

**Chico High School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	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
Website	<a href="http://chs.chicousd.org/">http://chs.chicousd.org/</a>
County-District-School (CDS) Code	04-61424-0431676

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Chico Unified School District
Phone Number	(530) 891-3000
Superintendent	Kelly Staley
Email Address	kstaley@chicousd.org
Website	<a href="http://www.chicousd.org">www.chicousd.org</a>

### School Description and Mission Statement (School Year 2020-2021)

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 1,852 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). In 2018-19 Chico High School received a pass on our (WASC) Mid-Cycle Review.

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 the Butte-Glenn Career Pathways Consortium Grant to design and implement five 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 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 a ROP Medical/Hospital capstone that offers internships in the community, including at Enloe Hospital.

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.

#### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	438
Grade 10	448
Grade 11	410
Grade 12	451
<b>Total Enrollment</b>	<b>1,747</b>

#### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	1.5
Asian	4.5
Filipino	0.6
Hispanic or Latino	25.4
Native Hawaiian or Pacific Islander	0.3
White	57.4
Two or More Races	3.2
Socioeconomically Disadvantaged	40.8
English Learners	3.1
Students with Disabilities	12.5
Foster Youth	0.7
Homeless	1.2

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	77	76	70	538
Without Full Credential	0	0	1	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	5	49

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
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 Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** November 2020

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 2018-2019 year for purchase and use for the 2019-2020 school year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<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 2020 online</p>	Yes	0
<b>Mathematics</b>	<p>Math C: CPM Educational Program, Course 3 Core Connections, 2013</p> <p>Integrated Math 1: CPM Educational Program, Core Connections, Integrated I, 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>Math Analysis: CPM Educational Program, Analysis, 2003</p> <p>AP Statistics: Freeman, The Practice of Statistics, 2008</p> <p>AP Calculus: Brooks/Cole, Cengage Learning, Single Variable Calculus with Vector Functions, 2012</p> <p>Edgenuity 2020 online</p> <p>*Book Adoption Proposal submitted during 18-19 school year for new CPM Pre-Calculus Book to be used 2019-2020 year.</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	Earth Science: Holt, Rinehart, and Wilson, Earth Science, CA Edition, 2007 Life Science: Pearson/Prentice Hall, Science Explorer Life Science, 2007 Biology: Harcourt/Holt, Rinehart and Winston, Modern Biology, 2007 Intro to Chemistry: Pearson/Benjamin Cummings, Conceptual Chemistry, 2007 Chemistry: Prentice Hall, Chemistry, 2007 Physics: Pearson/Addison-Wesley, Conceptual Physics, 2006 Anatomy and Physiology: McGraw Hill, Hole's Human Anatomy and Physiology, 2007 AP Chemistry: Pearson/Prentice Hall, Chemistry, 2004 AP Biology: Pearson Education, Mastering Biology: 2017 Edgenuity 2020 online	Yes	0
<b>History-Social Science</b>	World History: Houghton Mifflin Harcourt, Modern World History, 2010 US History: Houghton Mifflin Harcourt, American History; Reconstruction to the Present, 2010 Government: Prentice Hall, Magruder's American Government, 2001 Economics: Prentice Hall, Economics: Principals in Action, 2003 AP Government: Addison-Wesley, Government in America, People, Politics and Policy, 2000 AP US History: Houghton Mifflin, The American Pageant, 2002 AP European History: Bedford/St.Martin's, A History of Western Society, AP Edition, 2008 AP Economics: Krugman's Economics for AP, Worth Publishers, 2011 Edgenuity 2020 online  *Book Adoption Proposals being submitted 2018-2019 school year for new purchases to be used 2019-2020 school year.	Yes	0
<b>Foreign Language</b>	French: Vista Higher Learning Da'ccord French Textbook, levels 1 and 2 (2017) Spanish: Vista Higher Learning, Descubre Spanish Textbook, levels 1,2,3 (2017) Edgenuity 2020 online	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	McGraw Hill Glencoe: Health, 2007 Edgenuity 2020 online	Yes	0
Visual and Performing Arts	Meets State Guidelines	Yes	0
Science Laboratory Equipment (grades 9-12)	Meets State Guidelines	Yes	0

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

## 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, 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 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.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** November 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	4. (D) Ceilings have damage from cracks, tears, holes, or water damage (Library, C10, B9, B10, F4 Wo#2117, 2125, 2126.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	13. (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak, so repairs were made.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	33	N/A	39	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### CAASPP Test Results in Science by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### Career Technical Education Programs (School Year 2019-2020)

Chico High has 6 separate CTE pathways that have been awarded the Gold Ribbon award by the state of California: Architecture, Information Systems, Agricultural, Medical Careers, Digital Art, and Manufacturing. 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.

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.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	774
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	83.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	52.2

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	93.65
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	42.79

### 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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)

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>.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	1.6	2.9	6.3	4.9	8	8.8	9.1	9.6	9
Graduation Rate	93.7	93.2	93.4	89.7	88.7	89.8	82.7	83	84.5

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.3	4.5	3.2	4.2	3.5	3.5
Expulsions	0.0	0.1	0.0	0.1	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.30%	3.75%	2.5
Expulsions	0.10%	0.30%	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

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 2020. The Safe School Plan may be found at: [www.chicousd.org](http://www.chicousd.org) and [www.chs.chicousd.org](http://www.chs.chicousd.org). 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 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.

To provide for student and staff safety during COVID-19, CUSD has adopted a district-wide AM/PM instruction model that allows for smaller class sizes and additional cleaning measures in between groups. To learn more, visit [www.chicousd.org](http://www.chicousd.org).

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
English Language Arts	23	24	21	20	28	11	20	21	23	29	23	22
Mathematics	27	13	21	21	29	7	20	20	25	17	20	22
Science	28	9	17	10	29	7	12	14	28	8	9	20
Social Science	28	13	18	31	31	6	19	29	24	19	19	19

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	436.8

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1

Title	Number of FTE* Assigned to School
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	0.2

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,767.63	\$4,630.67	\$8,136.96	\$73,366.00
District	N/A	N/A	\$8,113.54	\$73,366
Percent Difference - School Site and District	N/A	N/A	0.3	0.0
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	4.9	-14.2

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

### Types of Services Funded (Fiscal Year 2019-2020)

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.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,540	\$52,484
Mid-Range Teacher Salary	\$64,325	\$81,939
Highest Teacher Salary	\$101,243	\$102,383
Average Principal Salary (Elementary)	\$118,409	\$129,392
Average Principal Salary (Middle)	\$116,933	\$136,831
Average Principal Salary (High)	\$123,050	\$147,493
Superintendent Salary	\$229,797	\$254,706

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	32.0	34.0
Percent of Budget for Administrative Salaries	4.0	5.0

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

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	8	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	8	N/A
All courses	21	24.3

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	40	42	6

Our school is committed to staff training and curriculum improvement. Teachers constantly work to align curriculum with state and district Common Core standards. 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 education design and implementation 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 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.

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.