

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

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

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

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

School Description and Mission Statement (School Year 2009-10)

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

Chico High School (CHS) is a four-year comprehensive high school located in downtown Chico, adjacent to the California State University, Chico (CSUC) campus. Established in 1902, CHS is the oldest of the six secondary schools in the Chico Unified School District. Our current enrollment is approximately 1850 students. In the summer of 2010, Chico High School received a six-year accreditation (2010-16) from the Western Association of Schools and Colleges (WASC).

Chico High students can select from a variety of academic options and programs. The traditional program includes a range of courses in each subject area designed to meet graduation requirements and prepare students for post-secondary options. Students may opt for academic challenges by enrolling in any of ten Advanced Placement (AP) courses or honors programs in 9/10 English. The Science Department offers an Honors in Science option for students taking a prescribed selection of advanced science coursework. Extra academic support is available through a three-tiered English Language Development (ELD) program and Sheltered Core classes for limited and non-English speaking students. Six Resource Specialist Program (RSP) teachers and four Special Day Class (SDC) teachers support students with special educational needs. Chico High's award-winning visual arts and music programs are complemented by course offerings in drama, computer art and digital photography. Our state-recognized Agriculture program allows students to select from a variety of pathways that prepare them for vocational programs, two- or four-year colleges, or university study. In addition, Chico High students take advantage of site-based courses offering concurrent college credit (2+2 and 2+2+2). Approximately thirty five students each year complete their senior year of high school concurrently with their first year at community college through the Butte College Connection programs.

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

Vision:

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

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

We will continue to modify our practices in an effort to support high levels of learning for all students.

Mission Statement:

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

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

Beliefs:

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

Opportunities for Parental Involvement (School Year 2009-10)

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

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

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

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

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

Student Enrollment by Group (School Year 2009-10)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.31	White	65.17
American Indian or Alaska Native	2.29	Two or More Races	
Asian	9.39	Socioeconomically Disadvantaged	33.7
Filipino	0.43	English Learners	7.4
Hispanic or Latino	16.96	Students with Disabilities	12.5
Native Hawaiian/Pacific Islander	0.27		

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.9	10	26	27	28.9	14	17	29	29.5	11	24	26
Mathematics	30.9	6	18	26	30.1	7	20	21	29.0	6	24	17
Science	30.9	4	15	17	32.7	2	10	22	27.3	8	16	14
Social Science	33.2	1	15	31	31.0	4	19	23	31.7	2	19	20

III. School Climate

School Safety Plan (School Year 2009-10)

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

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

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

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

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

Suspensions and Expulsions

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

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	5.5	7.6	9.5	4.0	6.6	9.9
Expulsions	1.3	1.4	1.4	0.7	0.7	0.7

IV. School Facilities

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

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

In order to move older portable classrooms off campus and regain athletic field space, Chico Unified School District recently completed (October 2010) a new 21 room, permanent school structure. This new facility includes 16 regular classrooms, three full science labs, two special education rooms for the Severely Handicapped, a large common area and two large department offices. Chico High School maintains seven computer labs (of five or more computers), and has approximately 344 computers school-wide. All computers are connected by a fiber-optic local area network with the World Wide Web. The school library has won numerous awards from the California School Library Association, and was commended in the school's WASC report for providing, "exemplary curricular support using technology for research, access and instruction."

The gym, locker rooms and Physical Education Department offices were modernized and updated in 2002. An architectural firm was hired in Fall 2010 to design a combined cafeteria and gymnasium facility. During the summer of 2003, the performing arts and music rooms as well as the B, C, & H classrooms were remodeled. In 2004, the art, agriculture, science and I-Tech wings were remodeled.

Our custodial, grounds, and maintenance staff 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 regular classrooms. All classroom space is utilized to maximum capacity. Staff has access to a workroom located in the main administration building. This room provides working space, copying services and miscellaneous equipment (paper cutter, 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 2010-11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	[]	
Interior: Interior Surfaces	[]	[]	[]	[X]	Stained ceiling tiles in Rooms 203, 205, and 926. Tiles will be painted with stain block. WO #42301 Broken ceiling tile in Room S-6. Tiles will be replaced. WO #42303
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	AG-3 / missing breaker in SW panel. WO #42304
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	91	84	82	565
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	2	2	0
Total Teacher Misassignments	2	2	0
Vacant Teacher Positions	0	0	0

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

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	95.20%	4.80%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

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

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (paraprofessional)		---
Psychologist	1	---
Social Worker		---
Nurse	0.4	---
Speech/Language/Hearing Specialist	0.6	---
Resource Specialist (non-teaching)		---
Other		---

VII. Curriculum and Instructional Materials

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

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

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

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

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

VIII. School Finances

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,144.95	\$2,716.57	\$5,428.39	\$65,148.95
District	---	---	\$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	1%	4%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-9%	-2%

Types of Services Funded (Fiscal Year 2009-10)

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

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

- School Aides: Parent aides are hired to support various programs (science, library, clerical, bilingual etc.) across campus.
- READ 180: This program offers intensive two period intervention for poor readers that score in the below basic and far below basic categories on the STAR test.
- MESA: Acronym for Math, Engineering and Science Achievement. This program offers support for educationally disadvantaged students to prepare for and graduate from college.
- Peer Mediation: This program offers training and mentoring to students so that they can assist other students with the skills in non-violent problem solving.
- Safe Schools: Safe schools 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.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

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

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	51	53	65	52	54	56	46	50	52
Mathematics	32	31	42	47	46	47	43	46	48
Science	46	52	60	57	60	64	46	50	54
History-Social Science	42	47	56	45	50	55	36	41	44

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	55.5	46.6	57.8	55.1
All Student at the School	65.1	42.6	52.2	55.8
Male	59	45	60	64
Female	70	40	60	49
Black or African American	42	28	33	32
American Indian or Alaska Native	41	28	50	37
Asian	40	43	32	39
Filipino	*	*	*	*
Hispanic or Latino	45	34	37	37
Native Hawaiian/Pacific Islander	*	*	*	*
White	75	45	72	64
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	42	36	36	37
English Learners	6	19	3	4
Students with Disabilities	19	19	15	19
Students Receiving Migrant Education Services	*	*	*	*

California High School Exit Examination

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

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

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

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	64.4	64.4	66	61.6	61.6	62.8	52.9	52.9	54
Mathematics	64.2	64.2	63.5	63.7	63.7	62.9	51.3	51.3	53.4

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Male	41.8	20.6	37.6	34.7	47.9	17.4
Female	26.4	25.9	47.7	38.4	41.4	20.2
Black or African American	68.8	18.8	12.5	81.2	12.5	6.2
American Indian or Alaska Native	58.3	33.3	8.3	53.8	46.2	0
Asian	50	33.3	16.7	34.9	48.8	16.3
Filipino	*	*	*	*	*	*
Hispanic or Latino	60.3	17.2	22.4	57.9	31.6	10.5
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	22.9	22.1	54.9	28.5	48.2	23.3
Two or More Races						
Socioeconomically Disadvantaged	58.3	22	19.7	57.6	34.5	7.9
English Learners	83.6	14.5	1.8	70.2	29.8	0
Students with Disabilities	78.4	21.6	0	85.7	11.9	2.4
Students Receiving Migrant Education Services	*	*	*	*	*	*

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10%	30.7%	50.4%

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

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

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

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

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

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

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

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

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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

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

Federal Intervention Program (School Year 2010-11)

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

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

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

California State University

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

Dropout Rate and Graduation Rate

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

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

Completion of High School Graduation Requirements

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

Group	Graduating Class of 2010		
	School	District	State
All Students	94.8%	87.9%	---
Black or African American	2.4%	2.9%	---
American Indian or Alaska Native	1.9%	1.3%	---
Asian	10.4%	5.2%	---
Filipino	.2%	.4%	---
Hispanic or Latino	16.5%	14.4%	---
Native Hawaiian/Pacific Islander	.5%	1%	---
White	64.3%	61.7%	---
Socioeconomically Disadvantaged	N/A		---
English Learners	6.2%	4%	---
Students with Disabilities	10.4%	7.1%	---

Career Technical Education Programs (School Year 2009-10)

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

Increasingly, workforce readiness skills (SCANS) are being incorporated into curricular areas across Chico High through a variety of ways. Some programs explicitly foster the acquisition and growth of these work readiness skills on the part of students.

These programs include work experience, in which these skills are taught and assessed. The Agriculture program which teaches students applicable work skills and also placement in local Agricultural businesses. The Architectural and Engineering Program (CAD+) has a pathways program that culminates in the opportunity for business internships at local architectural and engineering firms in the area. The special education department devotes a great deal of attention to workforce preparation, hands-on application, and skills development. Examples include construction, landscaping and food service areas. Portfolio preparation and job skills training are also incorporated into the special ed curriculum.

Chico High measures the success of these efforts in several ways. Examples include portfolios, which include resumes, job application forms, letters of reference, and work samples (including a reflection on which skills—personal, interpersonal, technological, etc.—are demonstrated in that work sample).

Career Technical Education Participation (School Year 2009-10)

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

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

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

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

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	92.4
Graduates Who Completed All Courses Required for UC/CSU Admission	45.2

Advanced Placement Courses (School Year 2009-10)

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

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	2	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	2	---
Science	1	---
Social Science	2	---
All courses	7	25.5

XII. Instructional Planning and Scheduling

Professional Development

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

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

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

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