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

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.