

Chico High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Chico High School
Street	901 Esplanade
City, State, Zip	Chico, CA 95926
Phone Number	(530) 891-3026
Principal	Erica L. Sheridan
Email Address	esherida@chicousd.org
School Website	http://chs.chicousd.org
Grade Span	
County-District-School (CDS) Code	04-61424-0431676

2024-25 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

2024-25 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 1,800 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.

2024-25 School Description and Mission Statement

CHS staff have voted in a five year "Block Schedule" master schedule which follows an 8 Period 2 day rotating block. 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. 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 13 Advanced Placement (AP) courses or honors programs in Freshmen and Sophomore English. The Science Department has transitioned into a three course NGSS model class 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 Extensive Supports Needs 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 that are concurrent Butte college credit (dual enrollment). 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 workforce 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. 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.

About this School

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	444
Grade 10	446
Grade 11	479
Grade 12	504
Total Enrollment	1,873

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.2
Male	51.6
American Indian or Alaska Native	1.1
Asian	4.7
Black or African American	2.3
Filipino	0.3
Hispanic or Latino	31
Native Hawaiian or Pacific Islander	0.4
Two or More Races	6.7
White	49.8
English Learners	5.5
Foster Youth	0.5
Homeless	4
Migrant	0.1
Socioeconomically Disadvantaged	56
Students with Disabilities	13.7

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	80.40	92.73	604.70	85.06	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.50	1.49	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.60	4.19	38.10	5.36	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	1.56	17.10	2.42	11746.90	4.23
Unknown/Incomplete/NA	1.30	1.52	40.30	5.67	14303.80	5.15
Total Teaching Positions	86.80	100.00	710.90	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.30	3.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.30	3.6

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.30	1.20	0
Local Assignment Options	4.40	0.70	1.3
Total Out-of-Field Teachers	4.70	2.00	1.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1.9	3.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0.9

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

2024-25 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. 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. Recently, the CUSD board approved the three course NGSS model and in spring 2024, CHS science department has piloted and selected NGSS aligned online materials to guide class instruction. World Languages adopted new texts to support Spanish and French language instruction. Currently, in the 2024-25 school year, the English department is in the curriculum review and selection process to be determined spring of 2025.

Year and month in which the data were collected

October 4, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9: Holt, Rinehart and Winston, Literature and Language Arts, 3rd Course, 2003 English 10: Holt, Rinehart and Winston, Literature and Language Arts, 4th Course, 2003 Humanities 11: Harcourt College Publishers, Culture and Values: A Survey of the Humanities, 2002 Humanities 12: Wadsworth/Cengage Learning, Culture and Values: A Survey of the Humanities, 2010 American Literature: Holt, Rinehart and Winston, Elements of Literature, 5th Course, 2000 ERWC: Commerce Printing Service, Expository Reading and Writing Course: 2nd Edition, 2017 Edgenuity 2023 online 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 AP English Literature: Perrine's Literature: Structure, Sound, & Sense 10th Edition by Thomas R. Arp and Greg Johnson published by Follett 2009	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 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>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>Three course model:</p> <p>CK 12 online curriculum was adopted by the CUSD board spring 2023: https://www.ck12.org/schools/california/</p> <p>OpenSci-Ed online curriculum</p> <p>Gizmos</p> <p>*Due to low cost of curriculum selections, professional development, subscriptions, and materials were purchased to support the transition to the Three course model of instruction.</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>	Yes	0
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	French: EntreCultures-French 1,2 Vista Higher Learning, Wayside Publishing, 2023 Spanish: EntreCulturas-Spanish 1,2, Vista Higher Learning, Wayside Publishing, 2023 Triangulo APreciado Vista Higher Learning, Wayside Publishing, 2023 Azulejo Vista Higher Learning, Wayside Publishing, 2023 Edgenuity 2023 online	Yes	0
Health	McGraw Hill Glencoe: Health, 2007 Edgenuity 2023 online	Yes	0
Visual and Performing Arts	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, 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 2024 a gate buzzer system will be added at front and back gates to admit people during school hours. 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 2024

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 (Gym,B9,B10, B11,C2 • Wo 15848 4. (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)A 206,A208,A211,A212,IT 2B,S2,D2, Theater -Wo 15848
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			5. (D) Floors and carpets appear to NOT have been swept or cleaned within the last week(K commons) (D) Corners of the room have a recognizable amount of dirt or grime buildup (MPR) -Wo 15847 5. (D) Unsecured items are stored too high (113,219) - Wo 15850

School Facility Conditions and Planned Improvements

Electrical	X			(D) Electrical systems, components, and/or equipment appear NOT to be working properly (Outlet near sink is not working) A113 (D) Light cover needs replaced B2 -Wo 15849
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			(D) Fire extinguisher needs mounted C5 (D) Fire extinguisher is missing A 203 -Wo 15850
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	71	66	55	53	46	47
Mathematics (grades 3-8 and 11)	36	31	40	39	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	472	457	96.82	3.18	66.08
Female	230	220	95.65	4.35	75.45
Male	242	237	97.93	2.07	57.38
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	59.09
Black or African American	12	12	100.00	0.00	25.00
Filipino	0	0	0	0	0
Hispanic or Latino	140	133	95.00	5.00	48.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	41	95.35	4.65	75.61
White	250	245	98.00	2.00	77.14
English Learners	25	23	92.00	8.00	13.04
Foster Youth	--	--	--	--	--
Homeless	14	11	78.57	21.43	54.55
Military	0	0	0	0	0
Socioeconomically Disadvantaged	248	240	96.77	3.23	53.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	60	90.91	9.09	11.67

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	471	453	96.18	3.82	30.68
Female	230	219	95.22	4.78	34.70
Male	241	234	97.10	2.90	26.92
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	27.27
Black or African American	12	12	100.00	0.00	8.33
Filipino	0	0	0	0	0
Hispanic or Latino	140	133	95.00	5.00	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	41	95.35	4.65	43.90
White	249	241	96.79	3.21	39.00
English Learners	25	23	92.00	8.00	0.00
Foster Youth	--	--	--	--	--
Homeless	14	11	78.57	21.43	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	248	238	95.97	4.03	19.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	56	86.15	13.85	3.57

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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	41.51	42.17	38.80	39.48	30.29	30.73

2023-24 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	955	915	95.81	4.19	42.08
Female	463	441	95.25	4.75	41.95
Male	492	474	96.34	3.66	42.19
American Indian or Alaska Native	--	--	--	--	--
Asian	48	47	97.92	2.08	34.04
Black or African American	21	21	100.00	0.00	19.05
Filipino	--	--	--	--	--
Hispanic or Latino	283	273	96.47	3.53	28.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	89	83	93.26	6.74	43.37
White	502	480	95.62	4.38	51.88
English Learners	46	42	91.30	8.70	2.38
Foster Youth	--	--	--	--	--
Homeless	17	14	82.35	17.65	7.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	515	498	96.70	3.30	29.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	121	103	85.12	14.88	5.83

2023-24 Career Technical Education Programs

Chico High has 14 separate CTE pathways (see below for descriptions of pathways and course titles. All instructors are CTE certificated by Butte County Office of Education. 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 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. Many of the course offerings are approved for dual enrollment credit with Butte College.

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 a 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 course for freshman has been implemented to focus on career and college ready status. This course is titled, "Careers", and accompanies the health class for one year. CTE pathways are monitored through the Multiple Measures system of the California Department of Education.

Chico High School

2023-24 Career Technical Education Programs

Career and Technical Education-C.T.E. Pathways

CTE PATHWAY- Digital Arts and Media

Digital Arts I

Digital Arts II

CTE PATHWAY- Arts, Media and Entertainment: Digital Photography

Digital Photography

Advanced Digital Photography

CTE PATHWAY- Arts, Media and Entertainment: Ceramics

Ceramic Arts

Advanced Studio Ceramics

CTE PATHWAY- Arts, Media and Entertainment: Glass Design

Glass Design 1

Advanced Stained Glass

CTE PATHWAY-Medical/Patient Care

Sports Medicine

Medical & Hospital Careers

CTE PATHWAY-Engineering Design

Engineering Design CAD I

Engineering Design CAD II

Engineering Design CAD 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

Environmental Horticulture

CTE PATHWAY-Agricultural Floral Design

Agricultural Floral Design

Agricultural Advanced Floral Design

CTE PATHWAY-Agriculture Natural Resources: Sustainable Agriculture Science

Biology and Systems Agriculture

Chemistry and Agri-Science

Advanced Interdisciplinary Science for Sustainable AG

CTE PATHWAY-Education, Child Development, and Family Services: Education

Heroes Teach I

2023-24 Career Technical Education Programs

Heroes Teach II

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1026
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57.7
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	96.73
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	40.17

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.

2023-24 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 requires only participation results 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	44.6%	31.5%	32.0%	53.3%	63.1%

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.

2024-25 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-Parent Square 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	2.8	2.2	3.5	7.6	9.1	8.6	7.8	8.2	8.9
Graduation Rate	94.1	97.3	95.2	88.8	89.9	89.4	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	480	457	95.2
Female	230	220	95.7
Male	249	237	95.2
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	27	26	96.3
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	147	141	95.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	28	26	92.9
White	252	244	96.8
English Learners	22	22	100.0
Foster Youth	--	--	--
Homeless	42	35	83.3
Socioeconomically Disadvantaged	394	377	95.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	61	55	90.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1979	1938	333	17.2
Female	950	928	164	17.7
Male	1023	1005	168	16.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	22	21	8	38.1
Asian	91	91	9	9.9
Black or African American	51	49	15	30.6
Filipino	--	--	--	--
Hispanic or Latino	628	614	117	19.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	134	132	23	17.4
White	1002	980	151	15.4
English Learners	119	115	25	21.7
Foster Youth	15	15	7	46.7
Homeless	117	112	46	41.1
Socioeconomically Disadvantaged	1148	1118	249	22.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	293	279	79	28.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	6.91	5.77	3.54	4.01	3.85	3.31	3.17	3.60	3.28
Expulsions	0.50	0.59	0.40	0.31	0.38	0.29	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.54	0.40
Female	2.95	0.21
Male	4.11	0.59
Non-Binary		
American Indian or Alaska Native	4.55	0.00
Asian	1.10	0.00
Black or African American	19.61	1.96
Filipino	0.00	0.00
Hispanic or Latino	4.14	0.32
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.97	0.75
White	2.40	0.40
English Learners	3.36	0.00
Foster Youth	26.67	0.00
Homeless	6.84	0.85
Socioeconomically Disadvantaged	5.05	0.61
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.48	0.34

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 2024. 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, surveillance cameras have been installed around campus to increase 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. Winter 2024-25 an intercom and camera gate system at the front and back gates will be installed to support a single point of entry onto campus as well as prevent unauthorized visitors.

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	23	29	47	6
Mathematics	26	10	52	3
Science	28	7	32	5
Social Science	25	14	43	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	25	28	27	22
Mathematics	28	9	35	13
Science	30	3	28	10
Social Science	25	21	19	21

2023-24 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	267.57

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1.9
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	1.4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$15,656.43	\$6,267.83	\$9,388.60	\$79,902.00
District	N/A	N/A	\$10,003.58	\$79,902
Percent Difference - School Site and District	N/A	N/A	-6.3	0.0
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-13.7	-20.1

Fiscal Year 2023-24 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 administrators.

In addition to highly qualified teachers, counselors, and administrators, Chico High also employs a Targeted Case Manager, bilingual aides, and Wellness counselors 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$53,626	\$59,551
Mid-Range Teacher Salary	\$72,558	\$93,855
Highest Teacher Salary	\$114,202	\$120,219
Average Principal Salary (Elementary)	\$128,746	\$151,525
Average Principal Salary (Middle)	\$138,199	\$158,215
Average Principal Salary (High)	\$141,684	\$171,087
Superintendent Salary	\$275,114	\$300,043
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	4%	5%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	29.4
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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	0
English	6
Fine and Performing Arts	0
Foreign Language	4
Mathematics	4
Science	4
Social Science	17
Total AP Courses Offered Where there are student course enrollments of at least one student.	35

Professional Development

Our school is committed to staff training and curriculum improvement. Teachers constantly work to align curriculum and pacing for students with State and district Common Core standards during Wednesday morning collaborations (late start schedule for students). Curriculum improvement is focused on growth areas as indicated by testing data and common assessments.

In the last couple years, CHS has implemented the board adopted new NGSS science 3 course sequence for all students. Science department teachers have been actively working on pacing, differentiated instruction and development of new

Professional Development

curriculum to support the three new courses.

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 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 vote in an MOU in 2021.

Other district staff development requirements include new teacher orientation, which offers new teachers resources and opportunities to improve teaching strategies and classroom management.

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 general education teacher and a SPED teacher co-teach designated course.

Professional development for PBIS-positive behavior intervention and supports is offered through the county as we continue to adjust to students' needs on campus. The annual conference is also attended by some of the PBIS team.

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. A recent learning opportunity focus has been the implementation of Educlimber a student information system used to track behaviors, data, and supports. CHS staff participate in CUSD supported professional development four times a year.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	41	41	41