

Chico High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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 (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 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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Chico High School
Street	901 Esplanade
City, State, Zip	Chico, CA 95926
Phone Number	(530) 891-3027
Principal	
E-mail Address	dwilliams@chicousd.org
Web Site	http://chs.chicousd.org/
CDS Code	04-61424-0431676

District Contact Information	
District Name	Chico Unified School District
Phone Number	(530) 891-3000
Superintendent	Kelly Staley
E-mail Address	kstaley@chicousd.org
Web Site	www.chicousd.org

School Description and Mission Statement (School Year 2018-19)

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 1800 students. In the summer of 2016, Chico High School received a six-year accreditation (2016-22) 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 12 Advanced Placement (AP) courses or honors programs in Freshmen and Sophomore 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. Four Resource Specialist Program (RSP) teachers and five 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.

Chico High School is participating in Butte-Glenn Career Pathways Consortium Grant to design and implement 5 pathways in Manufacturing, Engineering, Health/Medical, Digital Arts, and IC, . Three pathways are fully implemented this school year. The state recognized Architectural and Engineering program CAD+ is the foundation to the new Engineering Pathway and 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 CTE 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. The Manufacturing Pathway offers introductory to advanced welding classes. These are supported by a Technical Writing course that will fulfill English requirements. The Health Pathway includes Health Careers, Sports Medicine, Physiology/Anatomy and ROP Medical/Hospital capstone that offers internships in the community including Enloe Hospital.

Vision Statement

Chico High School's guiding vision is to prepare our students for academic and social-emotional success in our rapidly changing information-based society. We prepare our students to make sound, informed, ethical decisions in all aspects of their adult lives.

Mission Statement

Our mission at Chico High School is to provide a safe, engaging environment that promotes high academic achievement and personal and social responsibility through a cooperative effort of students, teachers, and parents. We offer quality academic and career based programs to help our students succeed. Courses, curriculum, and school-wide goals at Chico High School are reviewed and aligned regularly with local, state and national standards. Our students learn how to be critical thinkers, life-long learners, effective communicators, and community contributors.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	415
Grade 10	457
Grade 11	458
Grade 12	463
Ungraded Secondary	18
Total Enrollment	1,811

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	1.6
Asian	5.2
Filipino	0.6
Hispanic or Latino	24.1
Native Hawaiian or Pacific Islander	0.3
White	59.1
Socioeconomically Disadvantaged	41.8
English Learners	3.9
Students with Disabilities	13.0
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	76	77	77	608
Without Full Credential	1	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: November 2018

Curriculum is selected using Chico Unified School District procedures for adopting textbooks include teacher and administrative recommendations, district curriculum council approval and Board of Education approval.

Materials meet the California Common Core State Standards and were adopted consistent with the state curriculum frameworks cycle. New textbook proposals have been submitted during the 2018-2019 year for purchase and use for the 2019-2020 school year.

Subject	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, <i>Literature and Language Arts</i> , 3rd Course, 2003 English 10: Holt, Rinehart and Winston, <i>Literature and Language Arts</i> , 4th Course, 2003 Humanities 11: Harcourt College Publishers, <i>Culture and Values: A Survey of the Humanities</i> , 2002 Humanities 12: Wadsworth/Cengage Learning, <i>Culture and Values: A Survey of the Humanities</i> , 2010 American Literature: Holt, Rinehart and Winston, <i>Elements of Literature</i> , 5th Course, 2000 ERWC: Commerce Printing Service, <i>Expository Reading and Writing Course: 2nd Edition</i> , 2017	Yes	0
Mathematics	Math C: CPM Educational Program, <i>Course 3 Core Connections</i> , 2013 Integrated Math 1: CPM Educational Program, <i>Core Connections, Integrated 1</i> , 2014 Integrated Math 2: CPM Educational Program, <i>Core Connections, Integrated 2</i> , 2014 Integrated Math 3: CPM Educational Program, <i>Core Connections, Integrated 3</i> , 2015 Math Analysis: CPM Educational Program, <i>Analysis</i> , 2003 AP Statistics: Freeman, <i>The Practice of Statistics</i> , 2008 AP Calculus: Brooks/Cole, Cengage Learning, <i>Single Variable Calculus with Vector Functions</i> , 2012 *Book Adoption Proposal submitted during 18-19 school year for new CPM Pre-Calculus Book to be used 2019-2020 year.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Earth Science: Holt, Rinehart, and Wilson, <i>Earth Science</i> , CA Edition, 2007 Life Science: Pearson/Prentice Hall, <i>Science Explorer Life Science</i> , 2007 Biology: Harcourt/Holt, Rinehart and Winston, <i>Modern Biology</i> , 2007 Intro to Chemistry: Pearson/Benjamin Cummings, <i>Conceptual Chemistry</i> , 2007 Chemistry: Prentice Hall, <i>Chemistry</i> , 2007 Physics: Pearson/Addison-Wesley, <i>Conceptual Physics</i> , 2006 Anatomy and Physiology: McGraw Hill, Hole's <i>Human Anatomy and Physiology</i> , 2007 AP Chemistry: Pearson/Prentice Hall, <i>Chemistry</i> , 2004 AP Biology: Pearson Education, <i>Mastering Biology</i> : 2017	Yes	0
History-Social Science	World History: McDougal Littell, <i>Modern World History, Patterns of Interaction</i> , 2006 US History: McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i> , 2003 Government: Prentice Hall, Magruder's <i>American Government</i> , 2001 Economics: Prentice Hall, <i>Economics: Principals in Action</i> , 2003 AP Government: Addison-Wesley, <i>Government in America, People, Politics and Policy</i> , 2000 AP US History: Houghton Mifflin, <i>The American Pageant</i> , 2002 AP European History: Bedford/St.Martin's, <i>A History of Western Society</i> , AP Edition, 2008 AP Economics: Krugman's <i>Economics for AP</i> , Worth Publishers, 2011 *Book Adoption Proposals being submitted 2018-2019 school year for new purchases to be used 2019-2020 school year.	Yes	0
Foreign Language	<i>French: Vista Higher Learning Da'ccord French Textbook</i> , levels 1 and 2 (2017) <i>Spanish: Vista Higher Learning, Descubre Spanish Textbook</i> , levels 1,2,3 (2017)	Yes	0
Health	McGraw Hill Glencoe: <i>Health</i> , 2007	Yes	0
Visual and Performing Arts	Meets State Guidelines	Yes	0
Science Laboratory Equipment (grades 9-12)	Meets State Guidelines	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Chico High School is the oldest school in Chico, and is comprised both old and new buildings. One of our newest buildings, a 21 room permanent school structure which was completed in October 2010. 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. Campus security has increased with the addition of added security fencing to be completed in the spring of 2019. Chico High School main gym had recent renovations to include, HVAC and duct work upgrades which were completed in the summer of 2018. 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."

Fall 2018 marked the completion of Chico High School's sports complex. After two years of construction, Chico High was able to play it's first ever football game in this stadium. The stadium houses Football, Soccer, Field Hockey, and Track and Field sporting events and at capacity can hold over 4000 fans. In October 2018, specialized cameras were installed in the sports complex that allow for sporting events to be streamed live over the internet to fans around the globe. Similar cameras are set to be installed in two of our Gymnasiums for the streaming both basketball and wrestling competitions.

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, and 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 started in the summer of 2012 and was completed in February 2014.

Our custodial, grounds, and maintenance staff do an outstanding 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 'D' wing. This room provides working space, copying services and miscellaneous equipment (paper cutter, hole punch, etc.).

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 11-2 (D) Vents or surrounding areas are dirty (site to clean)
Interior: Interior Surfaces	Good	

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Weight Room / Field House - 5 (D) Areas evaluated have accumulated refuse, dirt, and grime (site to clean)
Electrical: Electrical	Good	Room 6-7 (D) Electrical outlet covers or light switch covers are damaged or missing (Electrician to repair / Tick: 66977)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Boys locker room-8 (D) Toilet/urinal/sink is damaged, broken, or clogged (has been repaired) (D) Electric hand dryers are damaged or broken (repairs have been made) Stadium/Room 2, Quad 9 (D) Sink / fountain is dirty (site to clean)
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Lawns-6 (D) Gopher holes, trip hazard (on-going trapping)

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	66.0	61.0	51.0	54.0	48.0	50.0
Mathematics (grades 3-8 and 11)	44.0	45.0	42.0	44.0	37.0	38.0

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	438	424	96.80	60.76
Male	233	229	98.28	58.33
Female	205	195	95.12	63.59
Black or African American	12	12	100.00	16.67
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100.00	48.00
Filipino	--	--	--	--
Hispanic or Latino	113	110	97.35	52.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	262	251	95.80	66.53
Two or More Races	13	13	100.00	76.92
Socioeconomically Disadvantaged	181	172	95.03	51.16
English Learners	36	35	97.22	14.71
Students with Disabilities	45	42	93.33	26.83
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	440	423	96.14	44.92
Male	234	228	97.44	49.56
Female	206	195	94.66	39.49
Black or African American	12	12	100	8.33
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100	68
Filipino	--	--	--	--
Hispanic or Latino	113	109	96.46	27.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	263	251	95.44	50.6
Two or More Races	13	13	100	46.15
Socioeconomically Disadvantaged	182	170	93.41	32.35
English Learners	36	35	97.22	22.86
Students with Disabilities	47	41	87.23	14.63
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Chico High has 6 separate CTE pathways that recently were awarded the Gold Ribbon award by the state of California. Architecture, Information Systems, Agricultural, Medical Careers, Digital Art, and Manufacturing make up these 6 pathways. All instructors are CTE certificated by BCOE. These CTE pathways operate in tandem with academic A-G course work.. Agricultural has developed an A-G course sequence that allows for students to remain in the Agricultural pathway in their Science, Social Studies, and Visual Arts for graduation and A-G requirements.

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. Recently a new course for freshman has been implemented for focusing 9th graders on career and college ready status. This course is titled 'Get Focused, Stay Focused" and companions with their health class for a one year complement.

These programs include work experience, in which these skills are taught and assessed. The Agriculture program teaches students applicable work skills and also provides 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. Medical Pathways and Manufacturing also have multiple sections over the course of three years, coupled with Internships at various local business es (Enloe / Welding shops) that are CTE designed as well. Additionally Art has one class that is designed for future graphic designers. 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.

CTE pathways are monitored through the Multiple measures system of the California department of Education.

The primary representative for CUSD is Culinary instructor Priscilla Burns, along with Grant Manager Kristen Lower, and Director of Categorical Funding of CUSD, Tina Keene.

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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	488
% of pupils completing a CTE program and earning a high school diploma	46.2%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	66.6%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	92.4
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	40.6

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.6	23.4	48.0

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents actively participate in the decision-making process at CHS through committees including School Site Council, Parent Teacher Student Association (PTSA), Sports Boosters, Music Boosters, Parent Surveys, WASC, and Ag Advisory Council. CHS seeks and utilizes parent input during our LCAP planning process to establish the district and site goals. Use of the "All Call" system and the Remind app provide important messages that go home to parents regarding up-coming activities, grading periods, athletics, and other pertinent events at Chico High School. The Aeries grading system is kept up-to-date and parents can receive grade information and contact any teacher regarding their student's academics. The CHS website is user-friendly and provides easy access to information about activities, athletics, and extra and co-curricular events and programs through the "Parents and Alumni" tab.

Please visit the Chico High School website for program specific links and individual contact information: <http://chs.chicousd.org>

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	4.2	3.1	1.6	6.6	7.1	4.9	10.7	9.7	9.1
Graduation Rate	93.6	95.2	93.7	88.9	89.6	89.7	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	95.2	92.5	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	85.7	71.4	82.8
Asian	100.0	90.1	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	96.4	94.7	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	96.0	93.5	92.1
Two or More Races	80.0	68.2	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	61.3	58.6	56.7
Students with Disabilities	86.5	80.2	67.1
Foster Youth	0.0	100.0	74.1

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.7	3.9	2.3	4.1	3.6	3.2	3.7	3.7	3.5
Expulsions	0.1	0.6	0.0	0.1	0.3	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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-service training's 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.

Chico High School administrators and campus supervisors work closely with Chico Unified School Districts D.I.R.T. emergency response team, Chico Police Department and a Butte County Probation Department to 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.

As of Fall 2018, School Resource Officers have been added back to the campus adding positive impact to school safety.

The plan was last updated, discussed with staff and adopted by the CUSD Board of Trustees in October 2018. The Safe School Plan may be found at: www.chicousd.org and www.chs.chicousd.org

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	30	11	27	20.0	38	26	18	23.0	24	21	20
Mathematics	27.0	13	17	21	28.0	9	23	22	27.0	13	21	21
Science	28.0	9	10	20	29.0	9	10	22	28.0	9	17	10
Social Science	26.0	17	20	27	26.0	20	15	33	28.0	13	18	31

Note: 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	370
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	4.75	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,338.54	\$3,677.24	\$7,661.30	\$67,451.00
District	N/A	N/A	\$7,474.20	\$67,451
Percent Difference: School Site and District	N/A	N/A	2.5	0.0
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	7.3	-16.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Chico High School receives the following funding:

- Local Control Accountability Plan (LCAP) state funds to support programs and activities to assist all students, including English learners, economically disadvantaged students, and foster youth.
- Safe Schools funds provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- Title II federal funds provide ongoing staff development for teachers and principals.

In addition to highly qualified teachers, counselors, and administrators, Chico High also employs a targeted case manager, bilingual aids, and a Student Resource Officer (SRO) to help support students academically, socially, and emotionally.

Our CTE teachers continue to use grant monies to build state-of-the art programs that promote career readiness and help students develop technical skills with 21st century applications.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,080	\$49,512
Mid-Range Teacher Salary	\$58,684	\$77,880
Highest Teacher Salary	\$92,364	\$96,387
Average Principal Salary (Elementary)	\$103,168	\$123,139
Average Principal Salary (Middle)	\$116,453	\$129,919
Average Principal Salary (High)	\$118,211	\$140,111
Superintendent Salary	\$190,459	\$238,324
Percent of Budget for Teacher Salaries	33.0	36.0
Percent of Budget for Administrative Salaries	4.0	5.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	8	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	11	N/A
All courses	27	27.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Our school is committed to staff training and curriculum improvement. Teachers constantly work to align curriculum with state and district standards as well as the transition to Common Core. Curriculum improvement is focused on areas of weakness as indicated by testing. Chico High 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. A few years ago approximately 2/3 of our staff participated in the ABEO training, which emphasizes an education design and implementation group that helps teachers ensure that students graduate college and are career ready. This platform has recently transitioned to a Peer Rounds vehicle that allows for teachers to 'see' their counterparts and engage in professional dialogue. Teachers work together to evaluate and increase the degree to which students are producing authentic intellectual work. Other staff development requirements include new teacher orientation and on-going reinforcement, which offers new teachers resources and opportunities to improve teaching strategies and classroom management. We also offer continued Professional Learning Community training. With new staff arriving, an emphasis is placed on targeted objectives, productive feedback, and student engagement strategies.

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.

Weekly Collaboration (Wednesday mornings from 7:30 to 8:15 am) for 45 minutes per instructor and content area.

Monthly Staff meetings that focus on target goals, instructional practices, and globally aligned scholastic achievement expectations.

CUSD PD four times a year with multiple opportunities provided for professional growth.

Paid release time per department during summer, winter and fall term for departments to collaborate, articulate, and refine instructional practices, align with data, and address updated standards.