

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Chico Junior High School	District Name	Chico Unified School District
Street	280 Memorial Way	Phone Number	(530) 891-3000
City, State, Zip	Chico, CA 95926	Web Site	www.chicousd.org
Phone Number	(530) 891-3066	Superintendent	Kelly Staley
Principal	Pedro A. Caldera	E-mail Address	kstaley@chicousd.org
E-mail Address	pcaldera@chicousd.org	CDS Code	04-61424-6057137

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Chico Junior High School (CJHS) is located in the center of Chico. It serves students who reside in the southwest Chico area. The following elementary schools are feeder schools for CJHS: Citrus, Emma Wilson, Neal Dow, and Parkview.

The curriculum is diverse in meeting the needs of all students, from those with identified learning disabilities to the gifted and talented. Reading and writing are two areas of emphasis at CJHS. The school provides extra support for second language learners and struggling readers. It boasts its own movie theater, three computer labs, four computer carts containing 80 laptop computers for student use, and technology in every classroom.

Our elective choices are varied. A semester class is available for activities in Industrial Technology. Student Government (Leadership) engages students in leadership and organizational skills. Visual and Performing Arts programs include: Beginning and Advanced Art where students successfully compete for recognition for their projects; and award winning Vocal and Instrumental Music classes and groups that consistently receive superior ratings at California music festivals.

Chico Junior High School has a partnership of students, staff, families and community members working together to ensure that all students achieve high levels of academic and personal success, contribute to their community, and confidently compete in a changing global society.

Our school-wide mission is to provide our students with academic success via a 7-8 sequence of teaching, learning, assessment and support through quality educational programs that address diverse student needs and promote learning throughout life.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Chico Junior High School has an active Parent Teacher Student Association, School Site Council/Safety Committee, English Language Advisory Council, and parent volunteer participation. Please contact the main office for more information.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 6	1
Grade 7	288
Grade 8	271
Total Enrollment	560

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	5.4	White	54.5
American Indian or Alaska Native	2.7	Two or More Races	0.5
Asian	8.2	Socioeconomically Disadvantaged	54.3
Filipino	0.7	English Learners	20.4
Hispanic or Latino	26.8	Students with Disabilities	10
Native Hawaiian/Pacific Islander	0.9		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.3	8	9	7	27	5	14	4	25	8	10	7
Mathematics	32.5	1	6	10	30.5	2	8	7	29.4	2	10	5
Science	32.2	1	7	10	30.1	2	10	6	29.5	1	12	6
Social Science	32.6	1	8	11	30	1	13	4	30.7	1	9	6

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

An extensive school safety plan, updated annually, in accordance with SB 187, has been developed and practiced. This plan includes the following emergency procedures: traumatic incidents, imminent danger procedure – Code Red, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Fire, earthquake, and the Code Red Lockdown are practiced by staff and students each semester. Teachers and students are familiar with the procedures. Supervision by campus supervisors, staff and administration is provided before school, during lunch and after school. Staff continually monitors all school entrances. There is a defined procedure for all guests to check in at the office, prior to visits. Safety is a high priority at Chico Junior High School. Our School Site Council addresses school safety issues in their meetings.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	6.17	26.05	16.96	6.92	10.03	8.95
Expulsions	3.08	3.36	2.85	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2011

Chico Junior High School was built in 1953. The school underwent a major remodel in the summer of 2000. Several wings of classrooms, library and offices were remodeled with asbestos eradication and replacement of floor tile, phones, air conditioning and cabinets. The school was painted inside and out. The roofs were repaired. The school installed a new bell and public address system and fire alarm. School bathrooms were improved in August 2001. All of the heating and cooling units have been replaced over the last few years. CJHS is proud of its newly completed gym remodel project. In addition to the new lights, the hardwood floors have been recently sanded, painted and varnished. The walls were brightened with new paint. New bathroom facilities were built for the gymnasium in the fall of 2007. The school has locker facilities and a Chico Area Recreation and Park District (CARD) swimming pool available for student use. The physical education department has a large playing space available to them on black top and grass. A new running path was installed in 2005. The school is surrounded by a green space for lunch and also for before and after school activities. Office space is ample for all counselors, administrators and clerical staff. There are thirty-six classrooms, including the three computer labs. The two nighttime custodians and daytime maintenance employee keep the school clean and in repair. Maintenance, cleanliness and graffiti problems are dealt with immediately when discovered. Through the district and full-time maintenance and custodial staffs, summer projects keep the school in repair. The grounds are maintained on a weekly basis. Any safety issue is dealt with immediately. Students and staff take pride in their school, and students participate in a rotating schedule of participation to pick up litter on the campus after lunch each school day.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	[]	
Interior: Interior Surfaces	[]	[]	[]	[X]	Rooms 400, 500: Stained ceiling tiles - WO#47228 Paint or replace tiles MPR: Broken floor tiles - WO#47256 Replace broken tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	
Electrical: Electrical	[X]	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Girls locker room: Shower leaks - WO#47181 Rebuild shower faucet
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	Room 409: Loose door handle - WO#47249 Repair door
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	29	28	31	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.6	
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	0.4	---
Library Media Services Staff (paraprofessional)		---
Psychologist	0.55	---
Social Worker		---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.2	---
Resource Specialist (non-teaching)		---
Other		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education. The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through grade 8 state adopted list concurrent with the adoption cycle. These standards aligned textbooks are in the hands of all students within two years of adoption.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell / Language Arts - 2002	Yes	0
Mathematics	McDougal Littell / Algebra Readiness - 2009 Holt: Course 2 / Pre-Algebra - 2009 CPM / Algebra - 2009 CPM / Geometry - 2009	Yes	0
Science	Prentice Hall / Focus on CA Science - 2007	Yes	0
History-Social Science	Glencoe / Discovering Our Past - 2006	Yes	0
Foreign Language	Meets State Guidelines		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$8,346	\$3,182	\$5,163	\$61,695
District	---	---	\$5,212	\$65,393
Percent Difference: School Site and District	---	---	-0.93%	-5.65%
State	---	---	\$5,455	\$67,667
Percent Difference: School Site and State	---	---	-5.35%	-8.83%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to these general fund monies, CJHS receives supplemental funding for specific purposes. A School Improvement budget supported our school improvement efforts and was budgeted by our elected School Site Council. The federally funded Title I budget provided funds to hire instructional aides, buy instructional materials and establish staff development activities.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,541	\$41,035
Mid-Range Teacher Salary	\$53,749	\$65,412
Highest Teacher Salary	\$84,597	\$84,837
Average Principal Salary (Elementary)	\$95,080	\$106,217
Average Principal Salary (Middle)	\$99,405	\$111,763
Average Principal Salary (High)	\$102,267	\$121,538
Superintendent Salary	\$166,688	\$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	56	59	60	54	56	58	49	52	54
Mathematics	45	51	57	46	47	51	46	48	50
Science	80	80	86	61	64	67	50	54	57
History-Social Science	48	56	64	50	55	59	41	44	48

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	60	57	86	64
Male	55	55	93	66
Female	65	58	80	61
Black or African American	30	30	0	0
American Indian or Alaska Native	29	36	0	0
Asian	30	52	90	62
Filipino	0	0	0	0
Hispanic or Latino	50	46	73	41
Native Hawaiian/Pacific Islander	0	0	0	0
White	73	66	91	77
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	43	45	79	51
English Learners	13	24	64	26
Students with Disabilities	30	15	0	19
Students Receiving Migrant Education Services				

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.2	14.4	53.7

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	6	7	7
Similar Schools	6	6	6

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	32	20	15
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	75	1	36
Native Hawaiian/Pacific Islander			
White	25	31	9
Two or More Races	N/D		
Socioeconomically Disadvantaged	37	13	23
English Learners		41	20
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	514	826	8,725	803	4,683,676	778
Black or African American	27	688	324	696	317,856	696
American Indian or Alaska Native	14	682	164	743	33,774	733
Asian	46	779	612	775	398,869	898
Filipino	3		53	907	123,245	859
Hispanic or Latino	131	766	1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	3		45	819	26,953	764
White	284	879	5,596	835	1,258,831	845
Two or More Races	3		23	762	76,766	836
Socioeconomically Disadvantaged	267	754	3,894	731	2,731,843	726
English Learners	100	712	1,321	681	1,521,844	707
Students with Disabilities	54	550	977	622	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Currently in Program Improvement	---	35.7

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Instructional staff is responsible for participating in staff development designed to improve teaching skills. Areas of focus are: Continuous improvement of Professional Learning Communities, Developing minute-by-minute formative assessment techniques, Increasing Educational Technology, Establishing a System of Response to Intervention, and Colleague Coaching. We continue to study the results of our students' recent STAR test scores, Student Progress Assessments (SPA), Curriculum Based Measurement scores, teacher designed assessments, textbook tests, and subject alike common assessments. We work together to analyze the results to improve our instructional strategies in order to help students achieve increased learning. Our goal is to provide data-driven instruction for our students.

Administrators and teachers meet in small groups each Wednesday morning for an hour to work collaboratively to discuss and plan for student achievement. Teachers work together to develop formative assessments, pacing guides, review essential standards, create Smart Goals and coordinate curriculum. In addition, many of our teachers are involved in district task forces, writing standards, benchmarks, and benchmark assessments in each subject area. Curriculum improvement is an ongoing process at Chico Junior High and is coordinated with the Chico Unified School District.