

Chico High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Chico High School
Street	901 Esplanade
City, State, Zip	Chico, CA 95926
Phone Number	(530) 891-3027
Principal	Douglas J. Williams
Email Address	dwilliams@chicousd.org
School Website	http://chs.chicousd.org
County-District-School (CDS) Code	04-61424-0431676

2023-24 District Contact Information

District Name	Chico Unified School District
Phone Number	(530) 891-3000
Superintendent	Kelly Staley
Email Address	kstaley@chicousd.org
District Website	www.chicousd.org

2023-24 School Description and Mission Statement

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 secondary schools in the Chico Unified School District. Our current enrollment is approximately 1,950 students. The ACS WASC Commissioners have determined Chico High School (9-12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's report, and the satisfactory completion of the accreditation visit. It is the decision of the Commission to grant six-year accreditation status through June 30, 2029 with a mid-cycle visit during the 2025-2026 school year.

CHS is modeling a "Block Schedule" master schedule which follows an 8 Period 2 day rotating block. Thus, each day contains 4 periods and the week is divided by "RED" days with 4 periods and a "GOLD" day with a different 4 periods. This schedule creates more opportunities for students to experience a variety of course offerings while completing the graduation and A-G credits, including C.T.E. Pathways. In addition, the 88 minute periods allow teachers to maximize diverse and innovative teaching strategies to enrich, engage and model a variety of educational skills. The CHS Staff will vote in January of 2024 to approve or deny a 5 year contract MOU for the block schedule. Chico High School is currently a 1-to-1 technology school which provides all students a Chromebook. These Chromebooks allow students to engage with instruction during class and while off campus.

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 has transitioned into a three course NGSS model class

2023-24 School Description and Mission Statement

sequences. This will allow all students the ability to access option of taking a prescribed selection of advanced science coursework. Extra academic support is available through a three-tiered English Language Development (ELD) program for limited and non-English speaking students. Our Special Education Department has teachers placed as (Ed Specialists) who teach basic level classes and participate in a Co-Teaching model of full inclusion with a regular education teacher. 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, Musical Theatre, Choir, Band, Music, computer art, digital photography and ceramics. Our state-recognized agriculture and engineering 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 course offerings concurrent college credit (2+2 and 2+2+2). Approximately 35 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 offers options in multiple career pathways which include C.T.E. courses in Manufacturing, Agricultural sciences, Engineering, Computers and Robotics, Health/Medical, Digital Arts, and Heroes teach. 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 into paid positions before graduating from the program. Some students complete school as licensed Drone pilots through a FFA combination exam. This is a fast-paced and exciting program that 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 fulfills English requirements. The Health Pathway includes Health Careers, Sports Medicine, Physiology/Anatomy and an Medical/Hospital capstone that offers internships in the community, including at Enloe Hospital. CHS has added a "Heroes Teach" program to our course selections that provide students with opportunities to work within the teaching field both on campus and in partnerships with our neighboring elementary schools.

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, and ethical decisions in all aspects of their adult lives. Our mission at Chico High School is to provide a safe, engaging environment that promotes high academic achievement and personal and social responsibility through the cooperative efforts 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.

Like all other educational settings, COVID-19 provided a significant challenge to Chico High School from spring of 2020 through current day. The state-announced shutdown of schools coincided with the school's spring break in 2020. The balance of the school year was conducted in a distance-based environment, where teachers were tasked in delivering their content in an electronic format. The distance-based model was sustained into the start of the 2020-21 school year, with the district opting to use a third party curriculum platform known as Edgenuity. Teachers were mandated to use this curriculum in their delivery until face-to-face meetings with students resumed later in the fall. Teachers were then given the choice to continue with the online platform or revert to their own curriculum for the balance of the semester. Switching between the online Edgenuity and teacher-created curriculum presented additional instructional challenges for all teachers and students. Face-to-face classes resumed in the middle of October of 2020. School capacity was reduced to 50%, meaning that students were expected to attend only in the morning (from 8 am until 11:02 am) or afternoon (from 11:58 am until 3:00 pm). Independent study work was expected out of the students for the second half of the day from their classroom teachers.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	460
Grade 10	507
Grade 11	501
Grade 12	437
Total Enrollment	1,905

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	51.7%
American Indian or Alaska Native	1.5%
Asian	4.5%
Black or African American	2.3%
Filipino	0.3%
Hispanic or Latino	29.7%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	5.7%
White	52.4%
English Learners	4.6%
Foster Youth	0.4%
Homeless	3.3%
Migrant	0.2%
Socioeconomically Disadvantaged	53.2%
Students with Disabilities	14.4%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	67.90	89.15	588.00	84.35	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.50	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	12.90	1.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.70	6.21	53.90	7.74	12115.80	4.41
Unknown	3.50	4.65	37.60	5.39	18854.30	6.86
Total Teaching Positions	76.20	100.00	697.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	79.90	93.07	623.30	86.19	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.90	1.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	1.58	13.40	1.86	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	2.39	25.50	3.53	11953.10	4.28
Unknown	2.50	2.93	49.90	6.91	15831.90	5.67
Total Teaching Positions	85.90	100.00	723.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.30	1.20
Local Assignment Options	4.40	0.70
Total Out-of-Field Teachers	4.70	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Curriculum is selected using Chico Unified School District procedures for adopting textbooks, including 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 framework's cycle. New textbook proposals we submitted during the 2019-2020 year for purchase and use for the 2020-21 school year for specific subjects. Math books for all CPM courses remain in affect from the 2019-2020 data including the new CPM Pre- Calculus book adopted in 2019-2020. Currently, the CHS science department is piloting NGSS aligned text books in order to make a district recommendation for adoption moving into the three course model in 2023-24.

Year and month in which the data were collected

October 4, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 9: Holt, Rinehart and Winston, Literature and Language Arts, 3rd Course, 2003</p> <p>English 10: Holt, Rinehart and Winston, Literature and Language Arts, 4th Course, 2003</p> <p>Humanities 11: Harcourt College Publishers, Culture and Values: A Survey of the Humanities, 2002</p> <p>Humanities 12: Wadsworth/Cengage Learning, Culture and Values: A Survey of the Humanities, 2010</p> <p>American Literature: Holt, Rinehart and Winston, Elements of Literature, 5th Course, 2000</p> <p>ERWC: Commerce Printing Service, Expository Reading and Writing Course: 2nd Edition, 2017</p> <p>Edgenuity 2023 online</p> <p>AP English Language and Composition: The Language of Composition by Renee H. Shea, Lawrence, Scanlon, Robin Dissin Aufses published by Bedford St. Martin's, 2018</p> <p>AP English Literature: Perrine's Literature: Structure, Sound, & Sense 10th Edition by Thomas R. Arp and Greg Johnson published by Follett 2009</p>	Yes	0
Mathematics	<p>Math C: CPM Educational Program, Course 3 Core Connections, 2013</p> <p>Integrated Math 1: CPM Educational Program, Core Connections, Integrated 1, 2014</p> <p>Integrated Math 2: CPM Educational Program, Core Connections, Integrated 2, 2014</p> <p>Integrated Math 3: CPM Educational Program, Core Connections, Integrated 3, 2015</p> <p>Pre-Calculus: CPM Pre-Calculus 3rd edition</p> <p>AP Calculus: Single Variable Calculus 7E Early Transcendentals 7th Edition, 2007</p> <p>AP Statistics: The Practice of Statistics for AP 6th by Starnes and Tabor published by Bedford, Freeman & Worth, 2018</p> <p>Edgenuity 2023 online</p>	Yes	0
Science	<p>In addition to the books listed below CHS is currently reviewing and piloting new textbooks for adoption selection due to the new CUSD NGSS three course sequence science adoption slated to be fully implemented in 2023-24. (Piloted texts include: California HMH Science Dimensions: Biology - The Living Earth-2020. The text is intended to be used in and out of the classroom, for reference and practice. NGSS Text or online curriculum be chosen through the NGSS TIME Adoption process. This process will be facilitated by DLC-Science.)</p> <p>Earth Science: Holt, Rinehart, and Wilson, Earth Science, CA Edition, 2007</p> <p>Life Science: Pearson/Prentice Hall, Science Explorer Life Science, 2007</p> <p>Biology: Harcourt/Holt, Rinehart and Winston, Modern Biology, 2007</p>	Yes	0

	<p>Intro to Chemistry: Pearson/Benjamin Cummings, Conceptual Chemistry, 2007</p> <p>Chemistry: Prentice Hall, Chemistry, 2007</p> <p>Physics: Pearson/Addison-Wesley, Conceptual Physics, 2006</p> <p>Anatomy and Physiology: McGraw Hill, Hole's Human Anatomy and Physiology, 2007</p> <p>AP Environmental Science: AP Environmental Science by Withgott and Laposata published by Pearson, 2021</p> <p>AP Physics: Cutnell & Johnson Physics AP Edition by John Wiley & Sons, Inc, 2018</p> <p>AP Biology: Campbell's Biology by Urry, Cain, Wasserman, Minorsky, and Reece published by Pearson, 2018</p> <p>AP Chemistry: Chemistry 7th Edition by McMurry, Fay, and Robinson published by Pearson, 2016</p> <p>Edgenuity 2023 online</p>		
History-Social Science	<p>World History: Houghton Mifflin Harcourt, Modern World History, 2019</p> <p>US History: Houghton Mifflin Harcourt, American History; Reconstruction to the Present, 2019</p> <p>Government: Houghton Mifflin Harcourt, U.S. Government HMH 2018</p> <p>Economics: Houghton Mifflin Harcourt, Economics HMH 2018</p> <p>AP Government and Politics: Government in America: People, Politics and Policy AP edition by Edwards, Wattenberg & Lineberry, 2014</p> <p>AP United States History: American History, Connecting with the Past by Allan Brinkley; 15th Edition, 2015</p> <p>AP European History: Bedford/St.Martin's, A History of Western Society, AP Edition, 2008</p> <p>AP Economics: Krugman's Economics for AP, Worth Publishers, 2011</p> <p>AP Psychology: Myers' Psychology for AP 2nd Edition by Davin G. Myers published by Bedford, Freeman & Worth, 2014</p> <p>Edgenuity 2023 online</p>	Yes	0
Foreign Language	<p>French: Vista Higher Learning Da'ccord French Textbook, levels 1 and 2 (2017)</p> <p>Spanish: Vista Higher Learning, Descubre Spanish Textbook, levels 1,2,3 (2017)</p> <p>Edgenuity 2023 online</p>	Yes	0
Health	<p>McGraw Hill Glencoe: Health, 2007</p> <p>Edgenuity 2023 online</p>	Yes	0
Visual and Performing Arts	Meets State Guidelines	Yes	0

School Facility Conditions and Planned Improvements

Chico High School is the oldest school in Chico, and is comprised of both old and new buildings. One of our newest buildings, a 21-room permanent school structure, was completed in October 2010. This facility includes 16 regular classrooms, 3 full science labs, 2 special education rooms for the Severely Handicapped, a large common area and 2 large department offices. Campus security has increased with the addition of security fencing. In 2018, Chico High School's main gym was renovated to include HVAC and duct work upgrades. 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 its first ever football game in this stadium, which can hold over 4,000 fans in normal conditions. The stadium houses football, soccer, field hockey, and track and field sporting events. In October 2018, specialized cameras were installed in the sports complex that allow for sporting events to be livestreamed over the internet to fans around the globe. Similar cameras are set to be installed in two of our gymnasiums for the streaming of both basketball and wrestling competitions.

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.

Year and month of the most recent FIT report

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		4. (D) Ceiling tiles have holes or stains (D1, B2, J116). W.O. #11863 4. (D) Evidence of water damage (Eg: condensation, dampness, staining, warping, peeling, mineral deposits, etc.) W.O. #11864 4. (D) Ceiling tiles are missing (A128). W.O. #11871
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			7. (D) Electrical systems, components and/or equipment appear not to be working properly (C11). W.O. #11870
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			8. (D) Restrooms do not appear to be maintained and cleaned regularly (H3). W.O. #11862
Safety: Fire Safety, Hazardous Materials	X			10. (D) Fire extinguishers are not current and/or not placed in all required areas (F4). W.O. #11867
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			15. (D) Windows, doors, or gates are not functional and do not open, close, and lock as designed (unless there is a valid reason, B4). W.O. #11868 15. (D) Windows are not intact and there is evidence of cracks (B7). W.O. #11869

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	76		55		47	
Mathematics (grades 3-8 and 11)	40		39		33	

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	38.96		36.99		29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 Career Technical Education Programs

Chico High has 11 separate CTE pathways that have been awarded the Gold Ribbon award by the state of California: Architecture, Information Systems, Engineering Design, Software and systems development, Agricultural Mechanics, Agricultural Floral Design, Agricultural Ornamental, Agricultural Natural Resources, Medical Careers, Heroes Teach, Digital Art. All instructors are CTE certificated by BCOE. These CTE pathways operate in tandem with academic A-G course work. Our Agricultural pathway has developed an A-G course sequence that allows students to remain in the Agricultural pathway while earning their Science, Social Studies, and Visual Arts credits for graduation and A-G requirements. Additionally, 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 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 architectural and engineering firms in the area. Medical Pathways and Manufacturing also have multiple sections over the course of three years, coupled with CTE-designed internships at various local businesses (like Enloe Hospital and welding shops). Additionally, Art has one class that is designed for future graphic designers. Chico High measures the success of these efforts in several ways, such as portfolios, which include resumes, job application forms, letters of reference, and work samples (including a reflection on which personal, interpersonal, and technological are demonstrated in that work sample). A new course for freshman has been implemented to focus on career and college ready status. This course is titled "Get Focused, Stay Focused," and accompanies the health class for one year. 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 School
Career a Technical Education-C.T.E. Pathways

CTE PATHWAY- Digital Arts and Media
Digital Arts I
Digital Arts II

CTE PATHWAY-Medical/Patient Care
Sports Medicine
Medical & Hospital Careers

CTE PATHWAY-Engineering Design
Engineering Design I
Engineering Design II
Engineering Design III/IV

CTE PATHWAY-Architecture Design
Architecture I
Architecture II
Architecture III/IV

CTE PATHWAY-Information Support and Service Sector
Computer Design I Components and Networking
Cyber Security and Network Engineering

CTE PATHWAY-Software and systems development
Programing and Software Engineering
Robotics and Drone Design

CTE PATHWAY- Agricultural Mechanics
Agricultural Welding I
Agricultural Welding II
Advanced Agricultural Welding

CTE PATHWAY- Agricultural Ornamental
Horticulture I

2022-23 Career Technical Education Programs

Environmental Horticulture

CTE PATHWAY-Agricultural Floral Design
 Agricultural Floral Design
 Agricultural Advanced Floral Design

CTE PATHWAY-Agriculture Natural Resources
 Biology and Systems Agriculture
 Chemistry and Agri-Science
 Advanced Interdisciplinary Science for Sustainable AG

CTE PATHWAY-Heroes Teach
 Heroes Teach I
 Heroes Teach II

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	76.99%	65.21%	69.59%	80.27%	70.68%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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. In 2019, CUSD activated a communications tool included in Aeries (our student data system) to help CHS provide important messages to parents regarding upcoming 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 students' 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>.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.6	2.8		6.4	7.6		9.4	7.8	
Graduation Rate	96.5	94.1		88.8	88.8		83.6	87.0	

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2023-24 School Safety Plan

The School Safety Plan is updated annually in accordance with Senate Bill 187. The plan was last updated, discussed with staff, and adopted by the CUSD Board of Trustees in October 2023. The Safe School Plan may be found at: chs.chicousd.org under the "About Us" tab labeled "Data, Plans & Reports." This plan's key elements include specific and detailed procedures for dealing with traumatic incidents, threat of imminent danger, 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 trainings for school safety personnel. The plan also clearly states student behavior guidelines, including a school-wide policy intended to reduce student 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 District's D.I.R.T. emergency response team, Chico Police Department, and 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 a positive impact to school safety. In the summer of 2023 the District added an additional set of cameras to upgrade the surveillance coverage to all external areas around campus including the back parking lot, the J & K hallway and more Agriculture Shop coverage.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	121		
Mathematics	17	84	3	6
Science	16	62		
Social Science	15	84		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	33	48	
Mathematics	25	13	47	3
Science	27	6	39	1
Social Science	25	14	39	4

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,702.26	\$6,397.01	\$8,305.24	\$75,201.00
District	N/A	N/A	\$8,977.99	\$75,201
Percent Difference - School Site and District	N/A	N/A	-7.8	0.7
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	23.0	-16.1

Fiscal Year 2022-23 Types of Services Funded

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 to provide training, resources, and technical assistance to establish a school/community environment that 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 aides, 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification 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	\$50,108	\$55,550
Mid-Range Teacher Salary	\$67,799	\$84,645
Highest Teacher Salary	\$106,711	\$111,284
Average Principal Salary (Elementary)	\$118,745	\$139,860
Average Principal Salary (Middle)	\$129,245	\$146,440
Average Principal Salary (High)	\$130,183	\$158,447
Superintendent Salary	\$244,827	\$278,268
Percent of Budget for Teacher Salaries	32.14%	32.21%
Percent of Budget for Administrative Salaries	4.12%	4.89%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Our school is committed to staff training and curriculum improvement. Teachers constantly work to align curriculum with State and district Common Core standards during Wednesday morning collaborations. Curriculum improvement is focused on areas of weakness as indicated by testing. Recently CHS has implemented the board adopted new NGSS science 3 course sequence for all students. 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. In 2021 and 2022 CHS participated in the ABEO training, which emphasizes education design and implementation that helps teachers ensure that students graduate college and are career

Professional Development

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. Additionally, CHS continues to review best practices focused on teaching on the "Alternating 8 period Block" schedule which was implemented by a teacher voted in MOU in 2021. Other staff development requirements include new teacher orientation and ongoing 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. Our SPED department is also receiving meeting time to collaborate on our CO-Teaching model utilized across subjects matters. This model allows additional support in regular education classes for SPED and regular education students. Both a regular education teacher and a SPED teacher co-teach designated course.

The implementation of a weekly collaborative time has allowed CHS staff to focus on strategies for improving student literacy and other school improvement issues. We hold monthly staff meetings that focus on target goals, instructional practices, and globally aligned scholastic achievement expectations. CHS staff participate in CUSD PD four times a year. CHS offers staff paid release time per department during summer, winter, and fall terms for departments to collaborate, articulate, and refine instructional practices, align with data, and address updated standards. As of 2019-2020, CHS is participating in the Stanford ILC program. This collaborative promotes teachers training teachers and allows on-site training cycles during the school year that reflect the learn, model, and reflect process as outlined by the ILC regional project.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	43	41	41