students Receiving Migrant Education Services	*	*		

California Physical Fitness Test Results (School Year 2009-10)
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**
7	12%	22.9%	54.5%

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	2007	2008	2009
Statewide	7	6	7
Similar Schools	7	6	6

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		
	2007-08	2008-09	2009-10
All Students at the School	-1	32	20
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-4	75	1
Native Hawaiian/Pacific Islander			
White	-6	25	31
Two or More Races			
Socioeconomically Disadvantaged	-8	37	13
English Learners			41
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	**LEA**	**State**
All Students at the School	811	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino	730	712	715
Native Hawaiian/Pacific Islander			753
White	870	820	838
Two or More Races			807
Socioeconomically Disadvantaged	731	713	712
English Learners	692	660	691
Students with Disabilities		601	580

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 2009-10)

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	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Pending

Federal Intervention Program (School Year 2010-11)

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	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	---	9
Percent of Schools Currently in Program Improvement	---	38

XI. 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.

Instructional staff is responsible for participating in staff development designed to improve teaching skills. Areas of focus are: Developing Professional Learning Communities, Developing minute-by-minute formative assessment techniques, Increasing Educational Technology, Establishing a System of Response to Intervention, and Colleague Coaching. We continue to study the results of our students' recent STAR test scores, Curriculum Based Measurement scores, teacher designed assessments, textbook tests, subject alike common assessments and District Benchmarks. We work together to analyze the results to improve our instructional strategies in order to help students achieve increased learning. Our goal is to provide data-driven instruction for our students.

Administrators and teachers meet in small groups each Wednesday morning for an hour to work collaboratively to discuss and plan for student achievement. Teachers work together to develop formative assessments, pacing guides, and coordinate curriculum. In addition, many of our teachers are involved in district task forces, writing standards, benchmarks, and benchmark assessments in each subject area. Curriculum improvement is an ongoing process at Chico Junior High and is coordinated with the Chico Unified School District.

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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 2010-11)
This section provides the school's contact information.

School		District	
School Name	Emma Wilson Elementary School	**District Name**	Chico Unified School District
Street	1530 West Eighth Avenue	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95926	**Web Site**	www.chicousd.org
Phone Number	(530) 891-3297	**Superintendent**	Kelly Staley
Principal	Kimberly Rodgers	**E-mail Address**	kstaley@chicousd.org
E-mail Address	krodgers@chicousd.org	**CDS Code**	04-61424-6111116

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

Emma Wilson Elementary School is located on the west side of Chico, serving children from Chico's northwest quadrant as well as the surrounding neighborhood. Emma Wilson enrolls students in kindergarten through sixth grade.

Our teachers are skilled at organizing instructional practices to maximize student learning. The language arts textbook adoption, Houghton-Mifflin, incorporates phonics, grammar, writing and spelling into reading instruction. Our math adoption is McGraw Hill, Everyday Mathematics, and our science adoption is Macmillan/McGraw Hill and Prentice Hall Science Curriculum. The Harcourt Reflections series is the foundation for our social studies program. Teachers plan and develop instructional strategies that reflect student achievement based on district and state standards.

The highly qualified faculty at Emma Wilson strives to provide a systematic program of standards based instruction designed to meet the needs of "every "student through a program of "teaching, learning, assessment and support".

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

Our School Site Council, made up of parents and staff members, provides leadership through the development of our school plan, categorical budget and other school activities. The School Site Council surveys our families every other year to determine what parents think of the school's effectiveness. The PTA is a strong, active organization, which sponsors our family reading incentive program, the Jog-A-Thon fundraiser and many educational activities for students and families.

We have a variety of daytime and evening activities for our families. These activities include our anniversary picnic, potlucks, open house, ice cream social, a number of student performances and curricula presentations.

Our teachers and administrators have an "open door policy" which invites parents to our school for thoughtful and essential dialogue. Discussions can range from student concerns and joys, to policy and procedure questions and input. Contact the main office for more information.

Contact Person: PTA President- Todd Sturgis (530) 895-0500

Student Enrollment by Grade Level (School Year 2009-10)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	95
Grade 1	93
Grade 2	103
Grade 3	110
Grade 4	98
Grade 5	92
Grade 6	93
Total Enrollment	684

Student Enrollment by Group (School Year 2009-10)
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
Black or African American	5.99	White	68.27
American Indian or Alaska Native	2.05	Two or More Races	
Asian	3.07	Socioeconomically Disadvantaged	
Filipino	0.15	English Learners	
Hispanic or Latino	17.54	Students with Disabilities	
Native Hawaiian/Pacific Islander	0.58		

Average Class Size and Class Size Distribution (Elementary)
This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.8	4	1	0	20.2	4	1	0	28.67	**	3	**
1	19.5	6	0	0	20.3	3	1	0	27	**	2	**
2	19.6	5	0	0	20.4	4	1	0	29.67	**	3	**
3	19.6	7	0	0	18.9	7	0	0	28.67	**	3	**
4	30.3	0	3	0	32.3	0	1	2	31.67	**	3	**
5	31.7	0	3	0	33.0	0	0	3	31	**	3	**
6	26.7	0	3	0	33.0	0	2	1	29.67	**	3	**
K-3	0.0	0	0	0	18.5	1	1	0	27.33	**	3	**
3-4	0.0	0	0	0	0.0	0	0	0	**	**	**	**
4-8	0.0	0	0	0	0.0	0	0	0	**	**	**	**
Other	0.0	0	0	0	0.0	0	0	0	**	**	**	**

III. School Climate

School Safety Plan (School Year 2009-10)
This section provides information about the school's comprehensive safety plan.

Our Safe Schools Plan includes emergency procedures in case of fire, earthquake, or other disaster. The Safe Schools Plan is updated annually in accordance with Senate Bill 187. The key elements of the Safe School Plan are: traumatic incidents, imminent danger procedure ("code red)," evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress and fire/explosion. The staff and students have received special training on procedures to follow in the event of an emergency. A copy of these procedures is available in the office for viewing.

In an effort to ensure student safety while traveling to and from school, a crossing guard is located at the stop sign on the corner of West Sacramento and Eighth Avenue. A traffic light is in place at Nord Avenue and Eighth Avenue. A stop sign is in place at the corner of West Eighth Avenue and Forty Niner Court. Parents have signed a "Traffic Calming Plan" promoting student safety, courtesy and efficiency of traffic flow. We are focusing on the premise that, "We value a physically and emotionally safe and secure school environment," which is a high priority at Emma Wilson.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	4.4	9.6	0.1	4.0	6.6	0.1
Expulsions	0.0	0.1	0.0	0.7	0.7	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
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.

Emma Wilson School takes great efforts to ensure that our campus is clean, safe, and functional. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Emma Wilson School was constructed in 1992-93. Our facility houses 32 classes in 30 classrooms. The school has 3 large playground areas designated for kindergarten, primary and intermediate. The school has posted requirements that all visitors check in at the office and receive a visitors badge or sticker. The school provides before and after school supervision for students being dropped off or picked up. District maintenance staff and site custodial staff ensure that the school is in good repair and working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The principal works closely with the custodial staff to ensure that all school facilities are kept clean and free of safety hazards. The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist the school district with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (School Year 2010-11)
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 tiles in Room 27. Paint tile with stain block paint. WO #42301
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[ ]	[X]	Missing light diffuser in Rooms 4 and 24. Replace diffuser. WO #42311
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Faucet needs repair in Room 7. Repair faucet. WO #42305
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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	32	32	29	565
Without Full Credential	0	0	0	0
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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	100%	0%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)
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	**	**
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	**	---
Library Media Services Staff (paraprofessional)	**	---
Psychologist	0.45	---
Social Worker		---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.8	---
Resource Specialist (non-teaching)	**	---
Other	**	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. Subjects are reviewed on a seven-year cycle. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education. The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. Currently adopted are:

2006 History
K-6 Harcourt - Reflections
7-8 Glencoe – Discovering Our Past

2007 Science
K-5 Macmillan – California Science
6-8 Prentice Hall – Focus on California Science

2009 Math
K-6 McGraw Hill/Wright Group - Everyday Mathematics
7-8 McDougal Littell – Concepts and Skills

2002 Reading/English
K-6 Houghton Mifflin – A Legacy of Literature
7-8 McDougal Littell – Language Arts

These standards aligned textbooks are in the hands of all students within two years of adoption.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved 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	
Foreign Language	Meets State Guidelines	0	
Health	Meets State Guidelines	0	
Visual and Performing Arts	Meets State Guidelines	0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)
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	$7,948.12	$2,581.21	$5,366.91	$67,066.62
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	0%	8%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-11%	2%

Types of Services Funded (Fiscal Year 2009-10)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In addition to these general fund monies, Emma Wilson School receives supplemental funding for specific purposes. EIA (Economic Impact Aid/State Compensatory Education and Economic Impact Aide) (English Learners) supports our school improvement effort, and is budgeted by our elected School Site Council. Classroom aides are paid from these monies and provide services to students within the classrooms. Funds are available to provide additional materials and resources to assist our limited English-speaking students.

Teacher and Administrative Salaries (Fiscal Year 2008-09)
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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	53	53	50	52	54	56	46	50	52
Mathematics	55	57	55	47	46	47	43	46	48
Science	56	57	70	57	60	64	46	50	54
History-Social Science	0	0	0	45	50	55	36	41	44

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
All Students in the LEA				
All Student at the School				
Male	48	56	70	
Female	51	53	70	
Black or African American	48	38	*	
American Indian or Alaska Native	50	50	*	
Asian	33	67		
Filipino	*	*		
Hispanic or Latino	37	41	69	
Native Hawaiian/Pacific Islander	*	*		
White	55	59	73	
Two or More Races				
Socioeconomically Disadvantaged	33	43	67	
English Learners	16	27		
Students with Disabilities	25	43		
Students Receiving Migrant Education Services	*	*		

California Physical Fitness Test Results (School Year 2009-10)
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
5	15.2%	29.3%	31.5%

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	2007	2008	2009
Statewide	6	6	6
Similar Schools	2	1	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		
	2007-08	2008-09	2009-10
All Students at the School	13	11	-8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	9	53	-23
Native Hawaiian/Pacific Islander			
White	11	3	-1
Two or More Races			
Socioeconomically Disadvantaged	28	37	-9
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	792	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino	733	712	715
Native Hawaiian/Pacific Islander			753
White	817	820	838
Two or More Races			807
Socioeconomically Disadvantaged	736	713	712
English Learners		660	691
Students with Disabilities		601	580

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 2009-10)
This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate: English-Language Arts	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Pend

Federal Intervention Program (School Year 2010-11)
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	---	9
Percent of Schools Currently in Program Improvement	---	38

XI. 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.

Many teachers participate in workshops or conferences designed to improve teaching skills. On-going staff development opportunities have been provided to the whole teaching staff in developing a Professional Learning Community. Bi-weekly staff meetings are scheduled and provide additional opportunities for training and collaboration.

Curriculum improvement is an ongoing process at Emma Wilson School. Teachers, parents, and School Site Council members meet regularly in committees to examine instruction, curriculum, and assessment issues, as well as school-community relations and school procedures. Our school plan is currently under revision to reflect our focus on student learning.

<div style="text-align: center; border: 1px solid #000; padding: 20px;">

School Accountability Report Card
Reported for School Year 2009-10
Published During 2010-11

</div>

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 2010-11)
This section provides the school's contact information.

School		District	
School Name	Fair View High School	**District Name**	Chico Unified School District
Street	290 East Ave.	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95926	**Web Site**	www.chicousd.org
Phone Number	(530) 891-3092	**Superintendent**	Kelly Staley
Principal	Bernard Vigallon	**E-mail Address**	kstaley@chicousd.org
E-mail Address	bvigallo@chicousd.org	**CDS Code**	04-61424-0431502

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

Fair View High School is the only continuation school within Chico Unified School District (CUSD). It is located in the north section of the district. Fair View students meet the same requirements for graduation as the students of the district's two comprehensive high schools. Fair View is accredited by the Western Association of Schools and Colleges.

Fair View High School was established in 1968 and was housed at the Silver Dollar Fair Grounds. The school was moved to 102 West 11th Street in the Fall of 1975 where the school remained until the Summer of 2005. We are currently located at 290 East Avenue, the previous location of Jay Partridge Elementary School. Fair View's program is designed to serve a population of 280+ students, 15 -18 years of age. Fair View is one of approximately 500 continuation high schools in California.

Mission - Our mission is to nurture the individual talents and abilities of our students, promote academic competency and develop productive citizens.

Vision - The goal of Fair View High School is to provide a positive environment where all students are encouraged by administration, teachers, staff and parents to become life-long learners, to earn a high school diploma or its equivalent and to be responsible members of the community. In order to accomplish this basic goal, emphasis is placed on assessment of individual needs and pursuit of individual goals.

Credit System - Credit at Fair View is awarded according to the amount and quality of work completed and turned in, NOT the time a student spends in his/her seat. Approximately 12+ academic hours equals one credit. Students are enrolled in classes equivalent to 15 credits each session.

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

Our students have worked closely with many organizations (e.g. Rotary, Soroptimist) in order to enhance Fair View's positive reputation within the community. Chico Rotary's Achievement Builds Choice Program also recognizes the achievement of Alternative Education students. Parents are involved in the School Site Council and assist with school activities. Contact the main office for more information.

Student Enrollment by Grade Level (School Year 2009-10)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	20
Grade 10	47
Grade 11	74
Grade 12	105
Total Enrollment	252

Student Enrollment by Group (School Year 2009-10)
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
Black or African American	6.35	White	61.90
American Indian or Alaska Native	3.57	Two or More Races	
Asian	1.19	Socioeconomically Disadvantaged	
Filipino	0.40	English Learners	
Hispanic or Latino	26.19	Students with Disabilities	
Native Hawaiian/Pacific Islander	0.40		

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	2007-08				2008-09				2009-10			
	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	12.9	20	0	0	15.7	19	8	0	24.1	15	0	0
Mathematics	15.7	10	0	0	17.6	10	1	0	24.2	13	1	0
Science	14.4	9	3	0	21.8	4	6	0	26	16	0	0
Social Science	15.9	13	1	0	23.3	4	8	0	25	22	1	0

III. School Climate

School Safety Plan (School Year 2009-10)
This section provides information about the school's comprehensive safety plan.

The Safe Schools Plan for Fair View High School is updated annually. The safe schools plan addresses traumatic incidents, imminent danger, evacuation procedures, civil defense/disorder, bomb threats, earthquakes, chemical spills, crime in progress and fire/explosion. The Safe Schools Plan is available for review in the Fair View office.

Students are instructed and drills are conducted with regard to the State required earthquake and fire procedures at least two times during the school year.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.4	0.3	0.3	4.0	6.6	0.1
Expulsions	0.0	0.0	0.0	0.7	0.7	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
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.

Fair View High School has occupied its current location since the summer of 2005. FVHS operates its instructional program in seventeen clean and aesthetic classrooms. The school contains thirteen permanent classrooms, four portables and a Child Care Center that is housed in a portable. The campus is also a source of enjoyment and pride for many of the local neighbors as they use it as a meeting and recreational facility. We have campus supervision patrols on campus from 7:30 a.m. to 4:00 p.m. daily. Teachers, support staff, and school administrators also supervise the students before and after school and during student breaks and lunch. Visitors are required to check in and register at the main office. Visitors are asked to wear an identification tag while they are visiting the campus. Signs are posted directing visitors to the main office and the campus supervisor assists in their direction. FVHS enjoys a healthy and safe environment. School administration works with the custodial staff to ensure a clean and safe school. District maintenance staff consistently keeps the school in good working order. CUSD participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The FVHS campus is kept in good working order.

School Facility Good Repair Status (School Year 2010-11)

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 tiles in Rooms 17 and 18. Paint ceiling tile with stain block paint. WO #42301
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
Overall 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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	17	17	16	565
Without Full Credential	0	0	0	0
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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	2	1	1
Total Teacher Misassignments	2	1	1
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	100%	0%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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	**	**
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	**	---
Library Media Services Staff (paraprofessional)	**	---
Psychologist	0.5	---
Social Worker	**	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	**	---
Resource Specialist (non-teaching)	**	---
Other	**	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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 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	Most Recent SBE or Local Governing Agency Approved 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	
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 2008-09)
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	$8,444.69	$3,136.57	$5,308.12	$61,433.42
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	0%	2%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-11%	-5%

Types of Services Funded (Fiscal Year 2009-10)

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

Fair View High School provides remediation/intervention classes during the regular school and extended day program for those students that have not passed the CAHSEE. Fair View also provides these classes after school through the use of supplemental funding designed for this purpose. All students in danger of not graduating are encouraged to take these classes.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	16	14	19	52	54	56	46	50	52
Mathematics	18	8	9	47	46	47	43	46	48
Science	28	16	16	57	60	64	46	50	54
History-Social Science	12	11	8	45	50	55	36	41	44

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
All Students in the LEA				
All Student at the School				
Male	16	12	16	9
Female	23	6	15	7
Black or African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian				
Filipino				
Hispanic or Latino	8	4	0	2
Native Hawaiian/Pacific Islander	*	*		*
White	24	11	16	11
Two or More Races				
Socioeconomically Disadvantaged	16	7	14	6
English Learners	0	0		0
Students with Disabilities	14	5		0
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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	25.0	25.0	32.6	61.6	61.6	62.8	52.9	52.9	54
Mathematics	20.7	20.7	20.9	63.7	63.7	62.9	51.3	51.3	53.4

California High School Exit Examination Grade Ten 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 in the LEA						
All Students at the School						
Male	70.6	23.5	5.9	70.6	23.5	5.9
Female	65.4	23.1	11.5	84.6	15.4	0
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	65.4	23.1	11.5	73.1	23.1	3.8
Two or More Races						
Socioeconomically Disadvantaged	74.3	20	5.7	82.9	14.3	2.9
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2009-10)
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	13.3%	13.3%	0%

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	2007	2008	2009
Statewide			
Similar Schools			

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		
	2007-08	2008-09	2009-10
All Students at the School	28	8	-41
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	559	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino		712	715
Native Hawaiian/Pacific Islander			753
White	573	820	838
Two or More Races			807
Socioeconomically Disadvantaged	543	713	712
English Learners		660	691
Students with Disabilities		601	580

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 2009-10)

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

Federal Intervention Program (School Year 2010-11)

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	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	---	9
Percent of Schools Currently in Program Improvement	---	38

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	24.7	20.2	26.1	3.1	3.9	4.5	4.4	3.9	4.5
Graduation Rate	84.1	83.3	79.9	84.1	83.3	86.4	80.6	80.2	78.4

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2009		
	School	District	State
All Students	57.3%	87.9%	N/A
African American	5.1%	2.9%	N/A
American Indian or Alaska Native	2.6%	1.3%	N/A
Asian	.9%	5.2%	N/A
Filipino	.9%	.4%	N/A
Hispanic or Latino	.2%	14.4%	N/A
Pacific Islander		1%	N/A
White (not Hispanic)	32.5%	61.7%	N/A
Socioeconomically Disadvantaged	--		N/A
English Learners	--	4%	N/A
Students with Disabilities	--	7.1%	N/A

Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Career Technical Education Participation (School Year 2009-10)

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

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

Courses for University of California and/or California State University Admission (School Year 2009-10)

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	
Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2009-10)

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	**	---
Fine and Performing Arts	**	---
Foreign Language	**	---
Mathematics	**	---
Science	**	---
Social Science	**	---
All courses	**	**

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.

Annually, the Fair View High School faculty participates in professional development activities designed to improve instructional skills, curricular knowledge and classroom management skills. Previous topics have included computer assisted reading programs, issues in adolescent development and computer skills for teachers. Knowledge of the district and State Department of Education curricular requirements continues to be the main focus. Classified staff also participates in in-service on topics relating to their varied roles and responsibilities. Fair View's curricular development is an ongoing process with staff. Evaluation, improvement and implementation of curricular needs occur on a six-week basis throughout the school year.

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 2010-11)
This section provides the school's contact information.

School		District	
School Name	Hooker Oak Elementary School K-8	**District Name**	Chico Unified School District
Street	1238 Arbutus Ave.	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95926	**Web Site**	www.chicousd.org
Phone Number	(530) 891-3119	**Superintendent**	Kelly Staley
Principal	Sue Hegedus	**E-mail Address**	kstaley@chicousd.org
E-mail Address	shegedus@chicousd.org	**CDS Code**	04-61424-6003008

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

In the Spring of 2004, the School Board voted to have Hooker Oak School institute a pilot K-8 Open Structured Classroom program. At the same time, the neighborhood boundaries were disbanded. Hooker Oak K-8 School is housed in a 66 year old building in a family neighborhood in Chico.

The Open Structured Classroom Program (OSC) at Hooker Oak K-8 School is a District and State of California Alternative School of Choice which serves pupils from all over Chico. The fourteen classes are self-contained and multi-aged. Instruction is delivered in an integrated, thematic instructional strategy. Parent involvement is an important element in the Open Structured Classroom Program. The Open Structured Classroom Program has existed in Chico Unified School District for 37 years.

The "Hooker Oak School Mission" represents the goals and philosophy of the school and can be summed up by its opening paragraph: "We believe that our role is to create a safe school which is primarily concerned with treating children as unique individuals. We strive to create in each a positive, realistic self-concept; a positive attitude toward learning; individual and societal responsibility; and fundamental mastery of basic skills."

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

Parents are encouraged to invest time in their child's classroom. This investment is written into the commitment agreement when students are enrolled in the Open Structured Classroom program. Active parents are a common sight at the school.

The OSC Parent Advisory Board is a parent support group with the specific function of assisting the Open Structured Classroom. Parent involvement is facilitated by the activities of Parent Volunteer Coordinators (PVCs).

Parents are regularly seen at school involved in assemblies, PE activities in the Multi-Purpose Room and on the play field. They frequently assist the teachers in clerical roles and with small groups of students in the classroom. The School Based Coordinated Program funds the employment of a classroom aide.

Representative parents serve on the School Site Council which directs and monitors the school's categorical programs and budget. Contact the main office for more information.

Student Enrollment by Grade Level (School Year 2009-10)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	61
Grade 1	49
Grade 2	56
Grade 3	58
Grade 4	50
Grade 5	46
Grade 6	58
Grade 7	9
Grade 8	15
Total Enrollment	402

Student Enrollment by Group (School Year 2009-10)
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
Black or African American	3.23	White	76.12
American Indian or Alaska Native	1.00	Two or More Races	
Asian	1.00	Socioeconomically Disadvantaged	
Filipino	1.00	English Learners	
Hispanic or Latino	9.20	Students with Disabilities	
Native Hawaiian/Pacific Islander	0.25		

Average Class Size and Class Size Distribution (Elementary)
This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.7	3	0	0	19.7	3	0	0	26.5	**	2	**
1	0.0	0	0	0	0.0	0	0	0	**	**	**	**
2	0.0	0	0	0	0.0	0	0	0	**	**	**	**
3	0.0	0	0	0	0.0	0	0	0	**	**	**	**
4	0.0	0	0	0	0.0	0	0	0	**	**	**	**
5	0.0	0	0	0	0.0	0	0	0	**	**	**	**
6	0.0	0	0	0	0.0	0	0	0	**	**	**	**
K-3	19.7	7	0	0	20.0	8	0	0	25.3	1	3	**
3-4	18.7	7	0	0	27.3	0	4	0	26.5	**	4	**
4-8	30.3	0	3	0	33.3	0	1	2	29	**	3	1
Other	0.0	0	0	0	0.0	0	0	0	**	**	**	**

III. School Climate

School Safety Plan (School Year 2009-10)
This section provides information about the school's comprehensive safety plan.

There is a School Safety Plan in the principal's office, which is kept as a reference tool. It was updated in October 2010. It includes directives and procedures in the event of the following situations: traumatic incident, imminent danger (code red), evacuation/relocation, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress and fire/explosion.

Fire drills are conducted monthly, and earthquake and Code Red drills, quarterly. All staff are refreshed annually as to their responsibilities in the event of an emergency.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	2.3	4.9	0.1	4.0	6.6	0.1
Expulsions	0.0	0.0	0.0	0.7	0.7	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
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.

Hooker Oak School was constructed in 1948; the third wing was added in 1958. In 1989 the main building underwent extensive reconstruction. An automatic sprinkling system was installed in 1991. The school has seven portable buildings on campus. The entire school is air-conditioned. Adult supervision of the facilities is provided in the morning in the multipurpose room for the breakfast program. During the recess times, the playground is supervised by staff members and parent aides. After school, students may be on the playground under the supervision of their parents or by the staff of the CARD After-school program if they are enrolled in that program. The student delivery and pick-up area is supervised after school. Gated fences that are maintained in a closed, latched, and locked condition enclose the school campus. Signage is posted at all gates notifying all visitors to check-in at the main office and be identified with a visitor's pass. This expectation is enforced campus-wide and adults without a visitor's pass are requested to get one from the office. The classrooms are all from 850 to 950 sq. feet in floor space and provided with sink, counter-top, and storage facilities. The resources of adequate electrical and communication systems as well as reasonable display areas support the educational focus and purpose of the school. Although the school is over fifty years of age, the building is kept clean and in good repair. Defects and problems are reported and responded to by staff in order to maintain a safe and clean environment. The field and hardtop area is well designed for maximum use for both free-play at recess and to support the school's Physical Education program. A separate kindergarten play area is provided and supervised to allow the smaller students a more protected and appropriately secure area. The continued development of the physical facilities has been the focus of the parent group. The staff has a room used as a staff work room and meeting room. This room is provided as a work-preparation room which is equipped with a multitude of teaching literacy resources. The support staff is focused to provide a clean and safe facility. A schedule for cleaning and safety inspection/correction is maintained and ongoing. Although an older facility, pride is taken to present the school as a quality institution. Classrooms and common areas are attended to regularly in order to maintain the elimination of trash and cleaning of the floor surfaces as well as sanitation of the restroom areas. Periodically the countertops, desktops and sink areas are cleaned. The outside areas are kept clean by efforts of staff and student leadership groups. Exceptional situations such as severe storms or damage from inclement situations are responded to in a timely manner by both school and district staff.

School Facility Good Repair Status (School Year 2010-11)
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 in Rooms 11 and 15. Paint tile with stain block paint. WO #42301
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Drinking fountain needs adjusting in Room 5. Adjust fountain. WO #42305
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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	22	20	18	565
Without Full Credential	0	0	0	0
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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	100%	0%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)
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	**	**
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	**	---
Library Media Services Staff (paraprofessional)	**	---
Psychologist	0.2	---
Social Worker	**	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.2	---
Resource Specialist (non-teaching)	**	---
Other	**	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. Currently adopted are:

2006 History
K-6 Harcourt – Reflections
7-8 Glencoe – Discovering Our Past

2007 Science
K-5 Macmillan – California Science
6-8 Prentice Hall – Focus on California Science

2009 Math
K-6 McGraw Hill, Wright Group - Everyday Math
7-8 McDougal Littell – Concepts and Skills 2001

2002 Reading/English
K-6 Houghton Mifflin – A Legacy of Literature
7-8 McDougal Littell – Language Arts

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Reading is the state adopted textbook for the District.	0	
Mathematics	Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Everyday Mathematics is the state adopted textbook for the District.	0	
Science	Meets State Guidelines	0	
History-Social Science	Meets State Guidelines	0	
Foreign Language	Foreign Languages not taught at Hooker Oak.	0	
Health	Meets State Guidelines	0	
Visual and Performing Arts	Meets State Guidelines	0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)
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	$7,936.89	$2,583.49	$5,353.40	$66.972.04
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	0%	7%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-11%	1%

Types of Services Funded (Fiscal Year 2009-10)

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

Hooker Oak also receives supplemental funding for specific purposes: A School Based Coordinated Program budget (state funds) supports our school improvement effort. These monies pay for classroom aides, instructional materials, and staff development. These funds are budgeted and monitored by the elected School Site Council. Our active parent organization also provide funds for Hooker Oak students.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	61	59	55	52	54	56	46	50	52
Mathematics	55	55	45	47	46	47	43	46	48
Science	58	66	57	57	60	64	46	50	54
History-Social Science	56	35	38	45	50	55	36	41	44

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
All Students in the LEA				
All Student at the School				
Male	49	45	64	*
Female	63	46	52	*
Black or African American	46	38	*	*
American Indian or Alaska Native	*	*		
Asian				
Filipino	*	*		
Hispanic or Latino	48	19		*
Native Hawaiian/Pacific Islander	*	*		
White	59	48	58	*
Two or More Races				
Socioeconomically Disadvantaged	39	35	54	*
English Learners				*
Students with Disabilities	15	22		
Students Receiving Migrant Education Services	*	*		

California Physical Fitness Test Results (School Year 2009-10)
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
5	11.6%	30.2%	30.2%

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	2007	2008	2009
Statewide	6	7	7
Similar Schools	1	2	1

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		
	2007-08	2008-09	2009-10
All Students at the School	27	10	-35
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	31	11	-30
Two or More Races			
Socioeconomically Disadvantaged	66	-17	-24
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	786	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino		712	715
Native Hawaiian/Pacific Islander			753
White	795	820	838
Two or More Races			807
Socioeconomically Disadvantaged	717	713	712
English Learners		660	691
Students with Disabilities		601	580

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 2009-10)

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	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Pending

Federal Intervention Program (School Year 2010-11)

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	---	9
Percent of Schools Currently in Program Improvement	---	38

XI. 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.

Curricular improvement is an integral and ongoing process at Hooker Oak and is coordinated with District direction and effort. Hooker Oak staff members have participated in the following CUSD curriculum committees: District Curriculum Council, English Learner Task Force, and Students with Disabilities Task Force. These committees and task forces develop district curricular frameworks and teaching guides which are based upon State content standards. At the site level, Professional Learning Communities carry the main responsibility for curricular development, which is driven by the school plan and District direction. Teachers who have been designated as subject area resource persons play a leadership role on the component committees. During the current school year the staff will continue to focus on mathematics instruction and on writing, and plan for how to use these in the classroom; implement the current adoptions, Houghton-Mifflin Language Arts and the new math series of Everyday Mathematics, and focus on integration with the existing curriculum; and explore and implement intervention strategies in language arts and math for students needing support in these areas. Staff is also engaged in the present year with the task of defining each of the Open Structured Classroom elements as a rubric for present and future teachers to implement in all classrooms. At Hooker Oak, a match between the written curriculum, daily classroom instruction and assessment of student learning is emphasized. With other schools in Chico Unified School District, Hooker Oak utilizes a "multiple measures" approach to assessment. Student achievement is evaluated based on the classroom curriculum as well as on the nationally-normed California Standards Test. Results of all assessments are transferred to the District office, where the collected data is aggregated, disaggregated, and analyzed. The data provides important information about student progress, curriculum implementation and school accountability.

School Accountability Report Card
Reported for School Year 2009-10
Published During 2010-11

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 2010-11)
This section provides the school's contact information.

School		District	
School Name	John McManus Elementary School	**District Name**	Chico Unified School District
Street	988 East Ave.	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95926	**Web Site**	www.chicousd.org
Phone Number	(530) 891-3128	**Superintendent**	Kelly Staley
Principal	Laurie DeBock	**E-mail Address**	kstaley@chicousd.org
E-mail Address	ldebock@chicousd.org	**CDS Code**	04-61424-6003024

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

John McManus Elementary School is located on the north side of Chico and is home to 657 students, K-6. It is the vision of teachers and parents to create a caring school community with involved staff, committed to a goal of excellence in teaching. Our mission is to meet each student's educational needs, and to encourage students to become responsible, respectful, compassionate citizens in a safe, nurturing environment. The focus of staff is to support students to become successful, both academically and socially. In 2008/09 we received the Healthy Start Grant which began full implementation in the 2009/10 school year. It is the goal of Healthy Start to ensure that each child receives the physical, emotional, and intellectual support that he or she needs in school, at home, and in the community to be able to learn.

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

Parents are encouraged to become involved in their child's education by becoming involved in a variety of activities at school ranging from classroom volunteer, PTA member and becoming a School Site Council Parent Representative. We also strongly encourage parents to attend Back to School Night, Parent Teacher Conferences, Open House and various Award Assemblies. Parents are kept informed of school news through the weekly school bulletin that is translated into three languages, and through our school website http://chicousd.org. Parents are asked to monitor and accept an active role in their child's homework. Contact the main office for more information.

Student Enrollment by Grade Level (School Year 2009-10)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	88
Grade 1	92
Grade 2	80
Grade 3	105
Grade 4	92
Grade 5	96
Grade 6	92
Total Enrollment	645

Student Enrollment by Group (School Year 2009-10)
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
Black or African American	5.89	White	48.68
American Indian or Alaska Native	2.64	Two or More Races	
Asian	10.39	Socioeconomically Disadvantaged	
Filipino	0.31	English Learners	
Hispanic or Latino	28.22	Students with Disabilities	
Native Hawaiian/Pacific Islander	1.55		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.6	5	0	0	19.8	5	0	0	27	**	3	**
1	19.6	5	0	0	18.0	4	0	0	29	**	2	**
2	18.5	4	0	0	19.8	4	1	0	28	**	2	**
3	19.8	5	1	0	19.8	4	1	0	28.7	**	3	**
4	30.3	0	4	0	32.8	0	2	2	30	**	3	**
5	27.8	0	4	0	30.5	0	2	0	31.7	**	3	**
6	34.5	0	0	2	33.5	0	0	2	28	**	1	**
K-3	0.0	0	0	0	20.0	1	0	0	26	**	3	**
3-4	0.0	0	0	0	0.0	0	0	0	**	**	**	**
4-8	0.0	0	0	0	28.0	0	2	0	**	**	**	**
Other	0.0	0	0	0	0.0	0	0	0	**	**	**	**

III. School Climate

School Safety Plan (School Year 2009-10)
This section provides information about the school's comprehensive safety plan.

The school has an updated emergency plan for fire drills, earthquakes, and basic emergency procedures. Parent and staff surveys indicate that McManus provides a safe and supportive educational environment but that more focus needs to be placed on student safety, both on the school campus and on safe routes to and from school. Due to our proximity to major traffic patterns, there is an emphasis on bicycle, pedestrian, and traffic safety.

Staff, students and parents strive to make our campus a safe, friendly place for all. We continually communicate student safety concerns to our school community through parent newsletters, parent education events, and personal contacts. Outdoor cameras have been installed to help prevent vandalism during the weekends. Supervision of students is provided before and after school. Before school all students report to areas designated for primary and intermediate students. Supervisors, custodians, office personnel and teachers have access to phone or two-way radio communication at all times. Visitors are required to check in at the main office before they visit classrooms or other areas of the school. Emergency Action Plans are in place and staff and students perform regular emergency/evacuation drills. The school safety plan is updated annually in accordance with Senate Bill 187.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	4.6	7.1	0.1	4.0	6.6	0.1
Expulsions	0.0	0.0	0.0	0.7	0.7	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
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.

McManus Elementary School was built in 1955 with two classrooms, an office and a multipurpose room. It has grown to 31 classrooms, three special education rooms, a multipurpose room, a library, and an administration/office wing. Two wings of permanent classrooms were constructed in 1968. Five portable classrooms, which included one computer lab, were constructed in 1984, and four more were added in 1996 to accommodate the Class Size Reduction Program. In 2004 the school was completely wired for networking, a school server was installed and in 2008 a wireless network was completed. In 2005, three additional classrooms were added and additional student bathrooms were installed for the increased student population. The playground was enlarged in 1984 with the addition of the portable classrooms and in 1996, an additional parking area and bus lanes were added. In 2005 a portion of the playground was reduced to accommodate our additional classrooms. In the summer of 2006 additional playground equipment was installed to accommodate the increased student population. The expansion of the cafeteria was accomplished by building a patio cover to house picnic tables, which are currently located 200 steps from the current multipurpose room. We currently have 21 K-6 classrooms.

District maintenance staff and site custodial staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The principal works closely with the custodial staff to ensure that all school facilities are kept clean and free of safety hazards.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (School Year 2010-11)
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]	[ ]	Cabinetry needs painting in Room 2. Paint cabinets. WO #42308
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[ ]	[ ]	[X]	Kitchen sink is loose. Tighten or replace sink. WO #42305 Paint restroom floor area #3. Paint floors. WO #41592 Boys' toilet flush valve leaking. Replace flush valve. WO #42305
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[ ]	[X]	[ ]	Dry rot noted on the trim of Room 29. Replace dry rotted wood. WO #42307
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]	[ ]	Shed on playground is missing shingles. Replace shingles. WO #42307
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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	33	34	29	565
Without Full Credential	0	0	0	0
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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	100%	0%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)
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	**	**
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	**	---
Library Media Services Staff (paraprofessional)	**	---
Psychologist	0.4	---
Social Worker	**	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.9	---
Resource Specialist (non-teaching)	**	---
Other	**	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. Currently adopted are:

2006 History
K-6 Harcourt - Reflections
7-8 Glencoe – Discovering Our Past

2007 Science
K-5 Macmillan – California Science
6-8 Prentice Hall – Focus on California Science

2009 Math
K-6 The Wright Group - Everyday Math
7-8 McDougal Littell – Concepts and Skills 2001

2002 Reading/English
K-6 Houghton Mifflin – A Legacy of Literature
7-8 McDougal Littell – Language Arts

These standards aligned textbooks are in the hands of all students within two years of adoption.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved 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	
Foreign Language	Meets State Guidelines	0	
Health	Meets State Guidelines	0	
Visual and Performing Arts	Meets State Guidelines	0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)
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	$8,393.52	$3,098.95	$5,294.57	$62,416.88
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	1%	2%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-10%	-4%

Types of Services Funded (Fiscal Year 2009-10)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In addition, the following supplemental programs are provided at McManus:
- The 21st Century Grant program offers educational enrichment and recreational opportunities for students from 2:30 p.m. until 5:30 p.m. Along with our 21st Century program we offer an academic remedial after school program for students in grades 1 through 6.
- The Economic Impact Aide Program provides funds, which are expended for support personnel, including classroom aides and a library aide. Other expenditures include staff development and instructional supplies.
- The school receives federal funds for the Title I program. This program provides support personnel, as well as instructional materials for students scoring below 40% on the SAT 9 test in reading or math.
- Funds are also provided through the Healthy Start grant, a program designed to help serve children, their family members, and the community.

Teacher and Administrative Salaries (Fiscal Year 2008-09)
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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	34	43	39	52	54	56	46	50	52
Mathematics	42	45	38	47	46	47	43	46	48
Science	64	48	55	57	60	64	46	50	54
History-Social Science	0	0	0	45	50	55	36	41	44

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
All Students in the LEA				
All Student at the School				
Male	36	39	64	
Female	42	38	48	
Black or African American	56	40	*	
American Indian or Alaska Native	64	57		
Asian	15	38		
Filipino	*	*		
Hispanic or Latino	23	29	52	
Native Hawaiian/Pacific Islander	*	*	*	
White	50	43	59	
Two or More Races				
Socioeconomically Disadvantaged	34	35	49	
English Learners	8	23	14	
Students with Disabilities	25	37	*	
Students Receiving Migrant Education Services	*	*	*	

California Physical Fitness Test Results (School Year 2009-10)
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
5	17.2%	30.1%	28%

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	2007	2008	2009
Statewide	4	3	3
Similar Schools	3	3	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		
	2007-08	2008-09	2009-10
All Students at the School	5	13	-19
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	6	-17	-7
Native Hawaiian/Pacific Islander			
White	11	28	-34
Two or More Races			
Socioeconomically Disadvantaged	8	13	-18
English Learners	35	-5	-18
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	721	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino	662	712	715
Native Hawaiian/Pacific Islander			753
White	765	820	838
Two or More Races			807
Socioeconomically Disadvantaged	703	713	712
English Learners	616	660	691
Students with Disabilities		601	580

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 2009-10)
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	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Pending

Federal Intervention Program (School Year 2010-11)
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	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	9
Percent of Schools Currently in Program Improvement	---	38

XI. 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 Site Council budgets money for staff members to participate in staff development programs that meet their specific individual needs for improvement. Teachers have taken classes in RTI (Response to Intervention) to help improve student learning in reading and comprehension. All teachers have been trained in Love and Logic and by the BEST discipline team to keep student behavior positive. To better meet the needs of second language learners teachers have been trained by Project Challenge, CLAD and Results training. During the 2005-06 school year McManus School had six teachers go through the AB 466 staff development training and more teachers participated in the summer of 2005-06. From 2006 through 2008 the majority of staff, including administration and support staff, participated in Professional Learning Communities (PLC) training using the DuFour model.

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School Accountability Report Card
Reported for School Year 2009-10
Published During 2010-11

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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 2010-11)
This section provides the school's contact information.

School		District	
School Name	Little Chico Creek Elementary School	**District Name**	Chico Unified School District
Street	2090 Amanda Way	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95928	**Web Site**	www.chicousd.org
Phone Number	(530) 891-3285	**Superintendent**	Kelly Staley
Principal	David Murgia	**E-mail Address**	kstaley@chicousd.org
E-mail Address	dmurgia@chicousd.org	**CDS Code**	04-61424-6109722

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

Little Chico Creek Elementary School is located on the east-side of Chico. Its boundaries extend south from Highway 32 to the Durham School District boundary and, east from Highway 99 to and include the Forest Ranch attendance area. The school neighborhood includes single family homes and many apartment complexes. The Chico Mall and extensive retail businesses are located to the south of the school with Marsh Junior High School and Little Chico Creek to the north and vacant fields to the west.

The facility contains twenty-four K-6 classrooms, a Resource Specialist classroom, a Title I Resource classroom, a Special Day Class classroom, a library and computer lab. All rooms are heated and air-conditioned.

Little Chico Creek Elementary School houses a variety of programs. A Severely Handicapped Special Day Class and a Resource Specialist class occupy two of our classrooms. We also have a speech teacher, school psychologist, English as a Second Language teacher, Physical Education Program, Music Program, Title I Reading and Math Program, Fine Arts Program, and PIP (Primary Intervention Program) that all utilize classroom space in our facility. Our staff includes nineteen classroom teachers, two special education teachers, one Title 1, five itinerant teachers (music, fine arts, PE, ELD, speech), nine instructional aides (special education, Title I, PIP, Second Step), four noon aides, office manager, attendance clerk, health aide, nurse on Wednesdays, (Title I project specialist) and a principal.

LCC School Parents have many opportunities to become involved in our school. Parents may serve on our School Site Council, School Advisory Committee, or participate in the many PTA sponsored activities throughout the year. Parents are also able to participate in Back to School Night, Open House, volunteer to assist in the classroom or drive on a field trip, Second Step parent training, kindergarten parent training, and a myriad of classroom and school-wide student performances. LCC teachers communicate regularly with parents in an effort to keep parents informed and involved. On any given day, you will find many LCC parents volunteering in the classrooms.

Little Chico Creek School provides English Language Development services for students who speak a language other than English. Instruction includes learning opportunities designed to meet the specific learning needs of all students; including students who are gifted, students who are learning to speak English and students who struggle with reading, writing and mathematics skills.

Mission
• To promote academic excellence
• To nurture respect for all persons
• To develop self-discipline and creativity
• To foster a partnership between school and community
• To create a positive environment in which learning is valued
• To share in the care of the environment

Vision
It is the vision of Little Chico Creek School to foster respect and acceptance of the diversity in our world. In our vision, all students will strive to be highly educated, responsible and productive citizens. Our school community is committed to developing academic excellence and nurturing creativity. Little Chico Creek School graduates will be prepared to pursue a lifelong love of learning.

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

Little Chico Creek school parents have many opportunities to become involved in our school. Parents may serve on our School Site Council, School Safety Team, School Advisory Committee, or participate in the many PTA sponsored activities throughout the year. Parents are also able to participate in Back to School Night, Open House, Carnival Night, volunteer to assist in the classroom or drive on a field trip, Second Step parent training, parenting class, Family Math Night, Book and Blanket Night, assisting with 6th grade fund raising to cover Environmental Education costs, and a myriad of classroom and school-wide student performances. Little Chico Creek teachers communicate regularly with parents in an effort to keep parents informed and involved. Please contact the main office for more information.

Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students
Kindergarten	68
Grade 1	84
Grade 2	81
Grade 3	73
Grade 4	92
Grade 5	80
Grade 6	96
Total Enrollment	574

Student Enrollment by Group (School Year 2009-10)

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
Black or African American	5.92	White	62.37
American Indian or Alaska Native	1.74	Two or More Races	
Asian	5.23	Socioeconomically Disadvantaged	
Filipino	1.74	English Learners	
Hispanic or Latino	17.94	Students with Disabilities	
Native Hawaiian/Pacific Islander	1.05		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	5	0	0	20.0	6	0	0	30	**	2	**
1	19.8	4	0	0	19.8	4	0	0	30.5	**	2	**
2	20.0	4	0	0	20.0	5	0	0	27.7	**	3	**
3	20.0	4	0	0	18.4	5	0	0	28.5	**	2	**
4	32.5	0	1	1	32.5	0	1	1	31	**	2	**
5	34.0	0	0	3	31.5	0	1	1	32	**	2	**
6	31.0	0	2	0	32.0	0	2	0	30.7	**	3	**
K-3	20.0	3	0	0	20.0	1	0	0	29	**	1	**
3-4	0.0	0	0	0	0.0	0	0	0	28	**	1	**
4-8	29.0	0	1	0	27.0	0	3	0	27	**	2	**
Other	0.0	0	0	0	0.0	0	0	0	**	**	**	**

III. School Climate

School Safety Plan (School Year 2009-10)
This section provides information about the school's comprehensive safety plan.

It is LCC School's goal to create a physically, socially and emotionally safe learning environment for all students, staff and parents. The school buildings are well maintained and attractive, free of physical hazards, and designed to prevent criminal activities. Supervisors, custodians, office personnel and teachers have access to phone or two-way radio communication at all times. Surveillance cameras and gate alarms provide additional campus security.

LCC School conducts earthquake, fire and code red drills as required. Staff members participate in on-going training in disaster preparedness. The school safety plan is updated annually in accordance with Senate Bill 187 and the School Safety Team, comprised of parents and staff members, meets monthly to monitor the overall safety of our school. Key components of our School Safety Plan are: traumatic incidents, code red, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress and fire/explosion.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	1.9	1.6	0.0	4.0	6.6	0.0
Expulsions	0.0	0.0	0.0	0.7	0.7	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
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.

Little Chico Creek School was completed in 1991. It was the first new school built in Chico since 1965. The facility contains twenty-four K-6 classrooms, a Resource Specialist classroom, a Title I Resource classroom, a Special Day Class classroom, a library, a multipurpose room, a computer lab and an administration building. All rooms are heated and air-conditioned. The campus is 10.5 acres with a large playground area and is enclosed with a perimeter fence. Little Chico Creek staff takes great efforts to ensure that our school is clean, safe and functional. Teacher supervision of the school grounds is provided thirty minutes before school begins and twenty minutes after dismissal time. All recesses are supervised by teachers or trained school aides. All visitors must register in the school office before entering the school campus. District maintenance staff and our school site custodians ensure that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district has adopted cleaning standards and procedures for all schools in the district. The principal works daily with the custodial staff to implement cleaning schedules and procedures that ensures a clean and safe school.

School Facility Good Repair Status (School Year 2010-11)

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 in Rooms 11 and 16. Paint tile with stain block paint. WO #42301
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
Overall 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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	30	32	24	565
Without Full Credential	0	0	0	0
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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	100%	0%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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	**	**
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	**	---
Library Media Services Staff (paraprofessional)	**	---
Psychologist	0.3	---
Social Worker	**	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	**	---
Other	**	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. Subjects are reviewed on a seven-year cycle. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. Currently adopted are:

2009 Math
K - 6 The Wright Group - Everyday Math

2006 History
K-6 Harcourt - Reflections
7-8 Glencoe – Discovering Our Past

2007 Science
K-5 Macmillan – California Science
6-8 Prentice Hall – Focus on California Science

2002 Reading/English
K-6 Houghton Mifflin – A Legacy of Literature
7-8 McDougal Littell – Language Arts

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved 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	
Foreign Language	Meets State Guidelines	0	
Health	Meets State Guidelines	0	
Visual and Performing Arts	Meets State Guidelines	0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)
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	$8,074.77	$2,755.22	$5,319.55	$64,678.67
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	-1%	5%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-12%	-2%

Types of Services Funded (Fiscal Year 2009-10)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In addition to these general fund monies, Little Chico Creek Elementary School receives supplemental funding from several sources. A School Based Coordinated Program budget supports our school improvement efforts and is budgeted by our elected School Site Council. The Title I budget provides extra services and materials for students who are identified by test scores as needing extra help in language arts and math. Approximately 80% of the School Based Program funds and the Title I funds are being used to fund a reading specialist teacher and instructional aides who provide extra academic support for students. Title II funds are used to provide additional professional training for teachers in the areas of curriculum and instructional strategies. All funds are budgeted and expended following state and district accounting procedures.

Teacher and Administrative Salaries (Fiscal Year 2008-09)
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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	53	62	52	52	54	56	46	50	52
Mathematics	56	55	47	47	46	47	43	46	48
Science	42	51	53	57	60	64	46	50	54
History-Social Science	0	0	0	45	50	55	36	41	44

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
All Students in the LEA				
All Student at the School				
Male	47	52	57	
Female	58	43	49	
Black or African American	39	21	*	
American Indian or Alaska Native	*	*		
Asian	38	42		
Filipino	*	*	*	
Hispanic or Latino	33	34	46	
Native Hawaiian/Pacific Islander	*	*	*	
White	62	56	50	
Two or More Races				
Socioeconomically Disadvantaged	37	35	49	
English Learners	17	31		
Students with Disabilities	38	38	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)
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
5	20.3%	40.5%	19%

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	2007	2008	2009
Statewide	7	7	7
Similar Schools	8	5	5

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		
	2007-08	2008-09	2009-10
All Students at the School	-5	14	-19
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-9	4	-22
Native Hawaiian/Pacific Islander			
White	-4	15	-4
Two or More Races			
Socioeconomically Disadvantaged	4	6	-17
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	**LEA**	**State**
All Students at the School	797	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino	725	712	715
Native Hawaiian/Pacific Islander			753
White	827	820	838
Two or More Races			807
Socioeconomically Disadvantaged	751	713	712
English Learners		660	691
Students with Disabilities		601	580

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 2009-10)

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

AYP Criteria	School	District
Overall	Yes	No
Participation Rate: English-Language Arts	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Pend

Federal Intervention Program (School Year 2010-11)

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	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	9
Percent of Schools Currently in Program Improvement	---	38

XI. 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.

Staff training is the core of a quality instructional program. The LCC Elementary School teaching staff participated in school wide training in Response to Intervention and Professional Learning Communities as well as a variety of staff training/development activities during the 2007-08 and 2008-2009 school year. Staff also received training in Step Up to Writing, Everyday Math, and reading intervention programs. Staff training is designed to improve teaching skills and therefore improve student learning. All staff attends monthly on-site staff development on improving their understanding and implementation of Professional Learning Communities. Other staff development covers specific topics including reading comprehension, math instruction, student discipline, creating formative assessment, and use of technology to support academic content, California State Standards and continuous improvement of student learning. The staff will review student work and assessment data to determine whether students meet state academic standards, develop an improvement plan and then regularly utilize assessments to monitor student achievement of these standards. Classified staff members receive in-service on topics related to their various roles.

School Accountability Report Card
Reported for School Year 2009-10
Published During 2010-11

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 2010-11)
This section provides the school's contact information.

School		District	
School Name	Loma Vista School	**District Name**	Chico Unified School District
Street	2404 Marigold Avenue	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95926	**Web Site**	www.chicousd.org
Phone Number	(530) 879-7400	**Superintendent**	Kelly Staley
Principal	Eric Snedeker	**E-mail Address**	kstaley@chicousd.org
E-mail Address	esnedeke@chicousd.org	**CDS Code**	04-61424-0430215

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

Loma Vista School prides itself on high expectations for student achievement and rigorous academic programs. The Loma Vista School community provides a quality academic and social education that promotes personal success. This is accomplished through standards-based instruction, assessment, and high academic and behavioral expectations in a safe, engaging, language rich environment.

Loma Vista School students feel safe in a well-disciplined environment where everyone is respectful, responsible, and resourceful. Loma Vista School is known for its unified and cooperative staff. Teachers along with their administrators demonstrate a clear understanding of academic standards. Our office staff is welcoming, efficient, and professional.

At Loma Vista School we believe that all children can learn. Learning is a lifelong process. A positive attitude leads to positive outcomes. Everybody deserves to be treated respectfully. Discipline and motivation are keys to learning. High academic and behavioral expectations promote success. Education is an individual and cooperative endeavor.

Loma Vista School provides services for students with a variety of disabilities. Loma Vista primarily houses pre-school programs for children with identified disabilities ages 3-5 years. There are six pre-school classrooms and two classrooms for elementary/secondary students with moderate to severe disabilities. Specific descriptions of these classrooms are as follows: four self-contained preschool special day classrooms; two full inclusion preschool special day classrooms; one multi-age special day class for medically fragile students; and one multi-age special day class for young adults. Classrooms serve students with a range of disabilities including delays in language development, academic readiness, behavior, and autism. Classrooms are organized to serve students based on their age and areas of assessed need.

Loma Vista has a strong mainstreaming and integration emphasis. Located on the Loma Vista campus is a non-profit pre-school program serving typically developing peers. The "Innovative Preschool" program provides students from Loma Vista School opportunities for inclusion in both academic and social/recreational programs. All classrooms offer a low student to teacher ratio with an emphasis placed upon developing skills in communication, behavioral management, functional life skills, social development, and pre-academic/life skills training.

Loma Vista's mission embraces Individual Student Academic Success via a K-12 Sequence of Teaching, Learning, Assessment and Support. The staff strives to provide a comprehensive educational program aligned to the state content standards and based on each student's Individualized Educational Plan (IEP). Program goals and objectives (standards) are aligned to the State preschool Learning Foundations.

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

Loma Vista School encourages parents and community members to volunteer in classrooms to assist staff with the education of children. Classrooms have parent volunteers that assist at centers and/or with the making of educational materials, and monitoring of students on field trips. Parents are active in school ceremonies and school projects. In addition to regular school events such as music programs, back to school night, open house, parent conferences, holiday programs, etc. parents are encouraged to participate in the Community Advisory Committee (CAC), parent training programs and various support groups. The CAC and support groups provide opportunity for parents to network with other parents, to learn more about special education and to have input into the development of special education programs.

The School Site Council guides the school's academic programs and categorical programs. Parents are elected to serve on our Site Council, which determines categorical budget expenditures, serves as our school safety committee, and reviews the school site plan with input from staff. Due to the nature of the IEP process for students identified as needing special education services, parents are activity involved in the development and oversight of their child's educational program. Contact the main office for more information.

Student Enrollment by Grade Level (School Year 2009-10)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	0
Grade 1	1
Grade 2	3
Grade 3	1
Grade 4	0
Grade 5	3
Grade 6	3
Grade 7	0
Grade 8	1
Ungraded Elementary	0
Grade 9	1
Grade 10	2
Grade 11	0
Grade 12	1
Ungraded Secondary	0
Total Enrollment	16

Student Enrollment by Group (School Year 2009-10)
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
Black or African American	6.25	White	81.25
American Indian or Alaska Native	6.25	Two or More Races	
Asian	0	Socioeconomically Disadvantaged	
Filipino	0	English Learners	
Hispanic or Latino	6.25	Students with Disabilities	
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08 Avg. Class Size	2007-08 Number of Classrooms 1-20	2007-08 Number of Classrooms 21-32	2007-08 Number of Classrooms 33+	2008-09 Avg. Class Size	2008-09 Number of Classrooms 1-20	2008-09 Number of Classrooms 21-32	2008-09 Number of Classrooms 33+	2009-10 Avg. Class Size	2009-10 Number of Classrooms 1-20	2009-10 Number of Classrooms 21-32	2009-10 Number of Classrooms 33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other												

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	2007-08 Avg. Class Size	2007-08 Number of Classrooms 1-22	2007-08 Number of Classrooms 23-32	2007-08 Number of Classrooms 33+	2008-09 Avg. Class Size	2008-09 Number of Classrooms 1-22	2008-09 Number of Classrooms 23-32	2008-09 Number of Classrooms 33+	2009-10 Avg. Class Size	2009-10 Number of Classrooms 1-22	2009-10 Number of Classrooms 23-32	2009-10 Number of Classrooms 33+
English												
Mathematics												
Science												
Social Science												

III. School Climate

School Safety Plan (School Year 2009-10)

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

Loma Vista School has a comprehensive school safety plan that identifies major safety concerns and specific prevention and action strategies that involve school personnel, community members and local law enforcement agencies. Our plan ensures a safe and secure campus by teaching prevention strategies and school rules along with practicing of fire exiting, code red lockdown, and take cover drills. Our School Site Council serves as our school safety committee and will review school plans, procedures drills, and school rules that promote a safe learning environment. The school safety plans also outline procedures for allowing visitors on campus and providing crisis intervention support to students and staff. A School Crisis Team has been identified and trained and meets throughout the year to address school safety concerns. The latest date of review was October 26, 2010.

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 2007-08	School 2008-09	School 2009-10	District 2007-08	District 2008-09	District 2009-10
Suspensions	0.0	5.0	0.0	4.0	6.6	0.1
Expulsions	0.0	0.0	0.0	0.7	0.7	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
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.

Loma Vista School has classrooms, playgrounds, speech rooms, therapy rooms, and recreational areas. Our facilities are well maintained and clean. We have a regular maintenance and cleaning schedule, regular and long-range building maintenance and repair, and lawn and grounds upkeep. We have adequate playground space and equipment for our facilities. All classrooms meet state requirements relating to instructional space. Classrooms are designed to provide areas for large group, individual, and small group leaning activities. In addition, most classrooms have sink areas for washing hands. The multi-purpose room has a kitchen area for teaching daily living skills and serving breakfast and lunch. Separate bathroom facilities for boys and girls are located within the building and/or in classrooms. The Chico Unified School District takes great efforts to ensure that all facilities are in repair, clean, safe, and functional. Adult supervision is available from the start of school to the end of school. Adult supervision is provided in all school settings including the bus area, playground, multi-purpose area, and the gym. Teachers are available in their classrooms both before school and after school for students who are either unable or prefer not to be outside. Classroom visitors must follow procedures identified at the school site. Loma Vista requires that all visitors sign in at the office and obtain a visitor's pass before going onto the campus.

School Facility Good Repair Status (School Year 2010-11)
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]	[ ]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
Overall 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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	8	8	8	565
Without Full Credential	0	0	0	0
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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	100%	0%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)
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	**	**
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	**	---
Library Media Services Staff (paraprofessional)	**	---
Psychologist	1.6	---
Social Worker	**	---
Nurse	1.2	---
Speech/Language/Hearing Specialist	3.0	---
Resource Specialist (non-teaching)	**	---
Other	**	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

The Chico Unified School District is aligned with the State Curriculum/Textbook program. Since many of our classes utilize a varying approach to education, teachers continuously seek and maintain a wide variety of high interest materials from various sources.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	SEACO Materials	0	
Mathematics	SEACO Materials	0	
Science	SEACO Materials	0	
History-Social Science	SEACO Materials	0	
Foreign Language	SEACO Materials	0	
Health	SEACO Materials	0	
Visual and Performing Arts	SEACO Materials	0	
Science Laboratory Equipment (grades 9-12)	SEACO Materials	0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)
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	$10,344.12	$5,008.87	$5,335.25	$64,981.69
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	2%	11%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-8%	5%

Types of Services Funded (Fiscal Year 2009-10)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Students identified for needing supplemental services are provided such services in accordance with Special Education policies and procedures. The district, as outlined in each student's IEP provides Designed Instructional Support (DIS) services. These services may consist of: Physical Therapy, Occupational Therapy, Speech and Language, and Adapted Physical Education. Other support services provided from the local SELPA (Butte County Office of Education) office are: Program Specialist in the area of Behavior Management, Autism, and Assistive Technology.

Teacher and Administrative Salaries (Fiscal Year 2008-09)
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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts			27	52	54	56	46	50	52
Mathematics			18	47	46	47	43	46	48
Science	0		0	57	60	64	46	50	54
History-Social Science	0	0	0	45	50	55	36	41	44

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
All Students in the LEA				
All Student at the School				
Male				
Female				
Black or African American	*	*		
American Indian or Alaska Native	*	*		
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities	27	18		
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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts						62.8			54
Mathematics						62.9			53.4

California High School Exit Examination Grade Ten 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 in the LEA						
All Students at the School						
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Two or More Races						
Socioeconomically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2009-10)
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
5	**	**	**
7	**	**	**
9	**	**	**

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	2007	2008	2009
Statewide			
Similar Schools			

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		
	2007-08	2008-09	2009-10
All Students at the School	B	N/A	N/A
Black or African American		N/A	N/A
American Indian or Alaska Native		N/A	N/A
Asian		N/A	
Filipino		N/A	N/A
Hispanic or Latino		N/A	N/A
Native Hawaiian/Pacific Islander		N/A	N/A
White		N/A	N/A
Two or More Races			
Socioeconomically Disadvantaged		N/A	N/A
English Learners		N/A	N/A
Students with Disabilities		N/A	N/A

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School		789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino		712	715
Native Hawaiian/Pacific Islander			753
White		820	838
Two or More Races			807
Socioeconomically Disadvantaged		713	712
English Learners		660	691
Students with Disabilities		601	580

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 2009-10)

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

AYP Criteria	School	District
Overall	Yes	No
Participation Rate: English-Language Arts	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Pending

Federal Intervention Program (School Year 2010-11)

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	---	9
Percent of Schools Currently in Program Improvement	---	38

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)			66.7	3.1	3.9	4.5	4.4	3.9	4.5
Graduation Rate	100.0	83.3		84.1	83.3		80.6	80.2	78.4

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students			---
Black or African American			---
American Indian or Alaska Native			---
Asian			---
Filipino			---
Hispanic or Latino			---
Native Hawaiian/Pacific Islander			---
White			---
Socioeconomically Disadvantaged			---
English Learners			---
Students with Disabilities			---

Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Career Technical Education Participation (School Year 2009-10)

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

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

Courses for University of California and/or California State University Admission (School Year 2009-10)

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	
Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2009-10)
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	**	---
Fine and Performing Arts	**	---
Foreign Language	**	---
Mathematics	**	---
Science	**	---
Social Science	**	---
All courses	**	**

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.

Professional Development is an ongoing process at Loma Vista School, which is highly coordinated with the district and state expectations. We are continuing to align our teaching to the recently adopted preschool and k-12 standards for each curriculum area.

Staff received training on the adopted SEACO curriculum, Desired Results Developmental Profile, Preschool Learning Foundations, and assessment practices. In addition, teachers attended workshops on a variety of areas related to teaching and learning. Focus areas include "Best Practices" in working with children with Autism, Behavior Management, Effective Instructional Strategies, and Classroom Management.

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School Accountability Report Card
Reported for School Year 2009-10
Published During 2010-11

</div>

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 2010-11)
This section provides the school's contact information.

School		District	
School Name	Marigold Elementary School	**District Name**	Chico Unified School District
Street	2446 Marigold Avenue	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95926	**Web Site**	www.chicousd.org
Phone Number	(530) 891-3121	**Superintendent**	Kelly Staley
Principal	Rhys Severe	**E-mail Address**	kstaley@chicousd.org
E-mail Address	lsevere@chicousd.org	**CDS Code**	04-61424-6003032

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

Marigold serves families in the northeast area of Chico. In addition to regular program students, Marigold houses the CUSD Gifted and Talented Education program which consists of self-contained fourth, fifth and sixth grade classes. Marigold also houses two Special Day classes, one for students in the mild to moderate range and the other for students with emotional disturbances. Marigold is a neighbor of Loma Vista, a CUSD Special Education school, and Pleasant Valley High School. Marigold has a strong mainstreaming and integration program with Loma Vista and an effective student aid program with the high school.

The following statements were developed by our School Site Council and Planning Team in order to communicate our ideals to the community:

Marigold's mission is to ensure the academic, emotional, and social success for every student in a safe, responsible, and respectful learning environment. We provide a sound education emphasizing Language Arts and Mathematics, as well as Social Studies, Science, Visual and Performing Arts, and Technology while promoting self-esteem. Our goal and motto is to ensure that "Every Student is Academically, Emotionally, and Socially Successful Everyday".

It is the vision of the Chico Unified School District and Marigold Elementary School to develop students who are confident individuals with positive self-esteem; educated, responsible, enlightened citizens; effective communicators; creative problem solvers, critical reflective thinkers; self-directed lifelong learners; users of appropriate technology; and productive members of the workforce. In our vision, all students will succeed as measured by the California Standards Test as well as other achievement data.

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

Parent involvement and support at Marigold are high, with many parents serving as parent volunteers in classrooms and on field trips. An active PTA provides support in many ways, with effort directed toward raising money for school improvements and getting the school community together for social activities. Contact the main office for more information.

Student Enrollment by Grade Level (School Year 2009-10)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	71
Grade 1	74
Grade 2	61
Grade 3	64
Grade 4	92
Grade 5	98
Grade 6	104
Grade 7	1
Total Enrollment	565

Student Enrollment by Group (School Year 2009-10)
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
Black or African American	1.95	White	73.81
American Indian or Alaska Native	1.42	Two or More Races	
Asian	4.96	Socioeconomically Disadvantaged	
Filipino	1.42	English Learners	
Hispanic or Latino	11.68	Students with Disabilities	
Native Hawaiian/Pacific Islander	0.53		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.7	3	0	0	20.0	3	0	0	30	**	2	**
1	19.3	4	0	0	19.3	3	0	0	29	**	1	**
2	19.3	3	0	0	20.0	2	0	0	30	**	1	**
3	18.8	4	0	0	20.0	4	0	0	31.5	**	2	**
4	27.7	0	3	0	28.3	0	3	0	28.5	**	2	**
5	27.7	0	3	0	31.0	0	2	1	31	**	1	1
6	27.7	0	3	0	27.0	0	3	0	30.7	**	2	1
K-3	17.0	1	0	0	18.7	3	0	0	28	**	3	**
3-4	0.0	0	0	0	0.0	0	0	0	**	**	**	**
4-8	0.0	0	0	0	0.0	0	0	0	30	**	1	**
Other	0.0	0	0	0	0.0	0	0	0	**	**	**	**

III. School Climate

School Safety Plan (School Year 2009-10)
This section provides information about the school's comprehensive safety plan.

The School Safety plan is updated annually in accordance with Senate Bill 187. The School Safety Plan includes emergency procedures for traumatic incidents, imminent danger, evacuation, civil defense, bomb threat, earthquake, chemical spill, crime, and fire/explosion. A School Crisis Team has been identified and trained and meets throughout the year to address school safety concerns.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.0	0.7	0.0	4.0	6.6	0.1
Expulsions	0.0	0.0	0.0	0.7	0.7	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

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.

Marigold was built in 1960. The library complex and three additional classrooms were added in 1965. Thirteen relocatable classrooms have been added to our campus in recent years. At present there are 11 permanent classrooms and 12 relocatables, as well as a library, multi-purpose room and office/health area. All classrooms and other spaces are air conditioned. The school houses a Resource Specialist Program, two Special Day Classes and the district's 4th through 6th grade GATE program. A staff lunch/workroom is located adjacent to the office. The Chico Unified School District works to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. There are three sets of boys' and girls' restrooms maintained for student use in addition to facilities in each kindergarten classroom. Supervision is provided before school from 7:30 a.m. and after school until 2:20 p.m. The Chico Area Recreation District provides an after school recreation program in our multipurpose room until 6:00 p.m. Playground areas are supervised either by instructional staff or school aides anytime students are using the facilities. At Marigold most of our equipment was installed during the summer of 2003. All equipment is checked for safety on a monthly basis. Visitors are required to check in with the school office when entering the school grounds. The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The district's governing board approved a deferred maintenance project for this school that resulted in the replacement of the roof on the multipurpose room. This was completed during the summer of 2005. The building housing Rooms 1 & 2 and the building housing rooms 11, 13, 14 and the Library were re-roofed in the summer of 2009.

School Facility Good Repair Status (School Year 2010-11)

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 in Rooms 3 and 9. Paint tile with stain block paint. WO #42301
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Drinking fountain loose in Room 12. Tighten or replace fountain. WO #42305
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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	26	26	23	565
Without Full Credential	0	0	0	0
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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	100%	0%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)
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	**	**
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	**	---
Library Media Services Staff (paraprofessional)	**	---
Psychologist	0.4	---
Social Worker	**	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.6	---
Resource Specialist (non-teaching)	**	---
Other	**	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. Subjects are reviewed on a seven-year cycle. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. Currently adopted are:

2006 History
K-6 Harcourt – Reflections
7-8 Glencoe – Discovering Our Past

2007 Science
K-5 Macmillan/McGraw -Hill - Science
6-8 Prentice Hall – Science

2009 Math
K-6 The Wright Group - Everyday Mathematics
7-8 McDougal Littell – Concepts and Skills 2001

2002 Reading/English
K-6 Houghton Mifflin – A Legacy of Literature
7-8 McDougal Littell – Language Arts

These standards aligned textbooks are in the hands of all students within two years of adoption

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved 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	
Foreign Language	Meets State Guidelines	0	
Health	Meets State Guidelines	0	
Visual and Performing Arts	Meets State Guidelines	0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)
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	$7,972.24	$2,638.95	$5,333.29	$68,309.13
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	0%	7%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-11%	1%

Types of Services Funded (Fiscal Year 2009-10)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

All funds are budgeted and expended following state and district accounting procedures.

Teacher and Administrative Salaries (Fiscal Year 2008-09)
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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	61	62	68	52	54	56	46	50	52
Mathematics	61	59	66	47	46	47	43	46	48
Science	60	53	70	57	60	64	46	50	54
History-Social Science	0	0	0	45	50	55	36	41	44

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
All Students in the LEA				
All Student at the School				
Male	67	67	71	
Female	69	64	69	
Black or African American	*	*	*	
American Indian or Alaska Native	*	*	*	
Asian	80	90		
Filipino	*	*	*	
Hispanic or Latino	65	52	69	
Native Hawaiian/Pacific Islander	*	*		
White	69	66	72	
Two or More Races				
Socioeconomically Disadvantaged	57	52	52	
English Learners	31	38		
Students with Disabilities	40	46	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)
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
5	20.2%	33%	22.3%

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	2007	2008	2009
Statewide	8	8	7
Similar Schools	2	1	1

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		
	2007-08	**2008-09**	**2009-10**
All Students at the School	3	0	14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-1	-2	23
Two or More Races			
Socioeconomically Disadvantaged	4	23	17
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	**LEA**	**State**
All Students at the School	843	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino		712	715
Native Hawaiian/Pacific Islander			753
White	849	820	838
Two or More Races			807
Socioeconomically Disadvantaged	781	713	712
English Learners		660	691
Students with Disabilities		601	580

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 2009-10)
This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate: English-Language Arts	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Pending

Federal Intervention Program (School Year 2010-11)
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	---	9
Percent of Schools Currently in Program Improvement	---	38

XI. 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.

The district has implemented the PLC process. All staff at Marigold are committed to that process. Current professional development monies are utilized to train as many staff as possible. Curricular improvement is an ongoing process as well. All professional development is highly coordinated with the district and state expectations. We are continuing to align our teaching and assessment procedures with adopted Standards and Benchmarks for each curriculum area.

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I. Data and Access

DataQuest
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Internet Access
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II. About This School

Contact Information (School Year 2010-11)
This section provides the school's contact information.

School		District	
School Name	Marsh Junior High School	**District Name**	Chico Unified School District
Street	2253 Humboldt Road	**Phone Number**	Chico, CA 95928
City, State, Zip	Chico, CA 95928	**Web Site**	www.chicousd.org
Phone Number	(530) 895-4110	**Superintendent**	Kelly Staley
Principal	Jay Marchant	**E-mail Address**	kstaley@chicousd.org
E-mail Address	jmarchan@chicousd.org	**CDS Code**	04-61424-6116610

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

Marsh Junior High School is located in the southeast section of Chico. It serves students who reside in areas that serve Little Chico Creek, Parkview, Sierra View, and Chapman elementary schools. Marsh Junior enrolled students in grades 7 and 8 during the 2009-10 school year. The curriculum is diverse in meeting the needs of all students, from those with identified learning disabilities to the gifted and talented. Junior high students in grades 7 were placed in "colleges" at our school during the 2009-10 school year.

Marsh Junior High School will provide our students with a high quality education that stresses individual academic achievement in a nurturing environment.

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

Marsh's parent involvement is extensive. At Marsh, the emphasis is on getting parents to assist with the academic and social programs that exist in a child's typical school day. Parents fill out a survey at the beginning of the year that shares their interests, talents, and willingness to assist at school. Parents help with field trips, clubs, dances, athletics, and school productions. Marsh Junior has an active Parent Teacher Student Organization, School Site Council, a parent run sports program, as well as high levels of parent volunteer participation. We also have formed a school-community partnership with many local businesses. One of our goals is to increase the school's involvement with our community. Contact the main office for more information.

Student Enrollment by Grade Level (School Year 2009-10)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	6
Grade 7	284
Grade 8	291
Grade 9	1
Total Enrollment	582

Student Enrollment by Group (School Year 2009-10)
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
Black or African American	3.09	White	69.76
American Indian or Alaska Native	1.55	Two or More Races	
Asian	8.08	Socioeconomically Disadvantaged	
Filipino	0.86	English Learners	
Hispanic or Latino	15.81	Students with Disabilities	
Native Hawaiian/Pacific Islander	0.17		

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	2007-08				2008-09				2009-10			
	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	27.6	4	17	3	29.2	3	11	6	27.4	3	14	3
Mathematics	29.3	1	17	4	32.8	0	7	12	30.4	0	10	7
Science	32.1	1	9	10	33.5	0	1	16	31.6	0	9	8
Social Science	31.4	1	7	14	34.1	0	2	16	31.6	0	12	5

III. School Climate

School Safety Plan (School Year 2009-10)
This section provides information about the school's comprehensive safety plan.

A school disaster and safety plan has been developed and is approved yearly. The plan includes: emergency procedures in case of fire, earthquakes, traumatic incidents, imminent danger (code red), evacuation/relocation, civil defense/disorder, bomb threat/bomb emergency, chemical spill, crime in progress, and fire/explosion. All teachers have copies in their rooms and are familiar with the procedures. Our staff goes through a yearly review of the procedure. A copy is available in the office should you care to view it. Providing a safe, clean and comfortable place to learn is a high priority at Marsh Junior High School.

Marsh Junior High School's discipline policy is directed towards prevention. It is expected that students will respect the rights of others and conduct themselves in an appropriate manner at all times.

All students receive a discipline handbook and school folder which describes our policies and expectations. High visibility of administration and staff before and after school and during lunch has resulted in fewer behavior problems. Teachers or administrators will deal with infractions of rules and regulations in a manner appropriate to the specific offense and to the individual student. The central purpose of any disciplinary action will be to teach students their personal responsibilities in maintaining order at Marsh Junior High School.

At the beginning of each school year the administrators visit every classroom to emphasize and clarify school expectations, such as attendance, behavior, dress, academics and suggestions on how to be successful at MJHS.

The top ten rules to live by at MJHS:

1. Keep your hands to yourself.
2. Keep negative comments to yourself.
3. Be to class on time and do your homework.
4. Leave electronic equipment home.
5. Respect all persons and property.
6. No gum chewing.
7. Leave dangerous objects at home.
8. Pick up your trash.
9. Clear your absences.
10. Wear appropriate school attire.

Peer-Helpers Program (Peer Counseling) - Each year representatives of our student body are nominated by their peers and trained by the counseling staff as peer counselors. They are taken on a retreat where they are given the parameters of their job assignments and legal responsibilities. Peer counselors are available to help students through minor issues.

Conflict Resolution Process - Our conflict resolution process has evolved by design to its current status. The entire administration and counseling staff are trained mediators. MJHS has also trained students to be mediators. We are finding that an increasing number of students are using the conflict resolution process to solve their problems.

Campus Supervision During Key Hours - The key hours have been identified at MJHS and personnel have been assigned accordingly.

- 2 people 7:30 - 8:15 a.m.
- 5 people 11:40 - 12:40 p.m.
- 2 people 2:30 - 3:30 p.m.
- 1 person 3:30 - 4:00 p.m.

Harassment Complaints (Racial, Sexual or Religious) - An administrator has been assigned the responsibility to follow up on all harassment complaints. The administration follows the procedures outlined in our district policy guidelines. Complaint forms are located in the office.

Crisis Counselor - The position is absorbed into personnel. Funds are needed to provide materials. A crisis counselor is available during the school day. A site crisis manual and emergency procedures manual are given to all staff as part of their teacher handbook. There is a formal process for initiating the Chico Unified School District Crisis Team to deal with significant issues affecting large numbers of students at school sites. Since 1997 there has been mandated crisis training/simulations for all district management and support personnel.

Participation in the Serious Habitual Offenders (SHO) Program - MJHS has had a representative on the SHO program committee since its inception working with the Chico Police Department, Butte County Probation, District Attorney's Office, Sheriff's Department and other schools in the Butte County area. These agencies help identify, track and supervise serious habitual offenders. Regular probation interviews on campus are conducted by the Chico Police Department School Resource Officer (SRO) and the Butte County Probation Officer. MJHS students who are entering probation, currently on probation, or are exiting probation go through an interview process with the SRO and Parole Officer (PO). They meet with these students on a regular basis to reinforce positive behavior, good attendance, good grades, and to hopefully stop negative behavior, such as truancies and non-attendance, before they become major issues.

Chico Police Department Youth Offender Diversion Program/Community Service Hours Served on Campus - Students who are assigned to the diversion program can work their community service hours at MJHS under the supervision of a MJHS administrator and staff member. The purpose of this program is to hopefully instill school ownership and pride in the youthful offenders.

Group Counseling - MJHS counselors meet with high-risk groups on a regular basis. They take them through a set curriculum and work with them in groups and as individuals. This program has proven to be valuable.

MJHS SOS Program - Student Outreach Services (SOS) is a dedicated team of multidisciplinary staff members offering alternative interventions and support for students experiencing difficulties in relation to 1) attendance; 2) behavior; 3) health; and/or 4) academics.

Saturday School - MJHS has a Saturday School alternative program. We are finding it to be an effective tool in curtailing and preventing truancies.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	3.2	6.1	0.2	4.0	6.6	0.1
Expulsions	0.3	1.0	0.0	0.7	0.7	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
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.

Marsh Junior High School is fortunate to be one of the newest schools in Chico, opening its doors in 1999. While all the buildings in the original design have yet to be completed, the campus is architecturally beautiful. Currently, we have 30 classrooms, library, administration building, and a portable cafeteria/multi-purpose room. A gymnasium was completed for the 2003 school year. The campus is superior for technology; the equipment is state of the art; the computer labs are exceptional, we have a video editing lab, and all core teachers have Smart Board technology. We have recently added an additional 16 computers to our Library computer lab, which gives us 40 total. All safety, fire alarms, and security systems are new and in place.

School Facility Good Repair Status (School Year 2010-11)
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]	[ ]	[ ]	Clean clay trap in Room 21. Clean trap. WO #42305
Interior: Interior Surfaces	[ ]	[ ]	[X]	[ ]	Missing ceiling tile in Room 27. Replace ceiling tile. WO #42303 Clean ceiling around vents in Room 950. WO #42311
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
Overall 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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	31	27	30	565
Without Full Credential	0	0	0	0
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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	94.38%	5.62%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)
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	1.4	**
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	0.3	---
Library Media Services Staff (paraprofessional)	**	---
Psychologist	0.5	---
Social Worker	**	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.3	---
Resource Specialist (non-teaching)	**	---
Other	**	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. Subjects are reviewed on a seven-year cycle. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. Currently adopted are:

2009 Math
- 7 Holt Math
- 8 Algebra Readiness McDougall Littell
- 7-8 Algebra 1 - Geometry CPM

2006 History
- K-6 Harcourt - Reflections
- 7-8 Glencoe – Discovering Our Past

2007 Science
- K-5 Macmillan – California Science
- 6-8 Prentice Hall – Focus on California Science

2002 Reading/English
- K-6 Houghton Mifflin – A Legacy of Literature
- 7-8 McDougal Littell – Language Arts

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved 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	
Foreign Language	Meets State Guidelines	0	
Health	Meets State Guidelines	0	
Visual and Performing Arts	Meets State Guidelines	0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)
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	$7,754.09	$2,463.27	$5,290.82	$58,677.85
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	0%	-6%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-10%	-13%

Types of Services Funded (Fiscal Year 2009-10)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In addition to these general fund monies, Marsh Junior High School receives supplemental funding for specific purposes. A School Improvement budget will support our school improvement effort and will be governed by our elected School Site Council.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	66	66	67	52	54	56	46	50	52
Mathematics	53	51	57	47	46	47	43	46	48
Science	64	76	75	57	60	64	46	50	54
History-Social Science	57	65	58	45	50	55	36	41	44

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
All Students in the LEA				
All Student at the School				
Male	63	58	75	64
Female	71	55	75	52
Black or African American	47	41	*	*
American Indian or Alaska Native	*	*	*	*
Asian	70	62	80	71
Filipino	*	*	*	*
Hispanic or Latino	44	32	46	38
Native Hawaiian/Pacific Islander	*	*		
White	73	62	81	63
Two or More Races				
Socioeconomically Disadvantaged	47	39	57	34
English Learners	16	16		8
Students with Disabilities	39	32	*	11
Students Receiving Migrant Education Services	*	*	*	*

California Physical Fitness Test Results (School Year 2009-10)
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
7	5.1%	17.7%	75.8%

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	2007	2008	2009
Statewide	8	8	8
Similar Schools	3	5	6

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		
	2007-08	2008-09	2009-10
All Students at the School	4	13	4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	7	18	4
Two or More Races			
Socioeconomically Disadvantaged	17	31	5
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	830	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino	722	712	715
Native Hawaiian/Pacific Islander			753
White	848	820	838
Two or More Races			807
Socioeconomically Disadvantaged	734	713	712
English Learners		660	691
Students with Disabilities		601	580

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 2009-10)
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	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Pend

Federal Intervention Program (School Year 2010-11)
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	---	9
Percent of Schools Currently in Program Improvement	---	38

XI. 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.

Instructional staff participate in selected in-service days designed to improve teaching skills. Marsh students begin school one hour later each Wednesday. This hour is utilized by staff as collaboration time for departments/grade levels to meet and discuss student data, plan units and develop common assessments. Specific topics in the past few years have included literature-based English, assessment, cooperative learning methods, team building activities and ways to utilize our technology in all subjects.

All of our core areas are involved in efforts to align curriculum to state standards. Release time is provided to coordinate curriculum. Middle school "teams" provide a school-within-a-school concept.

We spend considerable time reviewing test results and planning improvement. All teachers are provided test results for all students. Special needs students are assisted through special education, ESL teachers, GATE classes, lunch time and after-school tutoring programs.

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│          School Accountability Report Card                │
│          Reported for School Year 2009-10                 │
│              Published During 2010-11                     │
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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 2010-11)
This section provides the school's contact information.

School		District	
School Name	Neal Dow Elementary	**District Name**	Chico Unified School District
Street	1420 Neal Dow Avenue	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95926	**Web Site**	www.chicousd.org
Phone Number	(530) 891-3110	**Superintendent**	Kelly Staley
Principal	Marilyn Rees	**E-mail Address**	kstaley@chicousd.org
E-mail Address	mrees@chicousd.org	**CDS Code**	04-61424-6003040

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

Neal Dow School is located on the east side of Chico, serving children from Chico's northwest quadrant as well as families who choose to attend Neal Dow through the CUSD Form 10 application process. Neal Dow enrolls approximately 435 students on a traditional school-year district wide schedule.

Our curriculum focus has undergone some significant changes in recent years. Literature has become the key ingredient of our reading program, while writing ties all of language arts together as stated in our belief that writing is a way of developing thinking skills, of generating ideas, and of helping one to survive in an increasingly dynamic and complicated society. Everyday Math concepts and math applications and computation are the emphasis of our mathematics program.

During the 2010 - 2011school year, the Neal Dow staff will continue to focus on a balanced and integrated K-6 Language Arts program with a focus on early literacy. Time for staff to assess curriculum and articulate across tracks and grade levels is accomplished through staff collaboration time. Staff efforts in developing a Professional Learning Community will continue, especially in the area of quick response to the needs of students via a Response to Intervention process.

It is the mission of Neal Dow to engage the support of the staff, parents, students, and community partners to nurture the intellectual, emotional, moral, and physical development of all children, encouraging them to become lifelong learners. Also, our mission is to develop responsible adults supporting a global society with tolerance and respect for others. Our vision is to provide a balanced curriculum, and for all students to be reading and writing at grade level by the end of the third grade.

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

Parent and community involvement is a hallmark of our school. A parent-friendly environment enables us to gather great enrichment resources for our students. Contact the main office for additional information.

Student Enrollment by Grade Level (School Year 2009-10)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	56
Grade 1	54
Grade 2	69
Grade 3	73
Grade 4	68
Grade 5	60
Grade 6	65
Total Enrollment	445

Student Enrollment by Group (School Year 2009-10)
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
Black or African American	3.37	White	69.66
American Indian or Alaska Native	3.82	Two or More Races	
Asian	3.60	Socioeconomically Disadvantaged	42
Filipino	1.35	English Learners	
Hispanic or Latino	12.13	Students with Disabilities	
Native Hawaiian/Pacific Islander	1.35		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.5	4	0	0	20.0	2	0	0	28.5	0	2	0
1	21.3	1	2	0	20.0	3	0	0	28.5	0	2	0
2	20.0	3	0	0	20.7	2	1	0	31	0	2	0
3	19.4	3	2	0	20.3	2	1	0	27.5	0	2	0
4	33.0	0	0	2	30.5	0	2	0	34.5	0	0	2
5	32.5	0	1	1	34.5	0	0	2	31.5	0	2	0
6	31.5	0	2	0	31.0	0	2	0	29	0	2	0
K-3	19.0	1	0	0	20.5	1	1	0	27	0	1	0
3-4	0.0	0	0	0	0.0	0	0	0	0	0	0	0
4-8	0.0	0	0	0	0.0	0	0	0	0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0	0	0	0

III. School Climate

School Safety Plan (School Year 2009-10)
This section provides information about the school's comprehensive safety plan.

The School Site Council has developed a Safe School Plan, which consists of four components: tolerance for diversity; well-maintained and attractive school site; appropriate behavior; and safe and nurturing environment. Our plan stresses prevention; our goal is to be prepared. Ongoing training and drills allow us to increase our ability to deal with conflict and other threats to safety. We have established a crisis response team, an emergency phone tree, and specific emergency plans.

A precise disaster plan includes emergency procedures in case of Traumatic Incidents, Imminent Danger--Code Red, Evacuation/Relocation, Civil Defense/Disorder, Bomb Threat/Bomb Emergency, Earthquake, Chemical Spill, Crime in Progress, and Fire/Explosion.

In an effort to ensure student safety while traveling to and from school, a crossing guard is located at the corner of Fifth Avenue and Downing. A walkway was constructed leading from the campus to the gate on Downing Avenue, and the gate is opened morning and afternoon to ease congestion at the front of the school. One-way traffic takes place in the school's parking lot, a crosswalk has been marked, and a drop-off zone for students has been established.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	1.9	3.3	0.0	4.0	6.6	0.1
Expulsions	0.0	0.0	0.0	0.7	0.7	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
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.

Neal Dow School was built in 1964. The school has 20 regular K-6 classrooms, a portable which houses the Special Day Class and Speech, a multipurpose room, and a resource room. The office and staff workspaces were remodeled in 1990.

Teaching and learning are protected activities at Neal Dow. Our mission is to have every child reading by the end of third grade, and we provide interventions for students who are struggling academically. In addition to the regular classroom space, small group reading and workstations are available for individual or small group support. Adequate playground space, equipment, courts and fields are available for outside activities. Teachers have both a staff room and work room.

The school makes an effort to keep students safe on school grounds by offering a breakfast program, homework help and playground supervision before school; classroom instruction, supervised learning activities, and playground supervision during the school day; and bus and playground supervision after school. School personnel and volunteers wear identification badges, everyone visiting the school must check in at the office, and volunteers are required to fill out qualifying forms. During the school day, door lock blocks are used and gates to the campus are locked. During the 2010-11 school year, our school is able to offer four hours of supervised help with homework, academic instruction, recreation and enrichment. This program is grant funded.

Our campus is in good repair. It is attractive, clean, safe, and functional. Our custodians and district maintenance staff ensure that repairs necessary to keep the school in good working order are completed. Each building has adequate restroom facilities.

School Facility Good Repair Status (School Year 2010-11)
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]	[ ]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[X]	[ ]	Ballast out in Room 910. Replace ballast. WO #42344
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
Overall 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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	24	21	20	565
Without Full Credential	0	0	0	0
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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	100%	0%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)
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	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	0.25	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.6	---
Resource Specialist (non-teaching)	0	---
Other	0	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. Subjects are reviewed on a seven-year cycle. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. Currently adopted are:

2006 History
K-6 Harcourt - Reflections
7-8 Glencoe – Discovering Our Past

2007 Science
K-5 Macmillan – California Science
6-8 Prentice Hall – Focus on California Science

2009 Math
K-6 McGraw Hill/Wright Group - Everyday Math

2002 Reading/English
K-6 Houghton Mifflin – A Legacy of Literature
7-8 McDougal Littell – Language Arts

These standards aligned textbooks are in the hands of all students within two years of adoption.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved 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	
Foreign Language	Meets State Guidelines	0	
Health	Meets State Guidelines	0	
Visual and Performing Arts	Meets State Guidelines	0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)
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	$8,056.29	$2,744.08	$5,312.21	$63,110.59
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	-1%	5%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-11%	-1%

Types of Services Funded (Fiscal Year 2009-10)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In addition to these general fund monies, Neal Dow receives supplemental funding for specific purposes. A School Based Coordinated Program budget supports our school improvement effort, and is budgeted by our elected School Site Council. Of these funds, the major portion pays for our classroom instructional aides. The federally funded Title VI budget was used to purchase media materials.

Teacher and Administrative Salaries (Fiscal Year 2008-09)
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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	54	53	52	52	54	56	46	50	52
Mathematics	56	63	49	47	46	47	43	46	48
Science	70	59	64	57	60	64	46	50	54
History-Social Science	0	0	0	45	50	55	36	41	44

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
All Students in the LEA				
All Student at the School	169	158	65	
Male	46	48	61	
Female	59	50	69	
Black or African American	*	*	*	
American Indian or Alaska Native	38	23		
Asian	27	27		
Filipino	*	*	*	
Hispanic or Latino	32	27		
Native Hawaiian/Pacific Islander	*	*		
White	55	53	61	
Two or More Races				
Socioeconomically Disadvantaged	42	37	70	
English Learners	6	6		
Students with Disabilities	25	24	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)
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
5	16.9%	33.8%	20%

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	2007	2008	2009
Statewide	6	7	6
Similar Schools	1	3	3

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		
	2007-08	2008-09	2009-10
All Students at the School	39	2	-21
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	35	16	-30
Two or More Races			
Socioeconomically Disadvantaged	42	1	-44
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	781	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino		712	715
Native Hawaiian/Pacific Islander			753
White	796	820	838
Two or More Races			807
Socioeconomically Disadvantaged	723	713	712
English Learners		660	691
Students with Disabilities		601	580

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 2009-10)

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	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Pending

Federal Intervention Program (School Year 2010-11)

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	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	---	9
Percent of Schools Currently in Program Improvement	---	38

XI. 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.

The Neal Dow staff participates in staff development, allowing monthly meeting time for collaboration in working toward our goal of achieving excellence in public education. A major curriculum focus is in the area of Standards Based Assessment. Another is full implementation of math and language arts curriculum.

To enhance teacher training and curricular development, individual staff members are encouraged to participate in the statewide subject matter programs.

We have written a school improvement plan that incorporates the budgeting of categorical (state) monies for the purpose of program improvement.

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School Accountability Report Card
Reported for School Year 2009-10
Published During 2010-11

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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 2010-11)
This section provides the school's contact information.

School		District	
School Name	Oakdale School	**District Name**	Chico Unified School District
Street	2376 North Avenue, Rm 101	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95926	**Web Site**	www.chicousd.org
Phone Number	(530) 895-4129	**Superintendent**	Kelly Staley
Principal	Kenneth A. Ball	**E-mail Address**	kstaley@chicousd.org
E-mail Address	kball@chicousd.org	**CDS Code**	04-61424-0430199

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

Oakdale School is a K-12 independent study school within CUSD. It was created in October of 2001. Oakdale is accredited by the Western Association of Schools and Colleges through 2011. The school serves a diverse student population.

Oakdale is located on two sites; grades K-6 are housed at Rosedale elementary school while grades 7-12 are located on the Bidwell Junior High School campus. Oakdale students meet the same requirements for grade promotion and graduation as the rest of the students in the Chico Unified School District. The school is designed to serve a population of approximately 150 students.

Mission - Our mission: A quality educational experience through individual study.

Vision - The goal of Oakdale School is to provide a positive individualized learning environment where all students are encouraged to work to their academic potential, accept responsibility for their educational achievement, and become responsible members of the community.

Credit System - Credit in independent study is awarded according to the amount and quality of work completed for each assignment. Weekly homework approximates the number of hours students would otherwise be attending a comprehensive school setting.

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

Our parents are encouraged to become involved with different school activities including School Site Council, field trips, family get-togethers, career education and post-secondary school planning, as well as award/recognition, promotion and graduation ceremonies. Due to the nature of independent study, all parents/guardians are expected to support their student with supplemental academic assistance, and are encouraged to attend meetings with teachers.

Student Enrollment by Grade Level (School Year 2009-10)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	2
Grade 1	2
Grade 2	2
Grade 3	1
Grade 4	1
Grade 5	2
Grade 6	1
Grade 7	3
Grade 8	3
Ungraded Elementary	0
Grade 9	7
Grade 10	26
Grade 11	42
Grade 12	60
Ungraded Secondary	0
Total Enrollment	152

Student Enrollment by Group (School Year 2009-10)

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
Black or African American	7.24	White	75.00
American Indian or Alaska Native	2.63	Two or More Races	
Asian	0.66	Socioeconomically Disadvantaged	
Filipino	0.66	English Learners	
Hispanic or Latino	13.16	Students with Disabilities	
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2008-09 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2009-10 Avg. Class Size	Number of Classrooms 1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	**	**	**	**
1	0.0	0	0	0	20.0	1	0	0	**	**	**	**
2	0.0	0	0	0	0.0	0	0	0	**	**	**	**
3	0.0	0	0	0	0.0	0	0	0	**	**	**	**
4	0.0	0	0	0	0.0	0	0	0	**	**	**	**
5	0.0	0	0	0	0.0	0	0	0	**	**	**	**
6	0.0	0	0	0	0.0	0	0	0	**	**	**	**
K-3	0.0	0	0	0	0.0	0	0	0	**	**	**	**
3-4	0.0	0	0	0	0.0	0	0	0	**	**	**	**
4-8	0.0	0	0	0	0.0	0	0	0	**	**	**	**
Other	0.0	0	0	0	0.0	0	0	0	**	**	**	**

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	2007-08 Avg. Class Size	Number of Classrooms 1-22	23-32	33+	2008-09 Avg. Class Size	Number of Classrooms 1-22	23-32	33+	2009-10 Avg. Class Size	Number of Classrooms 1-22	23-32	33+
English	0	0	0	0	0.0	0	0	0	**	**	**	**
Mathematics	21.3	2	0	1	26.0	1	1	1	**	**	**	**
Science	0	0	0	0	0.0	0	0	0	**	**	**	**
Social Science	0	0	0	0	0.0	0	0	0	**	**	**	**

School Safety Plan (School Year 2009-10)
This section provides information about the school's comprehensive safety plan.

The Safe Schools Plan for Oakdale School is updated annually. The plan addresses specific situations including traumatic incidents, imminent danger, evacuation procedures, civil defense/disorder, bomb threats, earthquakes, chemical spills, crime in progress and fire/explosion. The Safe Schools Plan and budget is available for review in the Oakdale office. Students and staff are instructed and drills are conducted with regard to the state required earthquake and fire procedures at least two times during the year. Staff and students are instructed and expected to follow the lead of the host campus on which they reside.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.0	0.8	0.1	4.0	6.6	0.1
Expulsions	0.0	0.8	0.0	0.7	0.7	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
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.

Oakdale School has enjoyed a safe and healthy environment since its inception. Our school consists of one classroom located on an elementary site for our K-6 grade program and a main office and three adjoining classrooms located on a junior high campus for our 7-12 grade program, and use of school facilities at both sites. Students respect the educational programs and environment of both campuses. Both sites are wired for computers and enjoy internet access. Our sites receive custodial and maintenance service from site and district personnel.

School Facility Good Repair Status (School Year 2010-11)
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]	Floor tiles missing in MPR. Floor tiles will be replaced. Carpet needs patching in Room 918. Carpet will be patched. Wall and ceiling tiles missing in Gym. Tiles will be replaced. Work Order #37747.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[X]	[ ]	Light out in Rooms 102 and 501. Lamps will be replaced. Work Order #37748.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Goose neck sink leaks Room 109. Check all. Leaks will be repaired. Work Order #37749.
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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	6	6	**	**
Without Full Credential	0	0	**	**
Teaching Outside Subject Area of Competence	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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)
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	**	**
All Schools in District	**	**
High-Poverty Schools in District	**	**
Low-Poverty Schools in District	**	**

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)
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	**	**
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	**	---
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 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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 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	Most Recent SBE or Local Governing Agency Approved 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	
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)		0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)
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	$7,940.25	$2,973.67	$4,966.57	$67,773.36
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	0%	9%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-11%	3%

Types of Services Funded (Fiscal Year 2009-10)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Students are supported beyond their regular access to teachers and curricula by a team of Instructional Assistants whose responsibility is to help the students toward mastery of the materials. They are engaged in intervention activities as well as remediation. CSU, Chico provides undergraduate students who are completing Community Service in response to extra support they have experienced by working 1:1 as Math Tutors. Oakdale also has several retired educators who contribute time with students in a support role, intervention and remediation.

Teacher and Administrative Salaries (Fiscal Year 2008-09)
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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	37	40	41	52	54	56	46	50	52
Mathematics	40	23	12	47	46	47	43	46	48
Science	39	44	42	57	60	64	46	50	54
History-Social Science	26	21	24	45	50	55	36	41	44

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
All Students in the LEA				
All Student at the School				
Male	41	14		27
Female	40	11	39	22
Black or African American	*			*
American Indian or Alaska Native	*	*	*	*
Asian				*
Filipino	*	*		
Hispanic or Latino	29			27
Native Hawaiian/Pacific Islander				
White	41	16	38	26
Two or More Races				
Socioeconomically Disadvantaged	32	8	38	15
English Learners				*
Students with Disabilities				
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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	*	*	65	61.6	61.6	62.8	52.9	52.9	54
Mathematics	*	*	52.4	63.7	63.7	62.9	51.3	51.3	53.4

California High School Exit Examination Grade Ten 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 in the LEA						
All Students at the School						
Male	*	*	*	*	*	*
Female	38.5	38.5	23.1	61.5	30.8	7.7
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	33.3	46.7	20	37.5	50	12.5
Two or More Races						
Socioeconomically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2009-10)
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
5	**	**	**
7	**	**	**
9	27.3%	27.3%	9.1%

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	2007	2008	2009
Statewide			
Similar Schools			

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		
	2007-08	2008-09	2009-10
All Students at the School	50	-65	6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	**LEA**	**State**
All Students at the School	685	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino		712	715
Native Hawaiian/Pacific Islander			753
White		820	838
Two or More Races			807
Socioeconomically Disadvantaged		713	712
English Learners		660	691
Students with Disabilities		601	580

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 2009-10)

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

Federal Intervention Program (School Year 2010-11)

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	---	9
Percent of Schools Currently in Program Improvement	---	38

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	13.8	25.9	22.4	3.1	3.9	4.5	4.4	3.9	4.5
Graduation Rate	71.0	53.4	68.9	84.1	83.3	86.4	80.6	80.2	78.4

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2009		
	School	District	State
All Students	41.7%	87.9%	N/A
African American	3.3%	2.9%	N/A
American Indian or Alaska Native		1.3%	N/A
Asian		5.2%	N/A
Filipino		.4%	N/A
Hispanic or Latino	5%	14.4%	N/A
Pacific Islander		1%	N/A
White (not Hispanic)	33.3%	61.7%	N/A
Socioeconomically Disadvantaged			N/A
English Learners	5%	4%	N/A
Students with Disabilities	1.7%	7.1%	N/A

Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

n/a

Career Technical Education Participation (School Year 2009-10)

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

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

Courses for University of California and/or California State University Admission (School Year 2009-10)

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	
Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2009-10)
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	**	---
Fine and Performing Arts	**	---
Foreign Language	**	---
Mathematics	**	---
Science	**	---
Social Science	**	---
All courses	**	**

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.

Oakdale School faculty participates in a wide variety of professional development activities. Teachers are being trained in the application of technology to enhance curricular instruction and participate throughout the year in various workshops, conferences, and seminars designed to improve student achievement.

School Accountability Report Card
Reported for School Year 2009-10
Published During 2010-11

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 2010-11)
This section provides the school's contact information.

School		District	
School Name	Parkview Elementary School	**District Name**	Chico Unified School District
Street	1770 E. Eighth Street	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95928	**Web Site**	www.chicousd.org
Phone Number	(530) 891-3114	**Superintendent**	Kelly Staley
Principal	Ted Sullivan	**E-mail Address**	kstaley@chicousd.org
E-mail Address	tsulliva@chicousd.org	**CDS Code**	04-61424-6003073

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

Parkview School is a multi-ethnic school located on the east side of Chico, on East 8th Street adjacent to Bidwell Park. It is one of 12 elementary schools in the Chico Unified School District. Parkview is embracing a Science, Technology, Engineering, and Mathematics (STEM) focus for all students at all grade levels. It also houses one Gifted and Talented class for the third grade level.

Parkview is part of the State School Based Coordinated Program, as are all of the schools in Chico Unified School District. Supplemental state and federal funding includes Title I, Title II, Title VI, EIA/Limited English, and Food Services. In addition to these services, we participate in the Mini-Corps Program, America Reads, and Chico Area Volunteers in Education (CAVE) program and AmeriCorps programs. Many staff members host student teachers which also provide extra support in the classrooms.

The Parkview School community provides a quality academic and social education that promotes personal success. This is accomplished through standards-based instruction, on-going assessment, and high academic and behavioral expectations in a safe, engaging, language-rich environment.

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

Parents at Parkview School are encouraged to participate in many activities including: Community Based Education (ESL for adults), Parent Teacher Organization, Positive Parenting classes, and volunteering in classes. Our targeted case manager, assistant principal, and teachers coordinate these activities as well as linking families to community services and resources. Ideas and suggestions are also solicited yearly through a parent survey. Contact the main office for more information.

Student Enrollment by Grade Level (School Year 2009-10)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	31
Grade 1	29
Grade 2	28
Grade 3	48
Grade 4	35
Grade 5	24
Grade 6	29
Total Enrollment	224

Student Enrollment by Group (School Year 2009-10)
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
Black or African American	4.02	White	39.29
American Indian or Alaska Native	2.23	Two or More Races	
Asian	6.25	Socioeconomically Disadvantaged	
Filipino	0.89	English Learners	
Hispanic or Latino	41.52	Students with Disabilities	
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.3	4	0	0	18.0	6	0	0	28	**	1	**
1	20.0	3	0	0	19.7	3	0	0	30	**	1	**
2	17.0	3	0	0	19.7	3	0	0	27	**	1	**
3	18.0	3	0	0	17.0	3	0	0	25	1	1	**
4	26.0	0	1	0	26.5	1	0	1	32	**	1	**
5	29.0	0	1	0	35.0	0	0	1	**	**	**	**
6	24.0	0	1	0	28.3	0	3	0	30	**	1	**
K-3	17.3	3	0	0	18.0	2	0	0	**	**	**	**
3-4	0.0	0	0	0	0.0	0	0	0	**	**	**	**
4-8	24.5	0	4	0	26.0	0	1	0	27	**	1	**
Other	0.0	0	0	0	0.0	0	0	0	**	**	**	**

III. School Climate

School Safety Plan (School Year 2009-10)
This section provides information about the school's comprehensive safety plan.

The School Safety plan is updated annually in accordance with Senate Bill 187. The key elements of the plan include traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. The Parkview students and staff participate in monthly fire drills, quarterly earthquake drills and a biannual red code drill. A school disaster plan has been developed which includes emergency procedures in case of fire, earthquake or other disasters. A copy is available in the office should you desire to view it. All visitors to the campus are required to check in through the office and wear a visitor's badge. Substitute teachers and instructional aides sign in and wear substitute badges. Signs are posted at each entrance to the school that states this policy.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	3.5	4.1	0.1	4.0	6.6	0.1
Expulsions	0.0	0.0	0.0	0.7	0.7	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
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.

The district takes great efforts to ensure that all schools are clean, safe, and functional. The original buildings at Parkview were constructed in 1953. Permanent buildings were added in 1965 and 1967. Portables were added in 1986, 1988, 1995, 1997 and 2000. Parkview currently has 19 regular classrooms, 8 portable classrooms, a Library, Multipurpose Room/Cafeteria and PACE Center. During 1993, the original buildings underwent reconstruction funded by the State. This project included the removal of asbestos, the addition of new heating/air conditioning systems, renovation of flooring, wall covering, lowered ceilings and new cabinetry. The multipurpose room, office and classrooms were included in the project. The total square footage is 44,402.79 on 7.48 acres. The school's practical student capacity is 551 students. New playground equipment was provided by PTA funds and a new field and sprinklers were installed in 1999. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The day and nighttime custodians keep the school clean and in good repair. The day custodian arrives before day break to have the campus ready for the opening of the school day. The playground is checked and cleared of any litter/debris that may have accumulated overnight. Graffiti is dealt with immediately when discovered. All staff and students work together to do a good job keeping litter picked up and the school grounds tidy. In addition, the district sends a grounds crew on a weekly basis and a maintenance team on an "as needed" basis. Any safety issue is dealt with immediately. Parkview students, staff and parents take pride in maintaining the appearance of our beautiful school.

School Facility Good Repair Status (School Year 2010-11)
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]	[ ]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	Electrical panel covered by map in Room 9. Removed map. WO #42311
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	Stained ceiling tile in Rooms 1 and 19. Paint ceiling tiles with stain block paint. WO #42301
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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	27	28	13	565
Without Full Credential	0	0	0	0
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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	100%	0%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)
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	**	**
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	**	---
Library Media Services Staff (paraprofessional)	**	---
Psychologist	0.3	---
Social Worker	**	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.4	---
Resource Specialist (non-teaching)	**	---
Other	**	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. Currently adopted are:

2006 History
K-6 Harcourt - Reflections
7-8 Glencoe – Discovering Our Past

2007 Science
K-5 Macmillan – California Science
6-8 Prentice Hall – Focus on California Science

2009 Math
K-6 The Wright Group - Everyday Mathematics
7-8 Holt Pre-Algebra
8 - McDougal Littell - Algebra Readiness
8 - CPM - Algebra

2002 Reading/English
K-6 Houghton Mifflin – A Legacy of Literature
7-8 McDougal Littell – Language Arts

These standards aligned textbooks are in the hands of all students within two years of adoption.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved 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	
Foreign Language	Meets State Guidelines	0	
Health	Meets State Guidelines	0	
Visual and Performing Arts	Meets State Guidelines	0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)
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	$8,379.62	$3,029.27	$5,350.35	$60,789.31
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	1%	0%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-9%	-6%

Types of Services Funded (Fiscal Year 2009-10)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In addition to these general fund monies, Parkview receives supplemental funding for specific purposes. A School Based Coordinated Program supports our School Improvement Plan and is budgeted by our elected School Site Council. These funds include EIA-LEP support and SIP moneys. Parkview is a designated Title I school and qualifies for federal funds to assist students who are below average in reading and math.

Teacher and Administrative Salaries (Fiscal Year 2008-09)
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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	36	41	44	52	54	56	46	50	52
Mathematics	38	44	44	47	46	47	43	46	48
Science	52	29	58	57	60	64	46	50	54
History-Social Science	0	0	0	45	50	55	36	41	44

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
All Students in the LEA				
All Student at the School				
Male	44	52	73	
Female	43	34		
Black or African American	*	*		
American Indian or Alaska Native	*	*	*	
Asian				
Filipino	*	*		
Hispanic or Latino	37	37		
Native Hawaiian/Pacific Islander				
White	52	53	*	
Two or More Races				
Socioeconomically Disadvantaged	40	38	50	
English Learners	24	22		
Students with Disabilities	40	45	*	
Students Receiving Migrant Education Services	*	*		

California Physical Fitness Test Results (School Year 2009-10)

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
5	15.8%	36.8%	21.1%

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	2007	2008	2009
Statewide	4	3	2
Similar Schools	2	1	1

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		
	2007-08	2008-09	2009-10
All Students at the School	-7	-3	36
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	12	-1	57
Native Hawaiian/Pacific Islander			
White	-28	-6	12
Two or More Races			
Socioeconomically Disadvantaged	-6	2	78
English Learners	9	6	32
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	749	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino	724	712	715
Native Hawaiian/Pacific Islander			753
White	797	820	838
Two or More Races			807
Socioeconomically Disadvantaged	726	713	712
English Learners	664	660	691
Students with Disabilities		601	580

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 2009-10)
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	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Pending

Federal Intervention Program (School Year 2010-11)
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	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	9
Percent of Schools Currently in Program Improvement	---	38

XI. 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.

Reading/Language Arts and Math continue to be our primary focus for instruction with the infusion of the STEM program. Teachers are working to provide more STEM opportunities for their students through the core curriculum. Teachers have the opportunity for staff development throughout the year. We are focusing on the steps involved in the professional learning community development. The district is also focusing on data review at grade levels based on the information garnered during benchmark and state testing programs. The teachers meet regularly to discuss the findings and to consider program implications.

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School Accountability Report Card
Reported for School Year 2009-10
Published During 2010-11

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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 2010-11)
This section provides the school's contact information.

School		District	
School Name	Pleasant Valley High School	**District Name**	Chico Unified School District
Street	1475 East Avenue	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95926	**Web Site**	www.chicousd.org
Phone Number	(530) 891-3050	**Superintendent**	Kelly Staley
Principal	John Shepherd	**E-mail Address**	kstaley@chicousd.org
E-mail Address	jshepherd@chicousd.org	**CDS Code**	04-61424-0437558

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

MISSION:
TO PROMOTE INDIVIDUAL STUDENT EDUCATIONAL SUCCESS VIA A SEQUENCE OF TEACHING, LEARNING, ASSESSMENT AND SUPPORT.

Our Vision is focused by the following 5 questions: 1) What do we want students to learn? 2) How will we know if they have learned? 3) What will we do if they haven't learned? 4) What will we do if they have learned? 5) How will we provide opportunities for every student to connect to the PV community?

Pleasant Valley High School is a four-year comprehensive high school. PVHS is accredited by the Western Association of Schools and Colleges, and presently has full accreditation through 2015. PVHS is also recognized as a California Distinguished School. Students come from a variety of ethnic and cultural backgrounds.

School personnel, students and parents are presently studying ways to improve the school program. A core academic program is required of all students and a wide variety of elective courses in the areas of fine arts, industrial technology and physical education are offered. There is a cooperative arrangement between Pleasant Valley High School and the local colleges that allows our students to enroll concurrently in college classes.

PVHS is recognized locally and statewide as a strong academic school. We are one of only a few schools in California with an International Baccalaureate program for students who want the most rigorous academic course of study. In addition, we offer Carl Perkins funded school-to-career pathways as well as the Visions Academy in special education and the ACE Life Academy in Home Economics. We have tech-prep classes, 2 + 2 programs, and many Advanced Placement courses that can be taken for college credit. We strive to serve each student and provide a variety of programs to meet the needs of students at this school.

We believe that each student must acquire a core education of basic skills while in high school. Even so, we expect all students to achieve the high standards we have set for them.

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

Parents are encouraged to participate in school life. There are four parent representatives on the School Site Council, which meets monthly on the third Tuesday at 3:00 pm in room L-1, a classroom located adjacent to the main library floor. In addition, the Parent Teacher Student Association meets in the library monthly at 5:30 pm. Parents are invited to attend both meetings. For parents of English learners, there is an EL Advisory Committee that meets on campus during the school year.

Parents also comprise various booster organizations on campus. We have a Sports Booster and a Music Boosters group that meet regularly. Contact the main office for more information.

Student Enrollment by Grade Level (School Year 2009-10)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	543
Grade 10	524
Grade 11	470
Grade 12	404
Total Enrollment	1,970

Student Enrollment by Group (School Year 2009-10)
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
Black or African American	2.79	White	74.01
American Indian or Alaska Native	1.52	Two or More Races	
Asian	6.14	Socioeconomically Disadvantaged	
Filipino	0.71	English Learners	
Hispanic or Latino	13.91	Students with Disabilities	
Native Hawaiian/Pacific Islander	0.61		

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	2007-08				2008-09				2009-10			
	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	29	18	15	36	31.3	6	26	33	30.2	8	25	26
Mathematics	31	3	27	22	33.1	0	18	30	30.3	2	41	14
Science	30.9	3	19	17	32.2	2	12	23	29.8	3	23	8
Social Science	32.4	0	20	28	32.9	1	22	26	28.0	8	25	12

III. School Climate

School Safety Plan (School Year 2009-10)
This section provides information about the school's comprehensive safety plan.

PVHS has a SB 187 School Safety Plan that is updated annually. We utilize a camera monitoring system as well as campus supervisors who are present on campus at all times. The safety plan describes procedures for various natural and man-made disasters. Safety drills are described including drills for fire, earthquake, etc. The School Site Council meets once a month to review any identifiable condition that needs attention. We also have a school crisis team to respond to the needs of students during and following critical circumstances. In addition we have a school safety team to review conditions on campus.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	5.1	11.5	0.1	4.0	6.6	0.1
Expulsions	1.6	1.9	0.01	0.7	0.7	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
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.

Pleasant Valley High School has facilities to accommodate the divergent needs of our students. In addition to classroom space, we are fortunate to have modern library, science, and English buildings that were constructed within the last 13 years. Our long-awaited Center for the Arts building has been completed and is in full use. Many CUSD and Chico Community organizations are reserving and utilizing the facility to provide educational and entertainment opportunities for our region.

Currently, PVHS has established a PV Facility Committee to begin conceptual design planning for additional classroom buildings on the site, with a goal of beginning construction in the fall of 2012.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (School Year 2010-11)
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 tiles in Rooms B-6, C-3, C-4, C-7, D-3, and O-5. Paint ceiling tile with stain block paint. WO #42301 Broken floor tile in Room B-3. Replace broken tile. WO #42309
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	East Gym. Emergency lights not working. Evaluate problem and repair. WO #42304
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
Overall 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
	2007-08	**2008-09**	**2009-10**	**2009-10**
With Full Credential	92	89	92	565
Without Full Credential	0	1	0	0
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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	1	1	2
Total Teacher Misassignments	1	1	2
Vacant Teacher Positions	1	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)
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	94.20%	5.80%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)
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	**
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (paraprofessional)	**	---
Psychologist	1	---
Social Worker	**	---
Nurse	0.4	---
Speech/Language/Hearing Specialist	0.4	---
Resource Specialist (non-teaching)	**	---
Other	**	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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 and Board of Education approval. The Pleasant Valley library maintains approximately 23,000 books and has many technology-based resources; i.e., electronic data bases, word processing, desktop publishing, art prints, video materials, computer software and off-site telecommunications resources. In addition, pre-selected Internet resources designed to support the state standards are provided through the library home page.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved 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	
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 2008-09)
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	$8,153.53	$2,730.49	$5,423.04	$63,704.72
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	1%	3%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-10%	-3%

Types of Services Funded (Fiscal Year 2009-10)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Pleasant Valley High School provides special education, English Language Learner, and Below Basic Reader support services in order to help students succeed in classes. Severely Handicapped support as well as transitional program support is provided for students that have IEPs for that support. Ninth grade students reading below basic on STAR testing are provided additional instruction in a READ 180 curriculum.

Teacher and Administrative Salaries (Fiscal Year 2008-09)
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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	56	62	60	52	54	56	46	50	52
Mathematics	34	33	34	47	46	47	43	46	48
Science	67	67	68	57	60	64	46	50	54
History-Social Science	53	60	67	45	50	55	36	41	44

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
All Students in the LEA				
All Student at the School				
Male	58	38	72	73
Female	63	29	64	60
Black or African American	37	14	53	46
American Indian or Alaska Native	78	44	*	*
Asian	62	49	62	64
Filipino	73	45	*	*
Hispanic or Latino	43	24	51	50
Native Hawaiian/Pacific Islander	*	*	*	*
White	64	34	72	71
Two or More Races				
Socioeconomically Disadvantaged	44	31	51	50
English Learners	7	13	18	18
Students with Disabilities	19	26	21	26
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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	65.0	65.0	65.2	61.6	61.6	62.8	52.9	52.9	54
Mathematics	70.9	70.9	69.9	63.7	63.7	62.9	51.3	51.3	53.4

California High School Exit Examination Grade Ten 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 in the LEA						
All Students at the School						
Male	41.9	33.8	24.2	26.8	46.4	26.8
Female	26.2	37.4	36.4	34.1	49.8	16.1
Black or African American	50	18.8	31.2	62.5	18.8	18.8
American Indian or Alaska Native	*	*	*	*	*	*
Asian	51.7	27.6	20.7	30	36.7	33.3
Filipino	*	*	*	*	*	*
Hispanic or Latino	56.9	29.2	13.8	49.2	41.5	9.2
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	28.8	37.8	33.4	24.7	51.7	23.6
Two or More Races						
Socioeconomically Disadvantaged	56.7	32.3	11	50.8	34.6	14.6
English Learners	78	22	0	60.5	30.2	9.3
Students with Disabilities	77.5	17.5	5	78.3	15.2	6.5
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2009-10)
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	10.5%	26%	50.7%

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	2007	2008	2009
Statewide	9	9	8
Similar Schools	9	9	8

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		
	2007-08	2008-09	2009-10
All Students at the School	7	8	15
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	17	-7	52
Native Hawaiian/Pacific Islander			
White	7	11	7
Two or More Races			
Socioeconomically Disadvantaged	4	-7	23
English Learners			30
Students with Disabilities	-13	27	-3

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	815	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino	753	712	715
Native Hawaiian/Pacific Islander			753
White	827	820	838
Two or More Races			807
Socioeconomically Disadvantaged	746	713	712
English Learners	705	660	691
Students with Disabilities	566	601	580

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 2009-10)

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	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Pending

Federal Intervention Program (School Year 2010-11)

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	---	9
Percent of Schools Currently in Program Improvement	---	38

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	0.8	1.6	1.9	3.1	3.9	4.5	4.4	3.9	4.5
Graduation Rate	94.0	92.2	91.2	84.1	83.3	86.4	80.6	80.2	78.4

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2009		
	School	District	State
All Students	96%	87.9%	N/A
African American	3%	2.9%	N/A
American Indian or Alaska Native	.5%	1.3%	N/A
Asian	2%	5.2%	N/A
Filipino	.5%	.4%	N/A
Hispanic or Latino	14%	14.4%	N/A
Pacific Islander	2%	1%	N/A
White (not Hispanic)	75%	61.7%	N/A
Socioeconomically Disadvantaged			N/A
English Learners	3%	4%	N/A
Students with Disabilities	7%	7.1%	N/A

Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Pleasant Valley High School is proud of the many career technical programs that have been added. Along with adding Regional Occupation Program teachers and classes, PV has an exceptional Culinary program, Industrial technology program, Business Education program, as well as many other career oriented programs available to students.

Career Technical Education Participation (School Year 2009-10)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	456
% of pupils completing a CTE program and earning a high school diploma	32%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	66%

Courses for University of California and/or California State University Admission (School Year 2009-10)

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	90
Graduates Who Completed All Courses Required for UC/CSU Admission	65

Advanced Placement Courses (School Year 2009-10)

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	0	---
English	3	---
Fine and Performing Arts	0	---
Foreign Language	4	---
Mathematics	3	---
Science	1	---
Social Science	3	---
All courses	14	17

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.

Curricular development is an ongoing process. Teachers are encouraged and provided training to use State Standards to plan curriculum for their disciplines. They recognize that State assessments are based on the student's proficiency in learning State Standards. Teachers have recently examined student formative assessment data from tests given in core subjects. This process will be repeated three times each year. Each assessment measures student learning on required essential State Standards. Teachers are provided time embedded in the work day to review results and collaborate in course-alike and grade-level teams to develop strategies to pursue high levels of student-learning. At strategic times counselors apply intervention strategies to students who are not learning. These strategies include addition tutorials, core instruction after school, and various incentive devices to increase a student's learning capacity.

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School Accountability Report Card
Reported for School Year 2009-10
Published During 2010-11

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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 2010-11)
This section provides the school's contact information.

School		District	
School Name	Rosedale Elementary - Two Way Immersion School	**District Name**	Chico Unified School District
Street	100 Oak Street	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95928	**Web Site**	www.chicousd.org
Phone Number	(530) 891-3104	**Superintendent**	Kelly Staley
Principal	Claudia de la Torre	**E-mail Address**	kstaley@chicousd.org
E-mail Address	cdelator@chicousd.org	**CDS Code**	04-61424-6003081

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

Rosedale is located on the west side of Chico. Rosedale is the Two Way Immersion Magnet School and houses approximately 534 students on the traditional calendar.

Our Mission:

The Rosedale community is committed to providing a culture of lifelong learning for all students through dual immersion by developing bilingualism and academic excellence in a multicultural environment.

Rosedale Two Way Immersion Elementary School's vision is a safe, educational community with collaboration between adults and children of all ages, cultures, and life experiences that are welcomed, respected, involved and valued.

Rosedale students are self-directed, life-long learners working towards their highest academic potential while taking responsibility for their role in an ever-changing world. Our school community will foster these attributes by utilizing a wide variety of resources and strategies. We value, model and reward character traits: respect, responsibility, honesty, compassion, conscientious, perseverance, positive cooperation, trustworthiness, and patience.

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

Parents have many opportunities for involvement in school programs. There are parent volunteers who assist teachers in classrooms, as well as those who assist in outside projects such as field trip supervision, arts programs, gardening, lunch time activities, and organizing school events. Parent input is sought through a variety of venues such as School Site Council, English Language Learner Advisory Committee, and the Parent Teacher Association (PTA), through Target Case Managers, Bilingual Liaisons, and by an open door access to administration.

Staff on committees oversees parent invitations to school activities such as Family Nights and monthly Award Assemblies. Title I Program informational meetings are held annually. Parent conferences are also an excellent method for communication. To communicate on a regular basis with Rosedale families, weekly school newsletters are sent home in English and Spanish. Contact the main office for more information.

Student Enrollment by Grade Level (School Year 2009-10)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	85
Grade 1	84
Grade 2	76
Grade 3	64
Grade 4	71
Grade 5	71
Grade 6	53
Total Enrollment	504

Student Enrollment by Group (School Year 2009-10)
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
Black or African American	2.38	White	31.94
American Indian or Alaska Native	1.79	Two or More Races	
Asian	0.40	Socioeconomically Disadvantaged	
Filipino	0.60	English Learners	
Hispanic or Latino	60.12	Students with Disabilities	
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)
This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.8	4	0	0	19.3	3	0	0	28.33	**	3	**
1	18.3	3	0	0	19.0	3	0	0	28	**	3	**
2	18.3	3	0	0	17.5	2	0	0	29.5	**	2	**
3	19.0	3	0	0	19.5	2	0	0	29.5	**	2	**
4	24.0	0	2	0	25.0	1	1	0	29	**	2	**
5	28.0	0	2	0	25.0	0	1	0	28	**	2	**
6	23.0	0	1	0	28.5	0	2	0	29	**	1	**
K-3	19.0	2	0	0	18.3	3	0	0	22	**	1	**
3-4	0.0	0	0	0	18.0	1	0	0	**	**	**	**
4-8	30.0	0	1	0	27.0	0	1	0	25.5	**	2	**
Other	0.0	0	0	0	0.0	0	0	0	**	**	**	**

III. School Climate

School Safety Plan (School Year 2009-10)
This section provides information about the school's comprehensive safety plan.

The school safety plan is reviewed and updated on a yearly basis in September-October. Emergency action decisions are made through school, district, police and fire personnel. Key elements of the Safe School Plan cover fire, earthquakes, chemical spills, explosion, weapons, bomb threats, and evacuation and relocation procedures. Potential traumatic incidents are reported to the Crisis Response Team. Notification of extreme emergencies are announced by the Principal via an appropriate warning device or written notice. Teachers have action, evacuation, and relocation procedures posted in each classroom. Supervisors, custodians, office personnel and teachers have access to phone or 2-way radio communication at all times. The school is free of graffiti and vandalism and security checks are regular. Emergency Action Plans are in place and staff and students perform monthly emergency/evacuation drills. The school safety plan is updated annually in accordance with Senate Bill 187.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	4.4	22.2	0.0	4.0	6.6	0.1
Expulsions	2.1	0.2	0.0	0.7	0.7	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
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.

The campus has 26 classrooms available. All classrooms, with the exception of one that is used for a staff room are being used for regular, special education, and additional support services for students. These rooms include space for the Reading Recovery Teacher, Title I Resource, intervention programs, a computer lab, and enrichment programs. Classrooms and seating arrangements are designed for adequate flow and provide easy and safe exit routes in the case of an emergency. Classroom bulletin boards are covered with fire-retardant paper. The bulletin boards encourage interaction, reference, and demonstration of student work. Rosedale has a closed-circuit television system that is used monthly for announcements about student activities and accomplishments, and for safety issues. A school wide intercom system is also used for announcements as necessary.

The school library is fully computerized and annually stocked with new book titles. Athletic facilities include a multipurpose room, four outside basketball courts, two softball fields, two soccer fields and play apparatus. The field was recently leveled and reseeded to provide a safe playing field for students. The parking areas were reconstructed during 2000-01 and a new playground structure installed. A new play apparatus was purchased by our PTA and installed by district personnel. The school grounds are graffiti free and used by a wide variety of school groups. Signs are posted for public use after 4:30 p.m., however, groups and organization must complete a Use of Facilities Form and comply with district guidelines if space is requested on our campus.

Supervision is provided in the multipurpose room at the beginning of the breakfast program, 7:30 a.m. until 8:20 a.m. for students eating breakfast and all other students who arrive early. Certificated staff supervises morning recess until 8:20 a.m. Approximately 40 students participate in morning programs through the 21st Century/ASES Program and are supervised starting at 7:00 a.m. by certificated and classified staff. Students are not allowed in unsupervised areas.

Rosedale also participates in the grant funded ASES/21st Century After School Program in collaboration with CARD from 2:20 p.m. to 6:00 p.m. Monday - Friday. Students participate in both academic and enrichment activities.

School Facility Good Repair Status (School Year 2010-11)
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]	[ ]	[ ]	Room was very warm during visit. HV AC unit repaired. WO #41556
Interior: Interior Surfaces	[X]	[ ]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[X]	[ ]	Electrical panel blocked by cabinet. Move cabinet. WO #42311
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[ ]	[X]	[ ]	Stained ceiling tile in Rooms 1 and 22. Paint ceiling tile with stain block paint. WO #42301
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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	30	27	21	565
Without Full Credential	0	0	0	0
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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	100%	0%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)
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	**	**
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	**	---
Library Media Services Staff (paraprofessional)	**	---
Psychologist	0.5	---
Social Worker	**	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	**	---
Other	**	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. Currently adopted are:

2006 History
K-6 Harcourt - Reflections
7-8 Glencoe – Discovering Our Past

2007 Science
K-5 Macmillan – California Science
6-8 Prentice Hall – Focus on California Science

2009 Math
K-6 McGraw Hill/Wright Group - Everyday Math

2002 Reading/English
K-6 Houghton Mifflin – A Legacy of Literature
7-8 McDougal Littell – Language Arts

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved 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	
Foreign Language	Meets State Guidelines	0	
Health	Meets State Guidelines	0	
Visual and Performing Arts	Meets State Guidelines	0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)
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	$8,425.94	$3,120.79	$5,305.15	$61,670.01
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	-2%	-1%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-12%	-8%

Types of Services Funded (Fiscal Year 2009-10)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Rosedale receives funding from several sources. All funds are budgeted & expended according to state and district guidelines.

Teacher and Administrative Salaries (Fiscal Year 2008-09)
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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	36	35	43	52	54	56	46	50	52
Mathematics	42	40	40	47	46	47	43	46	48
Science	49	50	57	57	60	64	46	50	54
History-Social Science	0	0	0	45	50	55	36	41	44

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
All Students in the LEA				
All Student at the School				
Male	41	44	53	
Female	45	37	61	
Black or African American	*	*		
American Indian or Alaska Native	*	*	*	
Asian				
Filipino	*	*		
Hispanic or Latino	30	30	36	
Native Hawaiian/Pacific Islander				
White	70	61	10	
Two or More Races				
Socioeconomically Disadvantaged	24	26	24	
English Learners	18	19	22	
Students with Disabilities	23	15		
Students Receiving Migrant Education Services	*	*		

California Physical Fitness Test Results (School Year 2009-10)

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
5	15.9%	33.3%	36.2%

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	2007	2008	2009
Statewide	2	4	2
Similar Schools	2	4	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		
	2007-08	2008-09	2009-10
All Students at the School	64	-9	9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	67	-10	-4
Native Hawaiian/Pacific Islander			
White	64	-2	51
Two or More Races			
Socioeconomically Disadvantaged	52	0	-42
English Learners	58	0	-16
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	738	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino	681	712	715
Native Hawaiian/Pacific Islander			753
White	861	820	838
Two or More Races			807
Socioeconomically Disadvantaged	651	713	712
English Learners	638	660	691
Students with Disabilities		601	580

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 2009-10)

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	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Pending

Federal Intervention Program (School Year 2010-11)

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	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	9
Percent of Schools Currently in Program Improvement	---	38

XI. 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.

In-service training for certificated and classified staff is based on needs assessed at the start of the school year. Areas of emphasis focus on Data Analysis, Language Arts and Math. In addition, staff is encouraged to attend workshops and training in line with the designated focus for personal growth. Training sessions are also held for classroom aides to increase skills for working with students. All training is aligned with the goal of improved instruction through curriculum development.

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 2010-11)
This section provides the school's contact information.

School		District	
School Name	Shasta Elementary School	**District Name**	Chico Unified School District
Street	169 Leora Court	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95973	**Web Site**	www.chicousd.org
Phone Number	(530) 891-3141	**Superintendent**	Kelly Staley
Principal	Larry Spini	**E-mail Address**	kstaley@chicousd.org
E-mail Address	lspini@chicousd.org	**CDS Code**	04-61424-6003099

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

Shasta School is located at the north end of Chico, serving the rural/residential community between Commercial Avenue and the Butte County line. Although enrollment in this K-6 school has grown, parents still regard Shasta as a quiet, country school with its peaceful vista of mountains across the valley.

The following statements were developed by our School Site Council and Planning Team in order to communicate our ideals to the community.

Shasta School's mission is to promote high academic achievement for all students while instilling values of responsible citizenship and respect for others in a safe, enriched environment.

It is the vision of Shasta Elementary School that with the aid of pupils, parents, staff and community, students will become confident individuals with positive self-esteem. They will be respectful; effective communicators; creative problem solvers; critical, reflective thinkers; self-directed life-long learners; and users of current technology. In our vision, all students will develop a strong foundation for continual learning by working to high standards and expectations for achievement. Accountability will be shared between parents, educators and the students themselves. Our school will provide students with a safe and secure learning environment where they will take advantage of a wide variety of resources and learning strategies.

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

Parent involvement and support at Shasta are high, with many parents serving as parent volunteers in classrooms and on field trips. An active PTO provides support in many ways, with effort directed toward getting the school community together for social activities.

Grandparents Day, a school sponsored activity for the past 38 years, draws over 1200 grandparents and relatives to the school for a day of programs and activities. Another annual event, the Farmers' Dinner, is sponsored by the PTO and involves all of the school community. Contact the main office for more information.

Student Enrollment by Grade Level (School Year 2009-10)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	90
Grade 1	97
Grade 2	74
Grade 3	90
Grade 4	86
Grade 5	97
Grade 6	94
Total Enrollment	628

Student Enrollment by Group (School Year 2009-10)
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
Black or African American	0.96	White	79.78
American Indian or Alaska Native	1.11	Two or More Races	
Asian	4.14	Socioeconomically Disadvantaged	
Filipino	0.16	English Learners	
Hispanic or Latino	12.26	Students with Disabilities	
Native Hawaiian/Pacific Islander	0.64		

Average Class Size and Class Size Distribution (Elementary)
This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.3	4	0	0	20.5	2	2	0	29	**	3	**
1	20.2	4	1	0	21.2	1	4	0	29.33	**	3	**
2	19.8	4	1	0	20.0	4	0	0	28	**	2	**
3	20.8	3	2	0	19.8	5	0	0	29.33	**	3	**
4	31.0	0	3	1	31.3	0	3	1	29	**	3	**
5	30.0	0	2	1	33.0	0	0	3	31.3	**	1	2
6	29.0	0	3	0	30.3	0	3	0	31.3	**	2	1
K-3	20.0	1	0	0	20.3	2	1	0	22	**	1	**
3-4	0.0	0	0	0	0.0	0	0	0	**	**	**	**
4-8	0.0	0	0	0	0.0	0	0	0	30.6	**	1	**
Other	0.0	0	0	0	0.0	0	0	0	**	**	**	**

III. School Climate

School Safety Plan (School Year 2009-10)
This section provides information about the school's comprehensive safety plan.

The School Safety plan is updated annually in accordance with Senate Bill 187. The key elements of the plan include: traumatic incidents; imminent danger procedure (Code Red); evacuation/relocation procedure; civil defense/disorder; bomb threat/bomb emergency; earthquake; chemical spill; crime in progress; and fire/explosion.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.7	0.3	0.0	4.0	6.6	0.1
Expulsions	0.0	0.0	0.0	0.7	0.7	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
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.

Webster School, a one-room schoolhouse, existed on this site from 1870 to 1924. Shasta Union School was built near the current site and existed from 1924 to 1969. The cafeteria building was the first building on our current site. Shasta School was built in 1963, with two additional classroom buildings added in 1972 and 1976. Several relocatable classrooms have been added over the years. Currently there are 20 regular classrooms, a Fine Arts Room, a Learning Center, Communication Handicapped Special Day classroom, and a School Library. The staff room is small. Every available space is used for auxiliary services such as counseling, tutoring, PIP and other special programs. On prep days teachers are allowed to work off campus because there is no available space on campus. Playground space is limited. The development of Degarmo Park is a welcome addition to Shasta School. Students may arrive no earlier than 7:45 a.m. Supervision is provided for students in the multipurpose room where breakfast is available. Students must be picked up by 2:50 p.m. after school. Supervision is provided until that time. The Chico Area Recreation District (CARD) provides an after-school program that runs until 6:00 p.m. Students who leave the campus before the end of the school day must sign out in the office by a person on the OFFICIAL EMERGENCY CARD; identification may be required. The principal, custodian, noon supervisors and office staff carry a short-wave radio at all times. In addition, the principal carries a cell phone. All classrooms have telephones, television, and intercom. We also have closed circuit TV programming capability. Visitors to our campus must first come to the office and SIGN IN. A visitor will be given a VISITOR BADGE or PASS. Volunteers must fill out proper paperwork at the beginning of every year to work in classrooms or drive on field trips. The district takes great efforts to ensure that all schools are clean, safe, and functional. District and site maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Each year our PTO has paid for a number of improvements including but not limited to new carpeting, walls and drapes for our classrooms. In addition, through a grant titled "Leaf It To Us" several trees have been added to our site. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (School Year 2010-11)
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 in Room 7. Paint tile with stain block paint. WO #42301 Broken ceiling tile in Multi-Purpose Room. Replace ceiling tile. WO #42303
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Drinking fountain needs adjusting in Room 16. Adjust fountain. WO #42305
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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	30	31	26	565
Without Full Credential	0	0	0	0
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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	100%	0%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)
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	**	**
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	**	---
Library Media Services Staff (paraprofessional)	**	---
Psychologist	0.26	---
Social Worker	**	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.8	---
Resource Specialist (non-teaching)	**	---
Other	**	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. Currently adopted are:

2006 History
K-6 Harcourt - Reflections
7-8 Glencoe – Discovering Our Past

2007 Science
K-5 Macmillan – California Science
6-8 Prentice Hall – Focus on California Science

2009 Math
K-6 The Wright Group - Everyday Math

2002 Reading/English
K-6 Houghton Mifflin – A Legacy of Literature
7-8 McDougal Littell – Language Arts

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved 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	
Foreign Language	Meets State Guidelines	0	
Health	Meets State Guidelines	0	
Visual and Performing Arts	Meets State Guidelines	0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)
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	$7,964.67	$2,590.30	$5,374.37	$70,688.17
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	1%	11%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-10%	5%

Types of Services Funded (Fiscal Year 2009-10)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In addition to these general fund monies, Shasta School receives supplemental funding for specific purposes. School Based Coordinated Program funds support our school improvement efforts and are budgeted by our School Site Council. The federally funded Title VI is used for purchasing library books and other instructional materials.

Teacher and Administrative Salaries (Fiscal Year 2008-09)
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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	68	69	63	52	54	56	46	50	52
Mathematics	72	74	67	47	46	47	43	46	48
Science	73	78	67	57	60	64	46	50	54
History-Social Science	0	0	0	45	50	55	36	41	44

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
All Students in the LEA				
All Student at the School				
Male	61	70	66	
Female	65	64	68	
Black or African American	*	*		
American Indian or Alaska Native	*	*		
Asian	50	56		
Filipino	*	*		
Hispanic or Latino	36	47	33	
Native Hawaiian/Pacific Islander	*	*	*	
White	68	71	72	
Two or More Races				
Socioeconomically Disadvantaged	33	43	36	
English Learners	11	25		
Students with Disabilities	32	33	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

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
5	15.2%	22.8%	35.9%

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	2007	2008	2009
Statewide	9	9	9
Similar Schools	6	6	4

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		
	2007-08	2008-09	2009-10
All Students at the School	-2	7	-23
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	1	5	-20
Two or More Races			
Socioeconomically Disadvantaged	-7	27	-34
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	**LEA**	**State**
All Students at the School	848	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino		712	715
Native Hawaiian/Pacific Islander			753
White	864	820	838
Two or More Races			807
Socioeconomically Disadvantaged	730	713	712
English Learners		660	691
Students with Disabilities		601	580

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 2009-10)

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

AYP Criteria	School	District
Overall	Yes	No
Participation Rate: English-Language Arts	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Pending

Federal Intervention Program (School Year 2010-11)

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	---	9
Percent of Schools Currently in Program Improvement	---	38

XI. 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.

Many teachers attend workshops or conferences to meet identified individual needs. Regularly scheduled staff meetings provide additional opportunities for training and collaboration.

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School Accountability Report Card
Reported for School Year 2009-10
Published During 2010-11

</div>

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 2010-11)
This section provides the school's contact information.

School		District	
School Name	Sierra View Elementary School	**District Name**	Chico Unified School District
Street	1598 Hooker Oak Avenue	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95926	**Web Site**	www.chicousd.org
Phone Number	(530) 891-3117	**Superintendent**	Kelly Staley
Principal	Debbie Aldred	**E-mail Address**	kstaley@chicousd.org
E-mail Address	daldred@chicousd.org	**CDS Code**	04-61424-6003107

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

Sierra View School is one of twelve elementary schools in the Chico Unified School District. The nine-acre campus is located on tree-lined streets at the corner of Madrone and Hooker Oak Avenues in a quiet residential area on the east side of the city of Chico. Landscaped courtyards border a majority of the classrooms. Sierra View houses the Academics Plus 'Alternative Program Of Choice' and two Special Education classrooms.

Our Mission is to spark a joy for learning, build a foundation of knowledge and skills, create a safe and respectful environment, and promote lifelong learners and productive contributors to society.

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

The parent community at Sierra View School is a key factor to student success. Support for our program is given by the PTA, Academics Plus Parent Advisory Committee (PAC) and the School Site Council. Parents are involved with their children's education on a variety of levels and parent volunteers make up an important part of our daily school population. Parent volunteers are instrumental in our R.I.C.H. (Reading Is A Cool Habit) Reading Program, Book Buddies, Battle of the Books, Red Ribbon Week, Bike Week, campus beautification, and library decorations. Contact the main office for more information.

Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students
Kindergarten	87
Grade 1	119
Grade 2	77
Grade 3	73
Grade 4	74
Grade 5	80
Grade 6	86
Total Enrollment	596

Student Enrollment by Group (School Year 2009-10)

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
Black or African American	4.36	White	80.54
American Indian or Alaska Native	1.17	Two or More Races	
Asian	5.03	Socioeconomically Disadvantaged	
Filipino	0.50	English Learners	
Hispanic or Latino	7.05	Students with Disabilities	
Native Hawaiian/Pacific Islander	0.50		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.3	4	0	0	19.6	5	0	0	29.3	**	3	**
1	19.8	5	0	0	19.5	4	0	0	29.5	**	4	**
2	20.0	5	0	0	20.0	4	0	0	30	**	2	**
3	20.0	4	0	0	19.3	3	0	0	30.5	**	2	**
4	29.7	0	3	0	30.0	0	1	1	31	**	2	**
5	31.7	0	3	0	32.0	0	2	1	33.5	**	**	2
6	25.3	0	3	0	30.7	0	2	1	29.3	**	3	**
K-3	0.0	0	0	0	20.0	1	0	0	23	**	1	**
3-4	0.0	0	0	0	27.0	0	1	0	**	**	**	**
4-8	0.0	0	0	0	0.0	0	0	0	26.9	**	1	**
Other	0.0	0	0	0	0.0	0	0	0	**	**	**	**

III. School Climate

School Safety Plan (School Year 2009-10)
This section provides information about the school's comprehensive safety plan.

The School Safety plan is updated annually in accordance with Senate Bill 187. The key elements of the plan include traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. The school has a disaster preparedness plan that includes emergency procedures in case of fire, earthquake, or other disasters. School safety is taught at all grade levels and children participate in safety awareness programs and activities.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.8	3.4	0.0	4.0	6.6	0.1
Expulsions	0.0	0.0	0.0	0.7	0.7	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
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.

The district takes great efforts to ensure that all schools are clean, safe, and functional. Supervision is provided for students before school at 7:30 a.m. and after school until 2:45 p.m. The CARD after-school program is available on the Sierra View campus to parents through the Chico Area Recreation Department (CARD). Visitors are required to sign in at the office and obtain a visitor or volunteer badge to be worn while on campus. Staff has been trained to report any suspicious activity.

Sierra View was built in 1953, expanded in 1956, and again in 1989. We have 27 classrooms, 8 of which are portable. The nine-acre campus also includes a multipurpose room, kitchen, library, administrative offices, staff room, small meeting rooms, and adequate playground space for the students housed on this campus. In addition, two Special Education classrooms are located on our campus. During 1993, the original building underwent reconstruction funded by the state. This project included the removal of asbestos, the addition of a new air-conditioning/heating system, renovation of flooring, wall covering, lowered ceilings, and new cabinetry. The multipurpose room, offices, and 10 classrooms were included in the project. Currently all classrooms have adequate space and have air-conditioning.

Adequate playground space is available. A new play structure was installed on the playground in 2008 and a track in the mid-1990s. Restrooms are located at the end of each building and accessible from the playground.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Minor repairs and general maintenance are taken care of by the onsite custodian. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

PTA has funded the redesigned courtyard area to provide tables, benches, patio area and planters. The Primary Courtyard was completed in 2003. The Intermediate Courtyard was completed the fall of 2005.

School Facility Good Repair Status (School Year 2010-11)

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 tiles Rooms 18 and 22. Ceiling tiles will be painted with stain block paint. WO #43201. Broken floor tile at entrance of Room 12. Replace broken tile. WO #42309
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
Overall 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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	30	29	24	565
Without Full Credential	0	0	0	0
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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	100%	0%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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	**	**
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	**	---
Library Media Services Staff (paraprofessional)	**	---
Psychologist	0.4	---
Social Worker	**	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	**	---
Other	**	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The Academics Plus Program as an 'Alternative School of Choice' may adopt curriculum other than the curriculum adopted by Chico Unified School District. This adoption, Academics Plus selected the MacMillan/Mcgraw-Hill Math program.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. Currently adopted are:

2006 History
K-6 Harcourt - Reflections
7-8 Glencoe – Discovering Our Past

2007 Science
K-5 Macmillan – California Science
6-8 Prentice Hall – Focus on California Science

2009 Math
K-6 Macmillan/McGraw-Hill

2002 Reading/English
K-6 Houghton Mifflin – A Legacy of Literature
7-8 McDougal Littell – Language Arts

These standards aligned textbooks are in the hands of all students within two years of adoption.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved 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	
Foreign Language	Meets State Guidelines	0	
Health	Meets State Guidelines	0	
Visual and Performing Arts	Meets State Guidelines	0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)
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	$7,875.37	$2,529.30	$5,346.07	$67,343.20
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	0%	8%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-10%	2%

Types of Services Funded (Fiscal Year 2009-10)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In addition to these general fund monies, Sierra View received supplemental funding for specific purposes. EIA (Economic Impact Aid/State Compensatory Education and Economic Impact Aid/English Learners) Funding budget of $26,100 supports our school improvement effort, and is budgeted by our elected School Site Council. Classroom aides are paid from these monies and provide services to students within the classrooms, Read Naturally Program, or Book Buddies. In addition to the Avenues English Language Development (ELD) program, limited funds are available to provide additional materials and resources to assist our limited English-speaking students.

Teacher and Administrative Salaries (Fiscal Year 2008-09)
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	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

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 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	66	66	71	52	54	56	46	50	52
Mathematics	67	63	75	47	46	47	43	46	48
Science	53	62	75	57	60	64	46	50	54
History-Social Science	0	0	0	45	50	55	36	41	44

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
All Students in the LEA				
All Student at the School				
Male	69	73	76	
Female	73	76	74	
Black or African American	38	50	*	
American Indian or Alaska Native	*	*	*	
Asian	67	80		
Filipino	*	*		
Hispanic or Latino	66	72		
Native Hawaiian/Pacific Islander	*	*		
White	73	76	77	
Two or More Races				
Socioeconomically Disadvantaged	64	70	62	
English Learners				
Students with Disabilities	54	57	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

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
5	11.3%	26.3%	46.3%

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	2007	2008	2009
Statewide	8	8	8
Similar Schools	1	4	5

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		
	2007-08	2008-09	2009-10
All Students at the School	31	-2	21
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	32	-1	23
Two or More Races			
Socioeconomically Disadvantaged	46	-1	48
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	868	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino		712	715
Native Hawaiian/Pacific Islander			753
White	880	820	838
Two or More Races			807
Socioeconomically Disadvantaged	827	713	712
English Learners		660	691
Students with Disabilities		601	580

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 2009-10)

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

AYP Criteria	School	District
Overall	Yes	No
Participation Rate: English-Language Arts	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Pending

Federal Intervention Program (School Year 2010-11)

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	---	9
Percent of Schools Currently in Program Improvement	---	38

XI. 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.

Curricular improvement is an ongoing process at Sierra View School. A wide variety of needs have been indicated by staff for future staff development. These areas include Language Arts, Technology, Math, and Social Studies/Science. Title II/Teacher Quality Training Program funds are available for Staff Development.