School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

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- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

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	Judi Roth	**E-mail Address**	kstaley@chicousd.org
E-mail Address	jroth@chicousd.org	**CDS Code**	04-61424-6057129

School Description and Mission Statement (School Year 2010-11)
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, English language learners, 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 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parent and community involvement is an ongoing focus for Bidwell Junior. Bidwell has an active School Site Council, Parent-Teacher Association (PTA), English Learners Advisory council (ELAC), club sports program, and a Foundation made up of community members who, at one time, worked as teachers at Bidwell. 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 students 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. Additionally, Bidwell has an up to date webpage that contains information regarding programs offered. Through the use of an automatic dialer / messenger system, parents are contacted daily regarding their students' attendance and the system is also used for school information items. Monthly, a school newsletter is produced with articles from a variety of authors about school events and activities. This newsletter is posted online and sent home to parents via their students. A dialer message is sent to remind parents to ask students for the newsletter. Parents who wish to become active partners at Bidwell may call the main office for more specific information.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 7	343
Grade 8	323
Total Enrollment	666

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.7	White	67.3
American Indian or Alaska Native	2.1	Two or More Races	0.2
Asian	6.3	Socioeconomically Disadvantaged	49.5
Filipino	1.2	English Learners	10.2
Hispanic or Latino	18.8	Students with Disabilities	11.1
Native Hawaiian/Pacific Islander	0.2		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.9	5	10	12	27	5	12	8	30.3	3	6	11
Mathematics	32	1	8	12	30.2	1	12	7	28.7	4	2	12
Science	34	0	5	16	32.1	0	12	8	32.9	1	5	14
Social Science	33.7	0	6	16	31.9	0	13	7	33.9	0	6	12

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	5.13	7.57	5.40	6.92	10.03	8.95
Expulsions	0.79	0.73	0.60	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 2011, October

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. 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 remodeled 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 name tag before entering the campus. Campus supervisors, administrators and teachers support this requirement by speaking to any adult seen on the campus not displaying a name tag.

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 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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]	[ ]	[ ]	902 missing wall tiles - WO#47186 Replace missing wall tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	Gym: Emergency lights not working - WO#47208 Repair or replace light fixture
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

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	32	33	31	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	1	0	1
Total Teacher Misassignments	1	0	1
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell / Language Arts - 2002	Yes	0
Mathematics	McDougal Littell / Algebra Readiness - 2009 Holt / Course 2: Pre-Algebra - 2009 CPM / Algebra - 2009 CPM / Geometry - 2009	Yes	0
Science	Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Glencoe / Discovering Our Past - 2006	Yes	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 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$8,223	$3,047	$5,176	$62,315
District	---	---	$5,212	$65,393
Percent Difference: School Site and District	---	---	-0.69%	-4.71%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-5.12%	-7.91%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	52	56	62	54	56	58	49	52	54
Mathematics	47	52	56	46	47	51	46	48	50
Science	64	63	65	61	64	67	50	54	57
History-Social Science	50	54	59	50	55	59	41	44	48

* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	62	56	65	59
Male	58	58	67	65
Female	65	54	63	53
Black or African American	47	65	0	0
American Indian or Alaska Native	42	42	0	0
Asian	57	67	68	63
Filipino	0	0	0	0
Hispanic or Latino	43	37	53	43
Native Hawaiian/Pacific Islander	0	0	0	0
White	68	61	70	64
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	48	45	53	47
English Learners	19	23	18	17
Students with Disabilities	49	39	42	18
Students Receiving Migrant Education Services				

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.8	29.3	46.4

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	7	6	6
Similar Schools	7	3	4

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-11	20	16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-26	20	-6
Native Hawaiian/Pacific Islander			
White	-14	28	14
Two or More Races	N/D		
Socioeconomically Disadvantaged	5	2	24
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	617	811	8,725	803	4,683,676	778
Black or African American	15	773	324	696	317,856	696
American Indian or Alaska Native	12	731	164	743	33,774	733
Asian	42	823	612	775	398,869	898
Filipino	8		53	907	123,245	859
Hispanic or Latino	117	720	1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	1		45	819	26,953	764
White	412	838	5,596	835	1,258,831	845
Two or More Races	1		23	762	76,766	836
Socioeconomically Disadvantaged	289	750	3,894	731	2,731,843	726
English Learners	78	695	1,321	681	1,521,844	707
Students with Disabilities	71	641	977	622	521,815	595

Adequate Yearly Progress
The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)
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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Currently in Program Improvement	---	35.7

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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. Staff identify and develop topics for conferences, in-service, and workshops based upon what is discovered about student achievement as a result of collaboration.

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II. About This School

Contact Information (School Year 2011-12)

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	Pedro A. Caldera	**E-mail Address**	kstaley@chicousd.org
E-mail Address	pcaldera@chicousd.org	**CDS Code**	04-61424-6057137

School Description and Mission Statement (School Year 2010-11)
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 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 2010-11)

Grade Level	Number of Students
Grade 6	1
Grade 7	288
Grade 8	271
Total Enrollment	560

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	5.4	White	54.5
American Indian or Alaska Native	2.7	Two or More Races	0.5
Asian	8.2	Socioeconomically Disadvantaged	54.3
Filipino	0.7	English Learners	20.4
Hispanic or Latino	26.8	Students with Disabilities	10
Native Hawaiian/Pacific Islander	0.9		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	26.3	8	9	7	27	5	14	4	25	8	10	7
Mathematics	32.5	1	6	10	30.5	2	8	7	29.4	2	10	5
Science	32.2	1	7	10	30.1	2	10	6	29.5	1	12	6
Social Science	32.6	1	8	11	30	1	13	4	30.7	1	9	6

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	6.17	26.05	16.96	6.92	10.03	8.95
Expulsions	3.08	3.36	2.85	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2011

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 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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]	Rooms 400, 500: Stained ceiling tiles - WO#47228 Paint or replace tiles MPR: Broken floor tiles - WO#47256 Replace broken tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Girls locker room: Shower leaks - WO#47181 Rebuild shower faucet
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	Room 409: Loose door handle - WO#47249 Repair door
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	29	28	31	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	—

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell / Language Arts - 2002	Yes	0
Mathematics	McDougal Littell / Algebra Readiness - 2009 Holt: Course 2 / Pre-Algebra - 2009 CPM / Algebra - 2009 CPM / Geometry - 2009	Yes	0
Science	Prentice Hall / Focus on CA Science - 2007	Yes	0
History-Social Science	Glencoe / Discovering Our Past - 2006	Yes	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 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$8,346	$3,182	$5,163	$61,695
District	---	---	$5,212	$65,393
Percent Difference: School Site and District	---	---	-0.93%	-5.65%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-5.35%	-8.83%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to these general fund monies, CJHS receives supplemental funding for specific purposes. A School Improvement budget supported our school improvement efforts and was budgeted by our elected School Site Council. The federally funded Title I budget provided funds to hire instructional aides, buy instructional materials and establish staff development activities.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	56	59	60	54	56	58	49	52	54
Mathematics	45	51	57	46	47	51	46	48	50
Science	80	80	86	61	64	67	50	54	57
History-Social Science	48	56	64	50	55	59	41	44	48

* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	60	57	86	64
Male	55	55	93	66
Female	65	58	80	61
Black or African American	30	30	0	0
American Indian or Alaska Native	29	36	0	0
Asian	30	52	90	62
Filipino	0	0	0	0
Hispanic or Latino	50	46	73	41
Native Hawaiian/Pacific Islander	0	0	0	0
White	73	66	91	77
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	43	45	79	51
English Learners	13	24	64	26
Students with Disabilities	30	15	0	19
Students Receiving Migrant Education Services				

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.2	14.4	53.7

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	6	7	7
Similar Schools	6	6	6

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	32	20	15
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	75	1	36
Native Hawaiian/Pacific Islander			
White	25	31	9
Two or More Races	N/D		
Socioeconomically Disadvantaged	37	13	23
English Learners		41	20
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	514	826	8,725	803	4,683,676	778
Black or African American	27	688	324	696	317,856	696
American Indian or Alaska Native	14	682	164	743	33,774	733
Asian	46	779	612	775	398,869	898
Filipino	3		53	907	123,245	859
Hispanic or Latino	131	766	1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	3		45	819	26,953	764
White	284	879	5,596	835	1,258,831	845
Two or More Races	3		23	762	76,766	836
Socioeconomically Disadvantaged	267	754	3,894	731	2,731,843	726
English Learners	100	712	1,321	681	1,521,844	707
Students with Disabilities	54	550	977	622	521,815	595

Adequate Yearly Progress
The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)
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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Currently in Program Improvement	---	35.7

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Instructional staff is responsible for participating in staff development designed to improve teaching skills. Areas of focus are: Continuous improvement of 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, Student Progress Assessments (SPA), Curriculum Based Measurement scores, teacher designed assessments, textbook tests, and subject alike common assessments. 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, review essential standards, create Smart Goals 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.

School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

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 2010-11)
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 2010-11 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 2010-11 school year.

Marsh Junior High School will ensure every student will reach a high level of academic achievement based on state standards, by providing a nurturing environment with a comprehensive system of assessments and support.

Opportunities for Parental Involvement (School Year 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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. Marsh has an Academic Parent Portal, this allows parents to track their students' academic progress. 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 2010-11)

Grade Level	Number of Students
Grade 7	286
Grade 8	286
Total Enrollment	572

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.8	White	66.8
American Indian or Alaska Native	1.2	Two or More Races	0
Asian	7.7	Socioeconomically Disadvantaged	38.3
Filipino	0.9	English Learners	14.3
Hispanic or Latino	18	Students with Disabilities	10.3
Native Hawaiian/Pacific Islander	0.2		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	29.2	3	11	6	27.4	3	14	3	28.7	3	5	10
Mathematics	32.8	0	7	12	30.4	0	10	7	29.4	3	6	9
Science	33.5	0	1	16	31.6	0	9	8	33.6	0	3	13
Social Science	34.1	0	2	16	31.6	0	12	5	33.6	0	4	9

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 describe 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. Be on time and do your homework.
2. Wear appropriate school attire.
3. Leave electronic equipment at home.
4. Leave dangerous objects at home, this includes "look alike" toy weapons.
5. Keep your hands to yourself.
6. Be respectful of yourself and others (no public displays of affection).
7. Keep your negative comments to yourself (no bullying).
8. Clear your absences.
9. Pick up your trash.
10. No gum chewing.

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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	6.15	20.96	19.05	6.92	10.03	8.95
Expulsions	0.97	0.86	0.34	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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Year and month in which data were collected: October 2011

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, and we added wireless routers to our campus, making our school site with full wireless capabilities. All safety, fire alarms, and security systems are new and in place.

School Facility Good Repair Status (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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]	[ ]	Room 18: Missing ceiling tile - WO#47228 Replace missing tile MPR: Broken window trim - WO#47263 Replace trim

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[ ]	[X]	Room 22: Emergency lights not working - WO#47208 Repair or replace lights Boys Locker Room: Emergency lights out - WO#47208 Replace light tubes Room 22: Broken light switch - WO#47208 Replace Switch
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

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	27	30	28	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell / Language Arts - 2002	Yes	0
Mathematics	McDougal Littell / Algebra Readiness - 2009 Holt: Course 2 / Pre-Algebra - 2009 CPM / Algebra - 2009 CPM / Geometry - 2009	Yes	0
Science	Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Glencoe / Discovering Our Past - 2006	Yes	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 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$8,009	$2,803	$5,206	$62,064
District	---	---	$5,212	$65,393
Percent Difference: School Site and District	---	---	-0.11%	-5.09%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-4.57%	-8.28%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	66	67	64	54	56	58	49	52	54
Mathematics	51	57	50	46	47	51	46	48	50
Science	78	75	74	61	64	67	50	54	57
History-Social Science	65	58	60	50	55	59	41	44	48

* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	64	50	74	60
Male	60	53	79	60
Female	67	47	70	59
Black or African American	41	12	0	0
American Indian or Alaska Native	0	0	0	0
Asian	61	59	72	69
Filipino	0	0	0	0
Hispanic or Latino	40	31	64	44
Native Hawaiian/Pacific Islander	0	0	0	0
White	71	56	78	64
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	45	37	65	47
English Learners	12	19	21	21
Students with Disabilities	48	38	0	14
Students Receiving Migrant Education Services	0	0	0	0

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17	21.4	58.3

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	8	8	8
Similar Schools	5	6	6

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	13	4	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			14
Native Hawaiian/Pacific Islander			
White	18	4	6
Two or More Races	N/D		
Socioeconomically Disadvantaged	31	5	16
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	531	825	8,725	803	4,683,676	778
Black or African American	17	653	324	696	317,856	696
American Indian or Alaska Native	7		164	743	33,774	733
Asian	44	834	612	775	398,869	898
Filipino	5		53	907	123,245	859
Hispanic or Latino	94	736	1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	1		45	819	26,953	764
White	358	853	5,596	835	1,258,831	845
Two or More Races	0		23	762	76,766	836
Socioeconomically Disadvantaged	187	747	3,894	731	2,731,843	726
English Learners	80	705	1,321	681	1,521,844	707
Students with Disabilities	53	639	977	622	521,815	595

Adequate Yearly Progress
The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)
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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	---	10
Percent of Schools Currently in Program Improvement	---	35.7

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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.

School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

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 2010-11)
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 1750 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 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. We also offer an intensive living skills/vocational program for our Severely Handicapped students. 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 and Architecture. Each area of study provides a sequence of courses from beginning through advanced. Students who participate in CAD+ can expect to be thoroughly prepared to enter college or join the work force with the skills learned in this program. Level one classes provide entry level job skills and advanced classes train with local industry in internships and ROP community classroom placements. In many situations students enter in paid positions before graduating from the program. This is a fast paced and exciting program which leads to many opportunities for 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 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 2010-11)

Grade Level	Number of Students
Grade 9	423
Grade 10	463
Grade 11	404
Grade 12	507
Total Enrollment	1,810

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4	White	63.1
American Indian or Alaska Native	2	Two or More Races	0.8
Asian	9.1	Socioeconomically Disadvantaged	40.1
Filipino	0.4	English Learners	15.6
Hispanic or Latino	19.4	Students with Disabilities	12.9
Native Hawaiian/Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.9	14	17	29	29.5	11	24	26	27	16	18	20
Mathematics	30.1	7	20	21	29	6	24	17	29.7	7	13	23
Science	32.7	2	10	22	27.3	8	16	14	30.6	8	8	19
Social Science	31	4	19	23	31.7	2	19	20	32.3	2	8	15

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	7.59	9.55	8.12	6.92	10.03	8.95
Expulsions	1.41	1.39	1.38	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

---

Year and month in which data were collected: October 2011

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. 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. An architectural firm was hired in Fall 2010 to design a combined cafeteria and gymnasium facility. Construction is scheduled to start in the summer of 2012.

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

All students are now housed in permanent structure 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, hole punch, etc.).

The age of the school varies depending on the specific building on campus. The oldest building is the gym, which was built in the 1930's but remodeled in 2002. In the past three years all campus buildings were remodeled to some extent with the exception of the cafeteria 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 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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]	Library, 205, F4: Stained ceiling tiles - WO#47228 Paint or replace tiles B11: Missing ceiling tile - WO#47228 Replace missing tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[X]	[ ]	Room B10: Missing electrical cover - WO#47208 Install electrical cover
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

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	84	82	74	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	2	0	1
Total Teacher Misassignments	2	0	1
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)		---
Psychologist	1.0	---
Social Worker		---
Nurse	0.4	---
Speech/Language/Hearing Specialist	0.6	---
Resource Specialist (non-teaching)		---
Other		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

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	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	**English 9**: Holt, Rinehart and Winston, *Literature and Language Arts*, 3rd Course, 1999 **English 10:** Holt, Rinehart and Winston, *Literature and Language Arts*, 4th Course, 2000 **Humanities 11/12**: Harcourt College Publishers, *Culture & Values: A Survey of the Humanities*, 2002 **American Literature**: Holt, Rinehart and Winston, *Elements of Literature*, 4th Course, 2000	Yes	0
Mathematics	**Algebra Readiness**: CPM Education Program, *Foundations for Algebra*, 2001 **Algebra I**: CPM Education Program, *Algebra*, 1999 **Geometry**: CPM Education Program, *Geometry*, 1999 **Algebra II:** CPM Education Program, *Algebra II*, 1999 **Math Analysis**: CPM Education Program, *Analysis*, 1999 **AP Statistics**: Freeman, *The Practice of Statistics*, 2000	Yes	0
Science	**Earth Science**: Holt, Rinehart, & Wilson, *Earth Science*, CA Edition, 2007 **Biology**: Harcourt/Holt, Rinehart & Winston, *Modern Biology*, 2000 **Chemistry**: Prentice Hall, *Chemistry*, 2000 **Physics**: Pearson/Addison-Wesley, *Conception Physics*, 2007 **AP Biology**: Pearson/Benjamin Cummings, *Biology, AP Edition*, 2007 **AP Chemistry**: Pearson/Prentice Hall, *Chemistry*, 2004	Yes	0
History-Social Science	**World History**: McDougal Littell, *Modern World History, Patterns of Interaction*, 1999 **US History**: McDougal Littell, *The Americans Reconstruction through the 20th Century*, 2002 **Civics**: Prentice Hall, *Magruder's American Government*, 2001 **Economics**: Prentice Hall, Economics: *Principals in Action*, 2003 **AP Civics**: Addison-Wesley, *Government in America*, 2002 **AP US History**: McDougal Littell, *The American Pageant*, 2000	Yes	0
Foreign Language	Meets State Guidelines	Yes	0
Health	Meets State Guidelines	Yes	0
Visual and Performing Arts	Meets State Guidelines	Yes	0
Science Laboratory Equipment (grades 9-12)	Meets State Guidelines	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$8,275	$2,952	$5,323	$66,952
District	---	---	$5,212	65,393
Percent Difference: School Site and District	---	---	2.14%	2.38%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-2.42%	-1.06%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 provides 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.
- Learning Center: The Learning Center assists 9th and 10th grade students in danger of failing or failing math and English during the lunch hour. This is not a volunteer drop-in model. Students are assigned to the Learning Center during the lunch hour and participation is required.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	53	65	61	54	56	58	49	52	54
Mathematics	31	42	39	46	47	51	46	48	50
Science	52	60	62	61	64	67	50	54	57
History-Social Science	47	56	58	50	55	59	41	44	48

* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	61	39	62	58
Male	58	42	63	64
Female	64	37	61	53
Black or African American	42	18	0	50
American Indian or Alaska Native	48	47	0	67
Asian	32	38	40	33
Filipino	0	0	0	0
Hispanic or Latino	49	27	51	44
Native Hawaiian/Pacific Islander	0	0	0	0
White	71	44	69	67
Two or More Races	63	27	0	71
Socioeconomically Disadvantaged	41	33	42	42
English Learners	5	14	0	0
Students with Disabilities	19	26	20	21
Students Receiving Migrant Education Services	0	0	0	0

* 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.

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	64	64	65	61	62	67	52	54	59
Mathematics	67	64	69	67	63	65	53	54	56

* 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.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	33	30	36	35	44	20
All Students at the School	35	29	36	31	45	24
Male	39	30	31	29	47	24
Female	31	29	40	33	44	23
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	72	13	15	44	36	21
Filipino	0	0	0	0	0	0
Hispanic or Latino	55	24	21	49	32	20
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	24	32	44	25	50	25
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	58	24	18	50	35	15
English Learners	100	0	0	86	14	0
Students with Disabilities	78	18	5	83	14	3
Students Receiving Migrant Education Services	0	0	0	0	0	0

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.6	29.3	38.3

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	6	7	8
Similar Schools	2	4	7

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	19	48	4
Black or African American			
American Indian or Alaska Native			
Asian	31	49	-32
Filipino			
Hispanic or Latino	50	48	7
Native Hawaiian/Pacific Islander			
White	15	43	9
Two or More Races	N/D		
Socioeconomically Disadvantaged	34	61	-5
English Learners		33	1
Students with Disabilities	11	82	-14

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,152	806	8,725	803	4,683,676	778
Black or African American	40	714	324	696	317,856	696
American Indian or Alaska Native	21	746	164	743	33,774	733
Asian	119	748	612	775	398,869	898
Filipino	2		53	907	123,245	859
Hispanic or Latino	217	742	1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	3		45	819	26,953	764
White	735	838	5,596	835	1,258,831	845
Two or More Races	8		23	762	76,766	836
Socioeconomically Disadvantaged	460	721	3,894	731	2,731,843	726
English Learners	197	672	1,321	681	1,521,844	707
Students with Disabilities	143	535	977	622	521,815	595

Adequate Yearly Progress
The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	No	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2011-12)
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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	---	10
Percent of Schools Currently in Program Improvement	---	35.7

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 course 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 UC Admissions Information webpage at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	2.5	2.5	1.7	3.9	4.5	4	4.9	5.7	4.6
Graduation Rate	87.1	88.81	93.69	83.3	85.94	85.79	80.21	78.59	80.44

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements
This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2011		
	School	District	State
All Students	91.5%	92.5%	N/D
Black or African American	73.7%	94.6%	N/D
American Indian or Alaska Native	100%	90.5%	N/D
Asian	94.9%	90.5%	N/D
Filipino	100%	100%	N/D
Hispanic or Latino	89.4%	87.6%	N/D
Native Hawaiian/Pacific Islander	50%	80%	N/D
White	93.1%	93.9%	N/D
Two or More Races	83.3%	75%	N/D
Socioeconomically Disadvantaged	78.1%	77%	N/D
English Learners	78.9%	83.3%	N/D
Students with Disabilities	76.9%	89.2%	N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)
This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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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 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	607
% of pupils completing a CTE program and earning a high school diploma	22%
% 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)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	62.4
Graduates Who Completed All Courses Required for UC/CSU Admission	0.2

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	5	---
Fine and Performing Arts	0	---
Foreign Language	2	---
Mathematics	3	---
Science	2	---
Social Science	9	---
All courses	21	6.8

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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.

School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

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	David S. McKay	**E-mail Address**	kstaley@chicousd.org
E-mail Address	dmckay@chicousd.org	**CDS Code**	04-61424-0431502

School Description and Mission Statement (School Year 2010-11)
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. Fair View's program is designed to serve a population of 250+ 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 regular day classes equivalent to 18 credits each session. There are four 9-10 week sessions in a school year.

Opportunities for Parental Involvement (School Year 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 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 2010-11)

Grade Level	Number of Students
Grade 9	7
Grade 10	32
Grade 11	66
Grade 12	117
Total Enrollment	222

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	5.4	White	50
American Indian or Alaska Native	6.3	Two or More Races	3.2
Asian	0.9	Socioeconomically Disadvantaged	80.6
Filipino	0	English Learners	16.2
Hispanic or Latino	32.9	Students with Disabilities	13.5
Native Hawaiian/Pacific Islander	0.9		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	15.7	19	8	0	24.1	15	0	0	22	7	4	0
Mathematics	17.6	10	1	0	24.2	13	1	0	24.6	2	5	0
Science	21.8	4	6	0	26	16	0	0	24.8	2	4	0
Social Science	23.3	4	8	0	25	22	1	0	35.6	2	5	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.35	27.38	31.98	6.92	10.03	8.95
Expulsions	0	0	0.45	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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Year and month in which data were collected: October 2011

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 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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]	[ ]	[ ]	Room 16: Stained ceiling tile - WO#47228 Paint or replace tiles

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	MPR: Emergency lights not working - WO#47208 Repair or replace fixtures Room 25: Broken light diffuser - WO#47186 Replace diffuser
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

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	17	16	12	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	"Elements of Literature", Holt,Rinehart and Winston 2003 "Grammar Book", It,Rinehart and Winston 2004 "Edge", Hamtom Brown 2006	Yes	0
Mathematics	"Algebra Connections", CPM Educational Programs 2008 "Algebra Readiness", McDougal Littell 2008	Yes	0
Science	"Concepts and Challenges in Physical Science", Pearson Publishing Company 2009 "Concepts and Challenges in Life Science", Pearson Publishing Company 2009 "Concepts and Challenges in Earth Science", Pearson Publishing Company 2009	Yes	0
History-Social Science	"The Americans", McDougal Littell 2006 "Modern World History", McDougal Littell 2006	Yes	0
Foreign Language	N/A		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 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$8,916	$3,624	$5,291	$61,080
District	---	---	$5,212	$65,393
Percent Difference: School Site and District	---	---	1.53%	-6.60%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-3.00%	-9.73%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	14	19	13	54	56	58	49	52	54
Mathematics	8	9	8	46	47	51	46	48	50
Science	16	16	5	61	64	67	50	54	57
History-Social Science	11	8	7	50	55	59	41	44	48

* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	13	8	5	7
Male	7	8	9	9
Female	20	8	0	5
Black or African American	0	0	0	0
American Indian or Alaska Native	17	0	0	0
Asian	0	0	0	0
Filipino				
Hispanic or Latino	8	0	0	3
Native Hawaiian/Pacific Islander				
White	13	11	8	9
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	11	10	0	8
English Learners	0	0	0	0
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services				

* 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.

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	34	32	38	61	62	67	52	54	59
Mathematics	27	22	14	67	63	65	53	54	56

* 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.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	33	30	36	35	44	20
All Students at the School	62	36	3	86	11	3
Male	71	29	0	80	16	4
Female	47	47	7	100	0	0
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	62	38	0	86	10	5
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	71	25	4	86	11	4
English Learners	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	25	12.5	0

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	B	B	B
Similar Schools	B	B	B

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	8	-41	-6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	61	553	8,725	803	4,683,676	778
Black or African American	1		324	696	317,856	696
American Indian or Alaska Native	5		164	743	33,774	733
Asian	0		612	775	398,869	898
Filipino	0		53	907	123,245	859
Hispanic or Latino	16	540	1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	0		45	819	26,953	764
White	36	550	5,596	835	1,258,831	845
Two or More Races	3		23	762	76,766	836
Socioeconomically Disadvantaged	49	533	3,894	731	2,731,843	726
English Learners	8		1,321	681	1,521,844	707
Students with Disabilities	9		977	622	521,815	595

Adequate Yearly Progress
The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2011-12)
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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Currently in Program Improvement	---	35.7

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 course 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 UC Admissions Information webpage at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	20.2	26.1	25.2	3.9	4.5	4	4.9	5.7	4.6
Graduation Rate	83.3	85.94	85.79	83.3	85.94	85.79	80.21	78.59	80.44

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements
This table displays, by student group, the number of students who were a part of the school's most recent graduating class, meeting 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. Percentages could not be figured for the school since the population at FVHS rises throughout the year , so providing a percentage of graduating students based on an October enrollment would not work.

Group	Graduating Class of 2011		
	School	District	State
All Students	128	92.5%	N/D
Black or African American	13	94.6%	N/D
American Indian or Alaska Native	5	90.5%	N/D
Asian	N/A	90.5%	N/D
Filipino	N/A	100%	N/D
Hispanic or Latino	36	87.6%	N/D
Native Hawaiian/Pacific Islander	1	80%	N/D
White	69	93.9%	N/D
Two or More Races	1	75%	N/D
Socioeconomically Disadvantaged	59	77%	N/D
English Learners	9	83.3%	N/D
Students with Disabilities	22	89.2%	N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)
This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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Career Technical Education Participation (School Year 2010-11)

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

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

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	0	---
Science	0	---
Social Science	0	---
All courses	0	0

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

The Fair View High School faculty participates in weekly professional development activities and teacher-driven on-site collaboration designed to improve instructional skills, curricular knowledge and classroom management skills. Previous topics have included computer assisted reading programs, issues in adolescent development, literacy, assessment, and computer skills for teachers. Developing the Professional Learning Community concept within our school culture continues to be the primary focus of professional development activities. 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 regular basis throughout the school year.

School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

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 2010-11)
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 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 2010-11)

Grade Level	Number of Students
Grade 9	506
Grade 10	485
Grade 11	495
Grade 12	457
Total Enrollment	1,958

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.9	White	73.3
American Indian or Alaska Native	1.3	Two or More Races	0.1
Asian	6.6	Socioeconomically Disadvantaged	34.1
Filipino	0.7	English Learners	7.2
Hispanic or Latino	14.5	Students with Disabilities	11.5
Native Hawaiian/Pacific Islander	0.4		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	31.3	6	26	33	30.2	8	25	26	27.8	16	24	28
Mathematics	33.1	0	18	30	30.3	2	41	14	26.9	12	21	20
Science	32.2	2	12	23	29.8	3	23	8	28.9	4	26	13
Social Science	32.9	1	22	26	28	8	25	12	25.3	15	21	18

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	11.5	9.95	6.74	6.92	10.03	8.95
Expulsions	1.88	1.52	0.86	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2011

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. We are excited to announce the approval of plans for a two-story classroom building to accommodate the transition of 24 classrooms of students from portable classroom buildings to a state-of-the-art educational environment. The construction has begun, with a hopeful move-in date of the Fall of 2014.

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 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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]	[ ]	Room M5: Stained ceiling tile - WO#47228 Paint or replace tile Library: Missing ceiling tile - WO#47228 Replace tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	E2: Missing light diffuser - WO#47186 Replace light diffuser
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Boys' Locker Room: Urinal not working - WO#47181 Fix urinal
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

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	89	92	92	560
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	—

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	1	2	1
Total Teacher Misassignments	1	2	1
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	97.79	2.21
All Schools in District	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

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	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	**English 9**: Holt, Rinehart & Winston, *Literature and Language Arts*, 3rd Course, 1999 **English 10**: Holt, Rinehart & Winston: *Literature and Language Arts*, 4th Course, 2000 **American Literature**: Scott Foresman, *Literature & Integrated Studies*, 2000	Yes	0
Mathematics	**Algebra Readiness**: McDougal Littell, *Algebra Readiness*, 2009 **Pre-Algebra**: Holt, *Mathematics Course 2, CA Edition*, 2009 **Algebra I:** CPM Education Program, *Algebra*, 1999 **Geometry**: CPM Education Program, *Geometry*, 1999 **Algebra II**: CPM Education Program, *Algebra II*, 1999 **Trigonometry/Pre-Calculus**: Glencoe/McGraw-Hill, *Advanced Mathematical Concepts - Pre-Calculus with Applications*, 2003 **AP Calculus**: Holt, McDougal, Cengage Learning, *Single Variable Calculus: Early Transcendentals*, 2011 **AP Statistics**: Freeman, *The Practice of Statistics*, 2000	Yes	0
Science	**Physical Science**: Holt, Rinehart, & Winston, *Earth Science*, CA Edition, 2007 **Biology**: Holt, Rinehart, & Winston, *Modern Biology*, CA, 2007 **Chemistry**: Prentice Hall, *Chemistry (CA)*, 2007 **Life Science**: Prentice Hall, *Life Science Explorer*, 2007 **Anatomy/Physiology**: McGraw-Hill, *Hole's Human Anatomy & Physiology*, 2007 **AP Chemistry**: Prentice Hall, *Chemistry*, 2007 **AP Biology**: Prentice Hall, *Biology*, 2007 **Physics**: Pearson Addison-Wesley, *Conceptual Physics*, 2007	Yes	0
History-Social Science	**World History**: McDougal Littell, *Modern World History*, 1999 **AP World History**: Wadsworth, *The Earth and Its People: A Global History*, 2011 **US History**: McDougal Littell, *The Americans Reconstruction through the 20th Century*, 2002 **AP US History**: W.W. Norton, *America: A Narrative History*, 2006 **Economics**: Prentice Hall, *Economics: Principals in Action*, 2003 **American Government**: Prentice Hall, *Magruder's American Government*, 2001	Yes	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 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$8,282	$2,977	$5,306	$64,133
District	---	---	$5,212	$65,393
Percent Difference: School Site and District	---	---	1.81%	-1.93%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-2.73%	-5.22%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	62	60	65	54	56	58	49	52	54
Mathematics	33	34	43	46	47	51	46	48	50
Science	66	68	76	61	64	67	50	54	57
History-Social Science	60	67	67	50	55	59	41	44	48

* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	65	43	76	67
Male	63	49	80	76
Female	67	38	71	58
Black or African American	33	11	0	48
American Indian or Alaska Native	65	38	0	75
Asian	55	55	79	69
Filipino	73	73	0	0
Hispanic or Latino	47	31	53	56
Native Hawaiian/Pacific Islander	0	0	0	0
White	71	45	79	70
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	49	37	64	56
English Learners	17	24	31	28
Students with Disabilities	22	25	50	28
Students Receiving Migrant Education Services				

* 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.

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	62	64	71	61	62	67	52	54	59
Mathematics	73	70	68	67	63	65	53	54	56

* 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.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	33	30	36	35	44	20
All Students at the School	29	33	38	32	47	21
Male	32	38	30	26	45	29
Female	25	29	46	38	49	13
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	32	21	46	32	25	43
Filipino	0	0	0	0	0	0
Hispanic or Latino	43	32	25	43	51	6
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	26	33	40	30	48	22
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	45	31	24	49	40	11
English Learners	88	0	12	82	12	6
Students with Disabilities	77	16	6	71	29	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

* 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.

California Physical Fitness Test Results (School Year 2010-11)
The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.7	24.3	48.5

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	9	8	8
Similar Schools	9	8	8

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	8	15	25
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-7	52	27
Native Hawaiian/Pacific Islander			
White	11	7	26
Two or More Races	N/D		
Socioeconomically Disadvantaged	-7	23	32
English Learners		30	42
Students with Disabilities	27	-3	28

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,349	840	8,725	803	4,683,676	778
Black or African American	31	719	324	696	317,856	696
American Indian or Alaska Native	17	842	164	743	33,774	733
Asian	93	855	612	775	398,869	898
Filipino	11	920	53	907	123,245	859
Hispanic or Latino	212	778	1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	5		45	819	26,953	764
White	974	854	5,596	835	1,258,831	845
Two or More Races	1		23	762	76,766	836
Socioeconomically Disadvantaged	435	778	3,894	731	2,731,843	726
English Learners	124	747	1,321	681	1,521,844	707
Students with Disabilities	128	595	977	622	521,815	595

Adequate Yearly Progress
The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	No	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2011-12)
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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	---	10
Percent of Schools Currently in Program Improvement	---	35.7

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 course 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 UC Admissions Information webpage at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	1.6	1.9	1.4	3.9	4.5	4	4.9	5.7	4.6
Graduation Rate	92.2	94.46	96.36	83.3	85.94	85.79	80.21	78.59	80.44

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements
This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2011		
	School	District	State
All Students	92.1%	92.5%	N/D
Black or African American	72.7%	94.6%	N/D
American Indian or Alaska Native	83.3%	90.5%	N/D
Asian	88.2%	90.5%	N/D
Filipino	100%	100%	N/D
Hispanic or Latino	94%	87.6%	N/D
Native Hawaiian/Pacific Islander	100%	80%	N/D
White	92.4%	93.9%	N/D
Two or More Races	N/A	75%	N/D
Socioeconomically Disadvantaged	82.5%	77%	N/D
English Learners	73.3%	83.3%	N/D
Students with Disabilities	69.2%	89.2%	N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)
This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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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 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	524
% of pupils completing a CTE program and earning a high school diploma	19%
% 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)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	68.1
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	3	---
Fine and Performing Arts	0	---
Foreign Language	1	---
Mathematics	4	---
Science	0	---
Social Science	4	---
All courses	12	3.4

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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. Looking forward to the implementation of the focus on The Federal Common Core Standards, the PVHS staff members have been researching best practices to prepare students for colleges and careers. 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.

School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

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 2010-11)
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 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 2010-11)

Grade Level	Number of Students
Kindergarten	37
Grade 1	48
Grade 2	47
Grade 3	38
Grade 4	55
Grade 5	50
Grade 6	49
Total Enrollment	324

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.4	White	26.5
American Indian or Alaska Native	2.8	Two or More Races	1.5
Asian	23.1	Socioeconomically Disadvantaged	91.4
Filipino	0	English Learners	46
Hispanic or Latino	42.6	Students with Disabilities	19.1
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	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	19.5	2	0	0	19	1	1		17.5	2	0	0
1	19.5	2	0	0	16	2			16.3	3	0	0
2	20	2	0	0	18.5	2			17.7	3	0	0
3	19	3	0	0	18.33	3			12.5	4	0	0
4	22	0	2	0	24		2		17.5	2	2	0
5	21	0	1	0	25.5		2		24	0	2	0
6	19.5	2	0	0	21		1		23	0	2	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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. 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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	17.82	16.05	10.49	6.92	10.03	8.95
Expulsions	0	0	0	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2011

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.

Chapman will be joined by Inspire High School for the 2012-2013 school year. Construction will begin during the winter of 2012. Chapman is excited about the possibilities of sharing our campus space with a CUSD dependent charter high school. Inspire is equally excited to move onto the Chapman campus.

School Facility Good Repair Status (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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]	[ ]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Electrical: Electrical	[ ]	[ ]	[X]	[ ]	Kitchen: LB loose and wires exposed - WO#47208 Repair LB
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[ ]	[ ]	[X]	Room 19: Wet ceiling tile - WO#47187 Replace tile Kitchen: Door jamb splintered - WO#47187 Repair and paint splintered area Rooms 13,24: Stained ceiling tiles - WO#47228 Paint or replace tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
Overall Rating	[ ]	[ ]	[X]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	27	25	28	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill / California Treasures - 2010	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009	Yes	0
Science	K-5 McMillan/McGraw Hill / California Science - 2007 6-8 Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	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 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$9,222	$4,102	$5,120	$65,028
District	---	---	$5,212	$65,393
Percent Difference: School Site and District	---	---	-1.76%	-0.56%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-6.14%	-3.90%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to these general fund monies, Chapman School receives supplemental funding for specific purposes. A State Compensatory Education 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. Chapman also receives approximately $80,000 of EIA funding which is earmarked to help EL students. The federally funded Title V budget is used to purchase library books totaling $2,864.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	27	33	38	54	56	58	49	52	54
Mathematics	42	41	51	46	47	51	46	48	50
Science	21	46	42	61	64	67	50	54	57
History-Social Science	N/A	N/A	N/A	50	55	59	41	44	48

* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	38	51	42	N/A
Male	38	46	46	N/A
Female	37	57	37	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	25	54	26	N/A
Filipino				N/A
Hispanic or Latino	36	42	36	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	52	57	0	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	33	50	42	N/A
English Learners	20	43	22	N/A
Students with Disabilities	55	37	0	N/A
Students Receiving Migrant Education Services				N/A

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.9	27.3	18.2

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	1	2	1
Similar Schools	1	3	2

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	15	11	26
Black or African American			
American Indian or Alaska Native			
Asian	-1	51	22
Filipino			
Hispanic or Latino	-12	13	32
Native Hawaiian/Pacific Islander			
White			7
Two or More Races	N/D		
Socioeconomically Disadvantaged	12	8	26
English Learners	2	17	22
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	227	738	8,725	803	4,683,676	778
Black or African American	9		324	696	317,856	696
American Indian or Alaska Native	5		164	743	33,774	733
Asian	63	712	612	775	398,869	898
Filipino	0		53	907	123,245	859
Hispanic or Latino	91	716	1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	0		45	819	26,953	764
White	56	781	5,596	835	1,258,831	845
Two or More Races	3		23	762	76,766	836
Socioeconomically Disadvantaged	204	727	3,894	731	2,731,843	726
English Learners	113	681	1,321	681	1,521,844	707
Students with Disabilities	47	714	977	622	521,815	595

Adequate Yearly Progress
The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)
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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	---	10
Percent of Schools Currently in Program Improvement	---	35.7

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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.

Chapman also offers a weekly staff development opportunity for staff regarding language star, our ELD program. One of the CUSD ELD coaches meets weekly with interested staff to ask questions, plan for and prepare for the weeks upcoming language star lessons.

School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

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	Shirley Williams	**E-mail Address**	kstaley@chicousd.org
E-mail Address	swilliams@chicousd.org	**CDS Code**	04-61424-6002976

School Description and Mission Statement (School Year 2010-11)
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 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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, Parents and Pastries, monthly assemblies 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. Our classes and parent activities are held in our 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 School.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	52
Grade 1	61
Grade 2	47
Grade 3	65
Grade 4	59
Grade 5	57
Grade 6	56
Total Enrollment	397

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	9.6	White	45.6
American Indian or Alaska Native	2.5	Two or More Races	0.3
Asian	12.3	Socioeconomically Disadvantaged	87.7
Filipino	0.8	English Learners	26.2
Hispanic or Latino	23.4	Students with Disabilities	11.8
Native Hawaiian/Pacific Islander	1.3		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	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	4	0	0	33		1	1	28.3	0	3	0
1	16.7	3	0	0	32		1		28	0	2	0
2	18.7	3	0	0	32		1		27.5	0	2	0
3	20	3	0	0	32		1	1	28.5	0	2	0
4	28	0	2	0	28.5		2		18.3	1	2	0
5	31.5	0	2	0	33			2	26	0	2	0
6	28	0	2	0	33.5			2	21.7	1	2	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 teacher and 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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	7.19	6.16	21.66	6.92	10.03	8.95
Expulsions	0.23	0.24	0	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

---

Year and month in which data were collected: October 2011

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 development 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 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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]	[ ]	Room 19: 3 ft. clearance needed at electrical panel Advised site to keep clear
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[ ]	[X]	[ ]	Rooms 19, MPR: Stained ceiling tiles - WO#47228 Paint or replace tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	22	19	19	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin / A Legacy of Literature - 2002	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	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 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$8,536	$3,417	$5,119	$65,885
District	---	---	$5,212	$65,393
Percent Difference: School Site and District	---	---	-1.78%	0.75%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-6.16%	-2.63%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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. 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 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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.

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For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	39	38	30	54	56	58	49	52	54
Mathematics	41	40	30	46	47	51	46	48	50
Science	47	47	30	61	64	67	50	54	57
History-Social Science	N/A	N/A	N/A	50	55	59	41	44	48

* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	30	30	30	N/A
Male	23	30	27	N/A
Female	37	30	32	N/A
Black or African American	16	24	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	9	21	0	N/A
Filipino				N/A
Hispanic or Latino	34	23	20	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	35	36	50	N/A
Two or More Races	47	40	0	N/A
Socioeconomically Disadvantaged	26	28	26	N/A
English Learners	14	18	7	N/A
Students with Disabilities	11	18	0	N/A
Students Receiving Migrant Education Services				N/A

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.7	15.3	22

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	3	2	2
Similar Schools	5	2	2

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-4	-4	
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-51	25	
Native Hawaiian/Pacific Islander			
White	9	-30	
Two or More Races	N/D		
Socioeconomically Disadvantaged	-10	-3	
English Learners	-33	2	
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School			8,725	803	4,683,676	778
Black or African American			324	696	317,856	696
American Indian or Alaska Native			164	743	33,774	733
Asian			612	775	398,869	898
Filipino			53	907	123,245	859
Hispanic or Latino			1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander			45	819	26,953	764
White			5,596	835	1,258,831	845
Two or More Races			23	762	76,766	836
Socioeconomically Disadvantaged			3,894	731	2,731,843	726
English Learners			1,321	681	1,521,844	707
Students with Disabilities			977	622	521,815	595

Adequate Yearly Progress
The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)
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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	---	10
Percent of Schools Currently in Program Improvement	---	35.7

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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 in Language Star. Teachers have had the opportunity to 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.

School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

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 2010-11)
This section provides information about the school, its programs and its goals.

Emma Wilson Elementary School is located on the suburban west side of Chico, serving children from Chico's northwest quadrant as well as the surrounding neighborhood. The beautiful campus is surrounded by quiet neighborhoods, orchards and an adjacent city park. Emma Wilson enrolls students in kindergarten through sixth grade.

Our mission at Emma Wilson Elementary School is to provide our students with a high quality education that stresses individual academic achievement in a nurturing environment that promotes safety, respect and responsibility. We believe that every child can learn, and therefore, at Emma Wilson, every child achieves academic success through an Art enriched program of teaching, learning, assessment and support. Our ultimate goal is to provide our students with the tools that will assist them in reaching their full human potential.

Opportunities for Parental Involvement (School Year 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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. Some of these activities include our Anniversary Picnic, Family Math Night, Open House, Grandparent's Day, and 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 2010-11)

Grade Level	Number of Students
Kindergarten	67
Grade 1	109
Grade 2	89
Grade 3	96
Grade 4	109
Grade 5	101
Grade 6	92
Total Enrollment	663

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	5.9	White	67.4
American Indian or Alaska Native	2.1	Two or More Races	0
Asian	4.2	Socioeconomically Disadvantaged	46.6
Filipino	0.3	English Learners	12.4
Hispanic or Latino	17.3	Students with Disabilities	8.6
Native Hawaiian/Pacific Islander	0.8		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	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	20.2	4	1	0	28.67		3		28	0	2	0
1	20.3	3	1	0	27		2		30	0	4	0
2	20.4	4	1	0	29.67		3		29.7	0	3	0
3	18.9	7	0	0	28.67		3		30	0	4	0
4	32.3	0	1	2	31.67		3		28.8	0	4	0
5	33	0	0	3	31		3		33	0	0	3
6	33	0	2	1	29.67		3		31.3	0	4	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 and in every classroom 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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	9.58	13.74	11.91	6.92	10.03	8.95
Expulsions	0.14	0.15	0	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2011

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 24 classes in 28 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 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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]	[ ]	Rooms 5, 25: Stained ceiling tiles - WO#47228 Paint or replace tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Room 28: Adjust drinking fountain - WO#47181
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

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	32	29	26	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin / A Legacy of Literature - 2002	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on CA Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	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 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$8,020	$2,857	$5,163	$69,735
District	---	---	$5,212	$65,393
Percent Difference: School Site and District	---	---	-0.93%	6.64%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-5.36%	3.06%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to these general fund monies, Emma Wilson School receives supplemental funding for specific purposes. Funds are available to provide additional materials and resources to assist our limited English-speaking students. Classroom aides are paid from these monies and provide services to students within the classrooms. 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 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	53	50	53	54	56	58	49	52	54
Mathematics	57	55	64	46	47	51	46	48	50
Science	54	70	77	61	64	67	50	54	57
History-Social Science	N/A	N/A	N/A	50	55	59	41	44	48

* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	53	64	77	N/A
Male	55	64	76	N/A
Female	51	63	78	N/A
Black or African American	41	55	0	N/A
American Indian or Alaska Native	58	83	0	N/A
Asian	40	53	0	N/A
Filipino				N/A
Hispanic or Latino	38	44	64	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	59	69	83	N/A
Two or More Races	42	75	0	N/A
Socioeconomically Disadvantaged	38	50	63	N/A
English Learners	19	42	0	N/A
Students with Disabilities	32	54	0	N/A
Students Receiving Migrant Education Services				N/A

* 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.

California Physical Fitness Test Results (School Year 2010-11)
The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.8	25	33.3

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	6	6	5
Similar Schools	1	2	1

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	11	-8	0
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	53	-23	-7
Native Hawaiian/Pacific Islander			
White	3	-1	5
Two or More Races	N/D		
Socioeconomically Disadvantaged	37	-9	-11
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	433	792	8,725	803	4,683,676	778
Black or African American	25	687	324	696	317,856	696
American Indian or Alaska Native	10		164	743	33,774	733
Asian	13	720	612	775	398,869	898
Filipino	0		53	907	123,245	859
Hispanic or Latino	76	726	1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	3		45	819	26,953	764
White	295	822	5,596	835	1,258,831	845
Two or More Races	0		23	762	76,766	836
Socioeconomically Disadvantaged	199	725	3,894	731	2,731,843	726
English Learners	60	729	1,321	681	1,521,844	707
Students with Disabilities	40	635	977	622	521,815	595

Adequate Yearly Progress
The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)
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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	---	10
Percent of Schools Currently in Program Improvement	---	35.7

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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.

School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

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 2010-11)
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 fifteen classes are self-contained and multi-aged. Instruction is delivered in an integrated, thematic instructional strategy. Parent involvement is encouraged in the Open Structured Classroom Program. The Open Structured Classroom Program has existed in Chico Unified School District for 38 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 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 classroom 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 2010-11)

Grade Level	Number of Students
Kindergarten	49
Grade 1	54
Grade 2	47
Grade 3	51
Grade 4	51
Grade 5	45
Grade 6	41
Total Enrollment	351

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.8	White	78.9
American Indian or Alaska Native	0.9	Two or More Races	0.3
Asian	1.1	Socioeconomically Disadvantaged	31.9
Filipino	0.6	English Learners	1.1
Hispanic or Latino	8	Students with Disabilities	10.5
Native Hawaiian/Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	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	26.5		2		18	1	1	0
1	0	0	0	0					28	0	1	0
2	0	0	0	0					28	0	3	0
3	0	0	0	0					29.7	0	3	0
4	0	0	0	0								
5	0	0	0	0					29	0	1	0
6	0	0	0	0					24	1	1	1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

There is a School Safety Plan in the principal's office, which is kept as a reference tool. It was updated in October 2011. 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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	4.87	6.97	7.40	6.92	10.03	8.95
Expulsions	0	0	0	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2011

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 five 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 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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]	Rooms 6, 14, 15, 16, MPR: Stained ceiling tiles - WO#47228 Paint or replace tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Room 12: Sink drips - WO#47181 Rebuild faucet
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

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	20	18	15	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 / A Legacy of Literature - 2002 is the state adopted textbook for the District.	Yes	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. McGraw Hill/Wright Group / Everyday Math - 2009 is the state adopted textbook for the District.	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	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 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$8,015	$2,832	$5,183	$68,344
District	---	---	$5,212	$65,393
Percent Difference: School Site and District	---	---	-0.54%	4.51%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-4.98%	1.00%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 and teachers.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	59	55	60	54	56	58	49	52	54
Mathematics	55	45	57	46	47	51	46	48	50
Science	66	57	60	61	64	67	50	54	57
History-Social Science	N/A	N/A	N/A	50	55	59	41	44	48

* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	60	57	60	N/A
Male	57	59	65	N/A
Female	63	55	56	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	0	0	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	53	32	0	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	62	60	63	N/A
Two or More Races	55	55	0	N/A
Socioeconomically Disadvantaged	46	44	44	N/A
English Learners	0	0	0	N/A
Students with Disabilities	40	29	0	N/A
Students Receiving Migrant Education Services				N/A

* 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.

California Physical Fitness Test Results (School Year 2010-11)
The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.6	23.3	20.9

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	7	7	5
Similar Schools	2	1	1

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	10	-35	26
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	11	-30	32
Two or More Races	N/D		
Socioeconomically Disadvantaged	-17	-24	14
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	210	812	8,725	803	4,683,676	778
Black or African American	7		324	696	317,856	696
American Indian or Alaska Native	1		164	743	33,774	733
Asian	1		612	775	398,869	898
Filipino	1		53	907	123,245	859
Hispanic or Latino	18	707	1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	0		45	819	26,953	764
White	165	828	5,596	835	1,258,831	845
Two or More Races	0		23	762	76,766	836
Socioeconomically Disadvantaged	62	731	3,894	731	2,731,843	726
English Learners	3		1,321	681	1,521,844	707
Students with Disabilities	22	649	977	622	521,815	595

Adequate Yearly Progress
The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)
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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	---	10
Percent of Schools Currently in Program Improvement	---	35.7

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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 Advisory Council, 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 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 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 Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

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 2010-11)
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 includes 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.

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 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 2010-11)

Grade Level	Number of Students
Kindergarten	70
Grade 1	71
Grade 2	84
Grade 3	84
Grade 4	77
Grade 5	90
Grade 6	83
Total Enrollment	559

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4.7	White	61.5
American Indian or Alaska Native	2.3	Two or More Races	0.4
Asian	5.5	Socioeconomically Disadvantaged	54.9
Filipino	1.6	English Learners	14
Hispanic or Latino	19.9	Students with Disabilities	9.7
Native Hawaiian/Pacific Islander	1.3		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	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	6	0	0	30		2		30	0	3	0
1	19.8	4	0	0	30.5		2		30.7	0	3	0
2	20	5	0	0	27.7		3		31	0	2	0
3	18.4	5	0	0	28.5		2		29.7	0	3	0
4	32.5	0	1	1	31		2		31	0	2	0
5	31.5	0	1	1	32		2		30.3	0	3	0
6	32	0	2	0	30.7		3		31	0	2	1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	1.64	3.83	4.65	6.92	10.03	8.95
Expulsions	0	0	0	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2011

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 take 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 ensure a clean and safe school.

School Facility Good Repair Status (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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]	[ ]	Rooms 10, 16: Stained ceiling tiles - WO#47228 Paint or replace tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	MPR: Cable to smoke and heat vent broke - WO#47187 Replace cable
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	32	24	24	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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	---
Resource Specialist (non-teaching)		---
Other		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin / A Legacy of Literature - 2002	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	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 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$8,264	$3,099	$5,165	$66,487
District	---	---	$5,212	$65,393
Percent Difference: School Site and District	---	---	-0.89%	1.67%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-5.31%	-1.74%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 all 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 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	62	52	54	54	56	58	49	52	54
Mathematics	55	47	53	46	47	51	46	48	50
Science	51	53	58	61	64	67	50	54	57
History-Social Science	N/A	N/A	N/A	50	55	59	41	44	48

* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	54	53	58	N/A
Male	46	51	70	N/A
Female	63	55	43	N/A
Black or African American	40	10	0	N/A
American Indian or Alaska Native	33	42	0	N/A
Asian	37	58	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	38	42	54	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	62	59	64	N/A
Two or More Races	50	44	0	N/A
Socioeconomically Disadvantaged	42	41	39	N/A
English Learners	28	40	0	N/A
Students with Disabilities	46	46	0	N/A
Students Receiving Migrant Education Services				N/A

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.2	31.7	26.8

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	7	7	5
Similar Schools	5	5	2

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	14	-19	-1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	4	-22	13
Native Hawaiian/Pacific Islander			
White	15	-4	1
Two or More Races	N/D		
Socioeconomically Disadvantaged	6	-17	-5
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	404	796	8,725	803	4,683,676	778
Black or African American	19	625	324	696	317,856	696
American Indian or Alaska Native	12	696	164	743	33,774	733
Asian	18	799	612	775	398,869	898
Filipino	6		53	907	123,245	859
Hispanic or Latino	77	738	1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	7		45	819	26,953	764
White	249	828	5,596	835	1,258,831	845
Two or More Races	1		23	762	76,766	836
Socioeconomically Disadvantaged	217	746	3,894	731	2,731,843	726
English Learners	55	723	1,321	681	1,521,844	707
Students with Disabilities	37	724	977	622	521,815	595

Adequate Yearly Progress
The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)
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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Currently in Program Improvement	---	35.7

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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 attend 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 inservice on topics related to their various roles.

School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

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 2010-11)
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 sixth grade class. 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 Leadership 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 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 2010-11)

Grade Level	Number of Students
Kindergarten	63
Grade 1	74
Grade 2	77
Grade 3	69
Grade 4	72
Grade 5	103
Grade 6	100
Total Enrollment	558

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.3	White	70.8
American Indian or Alaska Native	1.1	Two or More Races	0.9
Asian	4.8	Socioeconomically Disadvantaged	35.8
Filipino	1.6	English Learners	6.8
Hispanic or Latino	14.2	Students with Disabilities	9.3
Native Hawaiian/Pacific Islander	0.7		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	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	3	0	0	30		2		31.3	0	3	0
1	19.3	3	0	0	29		1		30	0	2	0
2	20	2	0	0	30		1		30	0	4	0
3	20	4	0	0	31.5		2		27.3	0	3	0
4	28.3	0	3	0	28.5		2		28	0	2	0
5	31	0	2	1	31		1	1	33.3	0	0	3
6	27	0	3	0	30.7		2	1	24.3	1	2	1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.73	1.95	0.35	6.92	10.03	8.95
Expulsions	0	0	0	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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Year and month in which data were collected: October 2011

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, computer lab, 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 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 2:15 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, the Library and Computer Labwere re-roofed in the summer of 2009.

School Facility Good Repair Status (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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]	[ ]	[ ]	Room 8: Stained ceiling tile - WO#47228 Paint or replace tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	Rooms 8, 23: Mount fire extinguisher - WO#47186 Mount fire extinguisher on wall
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	26	23	23	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin / A Legacy of Literature - 2002	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	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 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$8,023	$2,842	$5,181	$70,960
District	---	---	$5,212	$65,393
Percent Difference: School Site and District	---	---	-0.58%	8.51%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-5.02%	4.87%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	62	68	61	54	56	58	49	52	54
Mathematics	59	66	64	46	47	51	46	48	50
Science	56	70	79	61	64	67	50	54	57
History-Social Science	N/A	N/A	N/A	50	55	59	41	44	48

* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	61	64	79	N/A
Male	61	67	70	N/A
Female	62	60	87	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	78	70	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	51	56	75	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	62	64	81	N/A
Two or More Races	71	82	0	N/A
Socioeconomically Disadvantaged	53	51	76	N/A
English Learners	45	50	0	N/A
Students with Disabilities	34	41	0	N/A
Students Receiving Migrant Education Services				N/A

* 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.

California Physical Fitness Test Results (School Year 2010-11)
The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.5	26.8	32

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	8	7	7
Similar Schools	1	1	1

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	0	14	-12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-2	23	-21
Two or More Races	N/D		
Socioeconomically Disadvantaged	23	17	-11
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	391	831	8,725	803	4,683,676	778
Black or African American	9		324	696	317,856	696
American Indian or Alaska Native	4		164	743	33,774	733
Asian	21	896	612	775	398,869	898
Filipino	5		53	907	123,245	859
Hispanic or Latino	55	802	1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	3		45	819	26,953	764
White	278	828	5,596	835	1,258,831	845
Two or More Races	0		23	762	76,766	836
Socioeconomically Disadvantaged	139	770	3,894	731	2,731,843	726
English Learners	30	802	1,321	681	1,521,844	707
Students with Disabilities	50	661	977	622	521,815	595

Adequate Yearly Progress
The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)
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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	---	10
Percent of Schools Currently in Program Improvement	---	35.7

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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.

School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

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- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
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Internet Access
Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

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 2010-11)
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 560 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: The McManus staff collaborates to provide the instruction and support that all students need in order to learn and achieve at high levels. We believe all students can reach their full potential. 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 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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, Family Fun evening events, and various Award Assemblies. Parents are kept informed of school news through the marquee, weekly school bulletin that is translated in English and Spanish 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 2010-11)

Grade Level	Number of Students
Kindergarten	88
Grade 1	84
Grade 2	84
Grade 3	74
Grade 4	102
Grade 5	88
Grade 6	92
Total Enrollment	612

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	6.4	White	44.8
American Indian or Alaska Native	2.9	Two or More Races	0.5
Asian	11.9	Socioeconomically Disadvantaged	77.8
Filipino	0.2	English Learners	26.3
Hispanic or Latino	30.9	Students with Disabilities	9
Native Hawaiian/Pacific Islander	1		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	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	5	0	0	27		3		29.3	0	3	0
1	18	4	0	0	29		2		28	0	3	0
2	19.8	4	1	0	28		2		28	0	3	0
3	19.8	4	1	0	28.7		3		28.3	0	3	0
4	32.8	0	2	2	30		3		30.3	0	3	0
5	30.5	0	2	0	31.7		3		29.3	0	3	0
6	33.5	0	0	2	28		1		30.7	0	3	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	7.11	11.78	13.72	6.92	10.03	8.95
Expulsions	0	0	0	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

---

Year and month in which data were collected: October 2011

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.

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 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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]	[ ]	Room 13: 3 ft. clearance in front of electrical panel Site to maintain clearance
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]	[ ]	Access doors between portables 30 and 31 are open Site to close panels
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	34	29	30	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin / A Legacy of Literature - 2002	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	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 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$8,499	$3,377	$5,122	$68,158
District	---	---	$5,212	$65,393
Percent Difference: School Site and District	---	---	-1.71%	4.23%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-6.10%	0.73%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to these general fund monies, Parkview receives categorical funding. This categorical funding supports our Single Plan for Student Achievement (SPSA) and our School Improvement Plan. Parkview is a Title I Schoolwide school. The School Site Council reviews pertinent student data, participates in developing the SPSA and allocates funding to these programs that support students who are not proficient in reading and math.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	43	39	37	54	56	58	49	52	54
Mathematics	45	38	43	46	47	51	46	48	50
Science	48	55	48	61	64	67	50	54	57
History-Social Science	N/A	N/A	N/A	50	55	59	41	44	48

* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	37	43	48	N/A
Male	35	47	49	N/A
Female	39	40	48	N/A
Black or African American	36	33	0	N/A
American Indian or Alaska Native	50	58	0	N/A
Asian	20	34	36	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	32	43	30	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	46	47	63	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	35	43	47	N/A
English Learners	12	34	26	N/A
Students with Disabilities	36	40	0	N/A
Students Receiving Migrant Education Services				N/A

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25	30.7	13.6

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	3	3	2
Similar Schools	3	2	1

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	13	-19	6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-17	-7	24
Native Hawaiian/Pacific Islander			
White	28	-34	13
Two or More Races	N/D		
Socioeconomically Disadvantaged	13	-18	7
English Learners	-5	-18	12
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	407	727	8,725	803	4,683,676	778
Black or African American	31	691	324	696	317,856	696
American Indian or Alaska Native	9		164	743	33,774	733
Asian	53	655	612	775	398,869	898
Filipino	1		53	907	123,245	859
Hispanic or Latino	125	686	1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	5		45	819	26,953	764
White	177	778	5,596	835	1,258,831	845
Two or More Races	1		23	762	76,766	836
Socioeconomically Disadvantaged	305	710	3,894	731	2,731,843	726
English Learners	109	628	1,321	681	1,521,844	707
Students with Disabilities	46	642	977	622	521,815	595

Adequate Yearly Progress
The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)
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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	---	10
Percent of Schools Currently in Program Improvement	---	35.7

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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. All teachers have been trained in Everyday Math, our newly adopted math curriculum. To better meet the needs of second language learners teachers have been trained in Language Star. All staff, including administration and support staff, participate in Professional Learning Communities (PLC) training using the DuFour model.

School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

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II. About This School

Contact Information (School Year 2011-12)

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 2010-11)
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 2011-2012 school 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 through the implementation of Renaissance Learning programs for reading and math.

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 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 2010-11)

Grade Level	Number of Students
Kindergarten	56
Grade 1	55
Grade 2	59
Grade 3	65
Grade 4	68
Grade 5	67
Grade 6	64
Total Enrollment	434

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.2	White	68.7
American Indian or Alaska Native	3.5	Two or More Races	0
Asian	4.6	Socioeconomically Disadvantaged	50
Filipino	0.7	English Learners	7.4
Hispanic or Latino	14.1	Students with Disabilities	10.4
Native Hawaiian/Pacific Islander	1.4		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	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	2	0	0	28.5	0	2	0	28	0	2	0
1	20	3	0	0	28.5	0	2	0	27.5	0	2	0
2	20.7	2	1	0	31	0	2	0	29.5	0	2	0
3	20.3	2	1	0	27.5	0	2	0	32	0	2	0
4	30.5	0	2	0	34.5	0	0	2	34.5	0	0	2
5	34.5	0	0	2	31.5	0	2	0	33.5	0	0	2
6	31	0	2	0	29	0	2	0	32	0	1	1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	3.28	4.04	2.53	6.92	10.03	8.95
Expulsions	0	0	0	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

---

Year and month in which data were collected: October 2011

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 2011-12 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 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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]	[ ]	Library: Stained ceiling tile - WO#47228 Paint or replace tile
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

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	21	20	17	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		0
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist	0.25	---
Social Worker		---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.6	---
Resource Specialist (non-teaching)		---
Other		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin / A Legacy of Literature - 2002	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	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 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$8,469	$3,354	$5,115	$64,098
District	---	---	$5,212	$65,393
Percent Difference: School Site and District	---	---	-1.84%	-1.98%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-6.22%	-5.27%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to these general fund monies, Neal Dow receives supplemental funding for specific purposes. The Schoolwide Title I 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.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	53	52	55	54	56	58	49	52	54
Mathematics	63	49	69	46	47	51	46	48	50
Science	62	64	64	61	64	67	50	54	57
History-Social Science	N/A	N/A	N/A	50	55	59	41	44	48

* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	55	69	64	N/A
Male	54	70	70	N/A
Female	57	68	61	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	33	50	0	N/A
Asian	27	45	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	48	57	0	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	59	73	70	N/A
Two or More Races	73	73	0	N/A
Socioeconomically Disadvantaged	47	62	54	N/A
English Learners	14	36	0	N/A
Students with Disabilities	52	68	0	N/A
Students Receiving Migrant Education Services				N/A

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.6	31.3	17.2

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	7	6	4
Similar Schools	3	3	1

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	2	-21	46
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	16	-30	51
Two or More Races	N/D		
Socioeconomically Disadvantaged	1	-44	72
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	297	827	8,725	803	4,683,676	778
Black or African American	7		324	696	317,856	696
American Indian or Alaska Native	10		164	743	33,774	733
Asian	11	735	612	775	398,869	898
Filipino	3		53	907	123,245	859
Hispanic or Latino	42	795	1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	1		45	819	26,953	764
White	212	847	5,596	835	1,258,831	845
Two or More Races	0		23	762	76,766	836
Socioeconomically Disadvantaged	140	795	3,894	731	2,731,843	726
English Learners	19	685	1,321	681	1,521,844	707
Students with Disabilities	31	741	977	622	521,815	595

Adequate Yearly Progress
The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)
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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	---	10
Percent of Schools Currently in Program Improvement	---	35.7

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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.

School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

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	Jo Ann Bettencourt	**E-mail Address**	kstaley@chicousd.org
E-mail Address	jbettencourt@chicousd.org	**CDS Code**	04-61424-6003073

School Description and Mission Statement (School Year 2010-11)
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 Gifted and Talented classes for grades three-five.

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 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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, 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 2010-11)

Grade Level	Number of Students
Kindergarten	26
Grade 1	29
Grade 2	29
Grade 3	47
Grade 4	54
Grade 5	32
Grade 6	26
Total Enrollment	243

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4.1	White	44
American Indian or Alaska Native	1.6	Two or More Races	0.4
Asian	7	Socioeconomically Disadvantaged	70
Filipino	0.8	English Learners	30
Hispanic or Latino	37.4	Students with Disabilities	11.1
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	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	0	0	28		1		25	0	1	0
1	19.7	3	0	0	30		1		17.5	1	1	0
2	19.7	3	0	0	27		1		28	0	1	0
3	17	3	0	0	25	1	1		23	1	1	0
4	26.5	1	0	1	32		1		26.5	0	2	0
5	35	0	0	1					31	0	2	0
6	28.3	0	3	0	30		1		25	0	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	4.13	7.59	13.58	6.92	10.03	8.95
Expulsions	0	0	0	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2011

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, 5 portable classrooms, a Library, Multipurpose Room/Cafeteria and preschool. 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 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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]	[ ]	Room 18: Stained ceiling tile - WO#46945 Paint or replace tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[X]	[ ]	Room 18: 3 ft. clearance needed in front of electrical panel Site to maintain proper clearance
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[ ]	[X]	[ ]	Room 18: Trim loose on ceiling - WO#47187 Repair trim Room 7/8: Dry rot in overhang Repair area Room 18/19: Flaking paint Repaint area
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	28	13	15	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin / A Legacy of Literature - 2002	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	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 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$9,060	$3,896	$5,164	$69,860
District	---	---	$5,212	$65,393
Percent Difference: School Site and District	---	---	-0.91%	6.83%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-5.33%	3.24%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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. This categorical funding supports our Single Plan for Student Achievement (SPSA) and our School Improvement Plan. Parkview is a Title I Schoolwide school. The School Site Council reviews pertinent student data, participates in developing the SPSA and allocates funding to these programs that support students who are not proficient in reading and math.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	41	44	47	54	56	58	49	52	54
Mathematics	44	44	52	46	47	51	46	48	50
Science	27	58	42	61	64	67	50	54	57
History-Social Science	N/A	N/A	N/A	50	55	59	41	44	48

* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	47	52	42	N/A
Male	48	54	36	N/A
Female	43	49	50	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	47	53	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	30	36	0	N/A
Native Hawaiian/Pacific Islander				N/A
White	57	60	0	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	34	40	40	N/A
English Learners	12	24	0	N/A
Students with Disabilities	57	52	0	N/A
Students Receiving Migrant Education Services				N/A

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10	30	30

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	3	2	3
Similar Schools	1	1	2

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-3	36	31
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-1	57	-27
Native Hawaiian/Pacific Islander			
White	-6	12	37
Two or More Races	N/D		
Socioeconomically Disadvantaged	2	78	-9
English Learners	6	32	0
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	179	780	8,725	803	4,683,676	778
Black or African American	4		324	696	317,856	696
American Indian or Alaska Native	3		164	743	33,774	733
Asian	17	791	612	775	398,869	898
Filipino	1		53	907	123,245	859
Hispanic or Latino	63	697	1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	0		45	819	26,953	764
White	82	834	5,596	835	1,258,831	845
Two or More Races	0		23	762	76,766	836
Socioeconomically Disadvantaged	121	717	3,894	731	2,731,843	726
English Learners	56	664	1,321	681	1,521,844	707
Students with Disabilities	21	742	977	622	521,815	595

Adequate Yearly Progress
The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)
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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	---	10
Percent of Schools Currently in Program Improvement	---	35.7

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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.

Several teachers have visited a STEM school in Southern California to help improve the model of the STEM school at Parkview. A team of teachers also attended the National Science Teacher Association conference to learn more about STEM.

Several teachers have been trained in the Language Star ELD methods by Clark Consulting. All EL's are receiving ELD instruction daily.

School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

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 2010-11)
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 that houses approximately 570 students on a 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 is Chico Unified School District's Two Way Immersion Magnet K-6 school. Our student population is culturally diverse. The Two Way Immersion model provides students with the opportunity to become bilingual and bi-literate. This means that children will be able to speak, read and write fluently in both Spanish and English. We try to maintain a 50/50 or 33/33/33 ratio between English, Spanish, and incoming Bilingual speakers throughout our classrooms.

The demographic makeup is as follows: 60% Latino/Hispanic, 32% Caucasian, 2% African-American, 3% American Indian, and 3% with other nationalities making up the remainder.

Our curriculum is standards based using our district's core curriculum as well as incorporating second language learning strategies in both Spanish and English instruction. Students initial instruction in literacy is in Spanish, beginning at kindergarten. Instruction for English language learners includes daily English Language Development, and for English speakers, beginning English literacy skills. In other curriculum areas such as Math, Science, and Social Studies, teachers instruct in pure language, which means there is no translation in the classroom during instruction. One curricular area that is taught in Spanish from kindergarten to sixth grade is Mathematics. Students receive instruction and practice during Math time in Spanish.

There are currently 26 teachers on staff and a full time principal. Included in the total are 24 certificated bilingual teachers teaching in the Two-Way Immersion program within our school. Also included in the total are three certificated CLAD support teachers. There are two full time and two part time Title I teachers, and a full time RSP teacher. In addition, we support student learning by the support of instructional aides and various other support staff and volunteers. We have partnered with the Chico Noon Rotary Club to bring Strategic Tutors for additional one on one support for struggling students via the support of our community. Our partnership also extends to our local university where college students provide multiple hours of support to students via the guidance of the classroom teacher and the afterschool certificated coordinator. In addition to our onsite staff, additional certificated staff includes a music instructor, four fine arts instructors, and a PE/Health Specialist.

Additional support for student services includes a PIP aide, school psychologist, licensed counselor, and a Speech and Language Therapist who provides one-on-one or small group services to students. Additionally, two part time Bilingual/Bicultural Liaisons, and two Bilingual Targeted Case Managers who work with parents and families with our home-to-school connection and our Parents as Teachers (PAT) program with Rosedale families who have children from 0-5 years of age, and an additional Bilingual Targeted Case Manager who supports the before and after school program and our parent education component. A school nurse and nurse's aide provide school health services. Either the nurse or the aide is here for daily coverage. Also, a federal Head Start Program is located on the Rosedale Campus.

Rosedale has an extensive school wide Title I program. Students are grouped based on individual reading abilities and instructed by classroom teachers, support staff and trained instructional aides. Part of the program gives supplemental assistance to students in the classrooms through trained instructional aides. Intervention programs include: Reading Recovery, Guided Reading, Read Naturally and Soar to Success. For English Language Development, Rosedale uses Language Star strategies for daily levelized ELD instruction.

Rosedale has a library that is operated by a library media specialist. Classes are scheduled on a weekly basis to visit and check out books.

Opportunities for Parental Involvement (School Year 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 oversee 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 2010-11)

Grade Level	Number of Students
Kindergarten	110
Grade 1	83
Grade 2	80
Grade 3	77
Grade 4	65
Grade 5	54
Grade 6	62
Total Enrollment	531

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.3	White	31.6
American Indian or Alaska Native	2.8	Two or More Races	0.4
Asian	0.4	Socioeconomically Disadvantaged	57.6
Filipino	0.8	English Learners	40.9
Hispanic or Latino	59.5	Students with Disabilities	3.4
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	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	3	0	0	28.33		3		27.5	0	4	0
1	19	3	0	0	28		3		27.7	0	3	0
2	17.5	2	0	0	29.5		2		26.7	0	3	0
3	19.5	2	0	0	29.5		2		25.7	0	3	0
4	25	1	1	0	29		2		32.5	0	1	1
5	25	0	1	0	28		2		27	0	2	0
6	28.5	0	2	0	29		1		31	0	2	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	22.17	4.96	2.44	6.92	10.03	8.95
Expulsions	0.23	0	0.18	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2011

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 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 organizations must complete a Use of Facilities Form and comply to 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 8:30 a.m. for students eating breakfast and all other students who arrive early. Certificated staff supervises morning recess until 8:30 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 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 2:30 p.m. to 6:00 p.m. Monday - Friday. Students participate in both academic and enrichment activities.

School Facility Good Repair Status (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	Room 11: Very warm - WO#4558 Repair HVAC unit
Interior: Interior Surfaces	[X]	[ ]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	[ ]	Access door in boys and girls bathrooms hanging down - WO#45590 Secure doors with new hardware
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	Rooms 22, 23: Stained ceiling tiles - WO#47228 Paint or replace tiles Room 14: Gooseneck faucet loose - WO#47181 Tighten goose neck
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	27	21	26	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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	---
Resource Specialist (non-teaching)		---
Other		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin / A Legacy of Literature - 2002	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	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 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$8,400	$3,266	$5,134	$65,341
District	---	---	$5,212	$65,393
Percent Difference: School Site and District	---	---	-1.49%	-0.08%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-5.89%	-3.44%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Rosedale receives funding from several sources. All funds are budgeted & expended according to state and district guidelines.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	35	43	49	54	56	58	49	52	54
Mathematics	40	40	55	46	47	51	46	48	50
Science	49	57	67	61	64	67	50	54	57
History-Social Science	N/A	N/A	N/A	50	55	59	41	44	48

* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	49	55	67	N/A
Male	46	55	64	N/A
Female	53	54	69	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian				N/A
Filipino	0	0	0	N/A
Hispanic or Latino	33	44	60	N/A
Native Hawaiian/Pacific Islander				N/A
White	77	77	81	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	27	33	40	N/A
English Learners	16	30	35	N/A
Students with Disabilities	0	0	0	N/A
Students Receiving Migrant Education Services	0	0	0	N/A

* 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.

California Physical Fitness Test Results (School Year 2010-11)
The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.6	9.4	26.4

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	4	2	2
Similar Schools	4	2	1

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-9	9	54
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-10	-4	55
Native Hawaiian/Pacific Islander			
White	-2	51	35
Two or More Races	N/D		
Socioeconomically Disadvantaged	0	-42	52
English Learners	0	-16	59
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	334	792	8,725	803	4,683,676	778
Black or African American	10		324	696	317,856	696
American Indian or Alaska Native	6		164	743	33,774	733
Asian	0		612	775	398,869	898
Filipino	3		53	907	123,245	859
Hispanic or Latino	197	736	1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	0		45	819	26,953	764
White	108	896	5,596	835	1,258,831	845
Two or More Races	0		23	762	76,766	836
Socioeconomically Disadvantaged	185	703	3,894	731	2,731,843	726
English Learners	141	697	1,321	681	1,521,844	707
Students with Disabilities	14	569	977	622	521,815	595

Adequate Yearly Progress
The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)
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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	---	10
Percent of Schools Currently in Program Improvement	---	35.7

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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.

School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

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 2010-11)
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 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 39 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 2010-11)

Grade Level	Number of Students
Kindergarten	115
Grade 1	91
Grade 2	102
Grade 3	74
Grade 4	98
Grade 5	92
Grade 6	98
Total Enrollment	670

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.5	White	79.7
American Indian or Alaska Native	0.9	Two or More Races	0
Asian	3.6	Socioeconomically Disadvantaged	30
Filipino	0	English Learners	8.5
Hispanic or Latino	12.5	Students with Disabilities	6.7
Native Hawaiian/Pacific Islander	0.6		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	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	20.5	2	2	0	29		3		28.8	0	4	0
1	21.2	1	4	0	29.33		3		30.8	0	4	0
2	20	4	0	0	28		2		30	0	3	0
3	19.8	5	0	0	29.33		3		28.7	0	3	0
4	31.3	0	3	1	29		3		32.5	0	2	2
5	33	0	0	3	31.3		1	2	30.7	0	3	0
6	30.3	0	3	0	31.3		2	1	24.5	1	2	1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.32	0.32	0.59	6.92	10.03	8.95
Expulsions	0	0	0	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2011

Webster School, a one-room schoolhouse, existed on this site from 1867 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 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. 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 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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]	[ ]	Rooms 14, 20: Adjust drinking fountains - WO#47181
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

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	31	26	27	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin / A Legacy of Literature - 2002	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	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 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$8,014	$2,833	$5,181	$72,811
District	---	---	$5,212	$65,393
Percent Difference: School Site and District	---	---	-0.59%	11.34%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-5.03%	7.60%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	69	63	64	54	56	58	49	52	54
Mathematics	74	67	71	46	47	51	46	48	50
Science	79	67	71	61	64	67	50	54	57
History-Social Science	N/A	N/A	N/A	50	55	59	41	44	48

* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	64	71	71	N/A
Male	61	69	80	N/A
Female	69	73	61	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	67	72	0	N/A
Filipino				N/A
Hispanic or Latino	40	55	0	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	69	74	76	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	43	55	56	N/A
English Learners	10	33	0	N/A
Students with Disabilities	33	28	0	N/A
Students Receiving Migrant Education Services				N/A

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.4	26.9	29

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	9	9	8
Similar Schools	6	4	2

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	7	-23	3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	5	-20	3
Two or More Races	N/D		
Socioeconomically Disadvantaged	27	-34	24
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	454	851	8,725	803	4,683,676	778
Black or African American	6		324	696	317,856	696
American Indian or Alaska Native	4		164	743	33,774	733
Asian	18	840	612	775	398,869	898
Filipino	0		53	907	123,245	859
Hispanic or Latino	53	751	1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	4		45	819	26,953	764
White	363	867	5,596	835	1,258,831	845
Two or More Races	0		23	762	76,766	836
Socioeconomically Disadvantaged	141	754	3,894	731	2,731,843	726
English Learners	35	672	1,321	681	1,521,844	707
Students with Disabilities	46	680	977	622	521,815	595

Adequate Yearly Progress
The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)
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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	—	10
Percent of Schools Currently in Program Improvement	—	35.7

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Many teachers attend workshops or conferences to meet identified individual needs. Regularly scheduled staff meetings provide additional opportunities for training and collaboration.

School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

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 2010-11)
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 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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, Fall Festival, Mathathon, campus beautification, and library decorations. Contact the main office for more information.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	88
Grade 1	89
Grade 2	122
Grade 3	70
Grade 4	72
Grade 5	77
Grade 6	78
Total Enrollment	596

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.9	White	82
American Indian or Alaska Native	0.8	Two or More Races	0.5
Asian	5.4	Socioeconomically Disadvantaged	23.5
Filipino	0.5	English Learners	4.4
Hispanic or Latino	7.6	Students with Disabilities	11.2
Native Hawaiian/Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	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	19.6	5	0	0	29.3		3		28.7	0	3	0
1	19.5	4	0	0	29.5		4		28.8	0	5	0
2	20	4	0	0	30		2		29.4	0	5	0
3	19.3	3	0	0	30.5		2		25.7	1	1	1
4	30	0	1	1	31		2		34	0	0	2
5	32	0	2	1	33.5			2	31.5	0	2	0
6	30.7	0	2	1	29.3		3		22.5	1	3	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	3.44	1.17	0.67	6.92	10.03	8.95
Expulsions	0	0	0	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2011

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 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. 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 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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]	[ ]	Main Hallway: Emergency lights not working - WO#47208 Fix or replace fixture Room 10: Replace power strip - WO#47208 School to purchase new power strip
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	Room 24: Small hole in approach ramp - WO#47187 Replace wood on approach ramp
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	29	24	25	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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	---
Resource Specialist (non-teaching)		---
Other		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin / A Legacy of Literature - 2002	Yes	0
Mathematics	McMillan/McGraw Hill / California - 2008	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	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 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$8,034	$2,828	$5,206	$70,921
District	---	---	$5,212	$65,393
Percent Difference: School Site and District	---	---	-0.11%	8.45%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-4.57%	4.81%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	66	71	69	54	56	58	49	52	54
Mathematics	63	75	76	46	47	51	46	48	50
Science	60	75	77	61	64	67	50	54	57
History-Social Science	N/A	N/A	N/A	50	55	59	41	44	48

* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	69	76	77	N/A
Male	66	77	86	N/A
Female	72	75	68	N/A
Black or African American	31	54	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	59	71	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	59	76	0	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	72	77	76	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	57	67	55	N/A
English Learners	31	46	0	N/A
Students with Disabilities	66	72	0	N/A
Students Receiving Migrant Education Services				N/A

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.6	27.3	41.6

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	8	8	8
Similar Schools	4	5	5

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-2	21	4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-1	23	-3
Two or More Races	N/D		
Socioeconomically Disadvantaged	-1	48	-14
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	408	872	8,725	803	4,683,676	778
Black or African American	12	779	324	696	317,856	696
American Indian or Alaska Native	4		164	743	33,774	733
Asian	15	840	612	775	398,869	898
Filipino	2		53	907	123,245	859
Hispanic or Latino	31	863	1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	2		45	819	26,953	764
White	342	877	5,596	835	1,258,831	845
Two or More Races	0		23	762	76,766	836
Socioeconomically Disadvantaged	89	813	3,894	731	2,731,843	726
English Learners	11	749	1,321	681	1,521,844	707
Students with Disabilities	64	812	977	622	521,815	595

Adequate Yearly Progress
The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)
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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	---	10
Percent of Schools Currently in Program Improvement	---	35.7

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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.

School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

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 2010-11)
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 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 2010-11)

Grade Level	Number of Students
Kindergarten	1
Grade 1	2
Grade 2	4
Grade 3	2
Grade 4	1
Grade 5	0
Grade 6	3
Grade 7	3
Grade 9	2
Grade 10	1
Grade 11	2
Ungraded Secondary	4
Total Enrollment	25

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	8	White	76
American Indian or Alaska Native	4	Two or More Races	0
Asian	0	Socioeconomically Disadvantaged	28
Filipino	0	English Learners	0
Hispanic or Latino	12	Students with Disabilities	92
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	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+
4									1	1	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 Committee 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.C

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	5	168.75	196.00	6.92	10.03	8.95
Expulsions	0	0	0	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2011

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 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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]	Rooms 15, Therapy: Stained ceiling tiles - WO#47228 Paint or replace tiles
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

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	8	8	10	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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	---
Resource Specialist (non-teaching)		---
Other		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

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	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	SEACO Materials	Yes	0
Mathematics	SEACO Materials	Yes	0
Science	SEACO Materials	Yes	0
History-Social Science	SEACO Materials	Yes	0
Foreign Language	SEACO Materials	Yes	0
Health	SEACO Materials	Yes	0
Visual and Performing Arts	SEACO Materials	Yes	0
Science Laboratory Equipment (grades 9-12)	SEACO Materials	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$10,492	$5,234	$5,259	$63,021
District	---	---	$5,212	$65,393
Percent Difference: School Site and District	---	---	0.90%	-3.63%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-3.60%	-6.87%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	0	27	0	54	56	58	49	52	54
Mathematics	0	18	0	46	47	51	46	48	50
Science	0	0	0	61	64	67	50	54	57
History-Social Science	0	0	0	50	55	59	41	44	48

* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian				
Filipino				
Hispanic or Latino	0	0	0	0
Native Hawaiian/Pacific Islander				
White	0	0	0	0
Two or More Races				
Socioeconomically Disadvantaged	0	0	0	0
English Learners				
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services				

* 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.

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts				61	62	67	52	54	59
Mathematics				67	63	65	53	54	56

* 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.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	33	30	36	35	44	20
All Students at the School	0	0	0	0	0	0
Male	0	0	0	0	0	0
Female	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	1		
Similar Schools	N/A		

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School			8,725	803	4,683,676	778
Black or African American			324	696	317,856	696
American Indian or Alaska Native			164	743	33,774	733
Asian			612	775	398,869	898
Filipino			53	907	123,245	859
Hispanic or Latino			1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander			45	819	26,953	764
White			5,596	835	1,258,831	845
Two or More Races			23	762	76,766	836
Socioeconomically Disadvantaged			3,894	731	2,731,843	726
English Learners			1,321	681	1,521,844	707
Students with Disabilities			977	622	521,815	595

Adequate Yearly Progress
The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)
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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	---	10
Percent of Schools Currently in Program Improvement	---	35.7

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 course 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 UC Admissions Information webpage at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0	66.7	0	3.9	4.5	4	4.9	5.7	4.6
Graduation Rate	83.3			83.3	85.94	85.79	80.21	78.59	80.44

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements
This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2011		
	School	District	State
All Students	N/A		N/D
Black or African American	N/A		N/D
American Indian or Alaska Native	N/A		N/D
Asian	N/A		N/D
Filipino	N/A		N/D
Hispanic or Latino	N/A		N/D
Native Hawaiian/Pacific Islander	N/A		N/D
White	N/A		N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	N/A		N/D
English Learners	N/A		N/D
Students with Disabilities	N/A		N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)
This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Career Technical Education Participation (School Year 2010-11)

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)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	0	---
Science	0	---
Social Science	0	---
All courses	0	0

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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.

School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Oakdale School	**District Name**	Chico Unified School District
Street	1770 East 8th Street/290 East Ave	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95928/95926	**Web Site**	www.chicousd.org
Phone Number	(530) 891-3114	**Superintendent**	Kelly Staley
Principal	Jo Ann Bettencourt, K-6; David McKay, 7-12	**E-mail Address**	kstaley@chicousd.org
E-mail Address	jbettencourt@chicousd.org; dmckay@chicousd.org	**CDS Code**	04-61424-0430199

School Description and Mission Statement (School Year 2010-11)
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 grades K-6 are housed at Parkview elementary school while grades 7-12 are located on the High School campuses. Oakdale students meet the same requirements for grade promotion and graduation as the rest of the students in the Chico Unified School District.

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 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 2010-11)

Grade Level	Number of Students
Grade 1	1
Grade 3	1
Grade 5	2
Grade 7	5
Grade 8	7
Ungraded Elementary	0
Total Enrollment	16

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	56.3
American Indian or Alaska Native	6.3	Two or More Races	0
Asian	0	Socioeconomically Disadvantaged	50
Filipino	0	English Learners	18.8
Hispanic or Latino	37.5	Students with Disabilities	6.3
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	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	N/A				N/A				N/A			
1	N/A				N/A				N/A			
2	N/A				N/A				N/A			
3	N/A				N/A				N/A			
4	N/A				N/A				N/A			
5	N/A				N/A				N/A			
6	N/A				N/A				N/A			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.76	7.24	0	6.92	10.03	8.95
Expulsions	0.76	0	0	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2011

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 on high school campuses for our 7-12 grade program, and use of school facilities at all sites. Students respect the educational programs and environment of all campuses. All 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 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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]	[ ]	Room 18: Stained ceiling tile - WO#46945 Paint or replace tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[X]	[ ]	Room 18: 3 ft. clearance needed in front of electrical panel Site to maintain proper clearance

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[ ]	[X]	[ ]	Room 18: Trim loose on ceiling - WO#47187 Repair trim Room 7/8: Dry rot in overhand Repair area Room 18/19: Flaking paint Repaint area
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	6	0	3	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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	--	---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-6: Houghton-Mifflin / A Legacy of Literature - 2002 7-8: McDougal Littell - Language Arts - 2002	Yes	0
Mathematics	K-6: McGraw Hill/Wright Group / Everyday Math - 2009 7-8: Holt Pre-Algebra 8 - McDougal Littell - Algebra Readiness 8 - CPM - Algebra	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	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 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$7,833	$2,726	$5,107	$61,674
District	---	---	$5,212	$65,393
Percent Difference: School Site and District	---	---	-2.00%	-5.69%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-6.37%	-8.86%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	40	41	36	54	56	58	49	52	54
Mathematics	23	12	24	46	47	51	46	48	50
Science	44	42	46	61	64	67	50	54	57
History-Social Science	21	24	29	50	55	59	41	44	48

* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	36	24	46	29
Male	62	50	0	0
Female	17	5	0	12
Black or African American	0	0	0	0
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	0	0	0	0
Native Hawaiian/Pacific Islander				
White	41	28	0	35
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	50	27	0	0
English Learners	0	0	0	0
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services				

* 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.

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	48	66		61	62	67	52	54	59
Mathematics	55	50		67	63	65	53	54	56

* 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.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	33	30	36	35	44	20
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						

* 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.

California Physical Fitness Test Results (School Year 2010-11)
The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	100	0

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	7	3	3
Similar Schools	N/A		

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-65	6	-70
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	15	615	8,725	803	4,683,676	778
Black or African American	1		324	696	317,856	696
American Indian or Alaska Native	0		164	743	33,774	733
Asian	0		612	775	398,869	898
Filipino	0		53	907	123,245	859
Hispanic or Latino	3		1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	0		45	819	26,953	764
White	10		5,596	835	1,258,831	845
Two or More Races	1		23	762	76,766	836
Socioeconomically Disadvantaged	7		3,894	731	2,731,843	726
English Learners	2		1,321	681	1,521,844	707
Students with Disabilities	5		977	622	521,815	595

Adequate Yearly Progress
The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	No	Yes

Federal Intervention Program (School Year 2011-12)
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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	---	10
Percent of Schools Currently in Program Improvement	---	35.7

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 course 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 UC Admissions Information webpage at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	25.9	22.4	25.9	3.9	4.5	4	4.9	5.7	4.6
Graduation Rate	53.4	67.74	52.70	83.3	85.94	85.79	80.21	78.59	80.44

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements
This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2011		
	School	District	State
All Students	N/D	92.5%	N/D
Black or African American	N/D	94.6%	N/D
American Indian or Alaska Native	N/D	90.5%	N/D
Asian	N/D	90.5%	N/D
Filipino	N/D	100%	N/D
Hispanic or Latino	N/D	87.6%	N/D
Native Hawaiian/Pacific Islander	N/D	80%	N/D
White	N/D	93.9%	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	N/D	77%	N/D
English Learners	N/D	83.3%	N/D
Students with Disabilities	N/D	89.2%	N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)
This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

n/a

Career Technical Education Participation (School Year 2010-11)

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)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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.