

Chico Junior High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Chico Junior High School
Street	280 Memorial Way
City, State, Zip	Chico, CA 95926
Phone Number	(530) 891-3066
Principal	Pedro A. Caldera
Email Address	pcaldera@chicousd.org
Website	http://cjhs.chicousd.org/
County-District-School (CDS) Code	04-61424-6057137

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

School Description and Mission Statement (School Year 2019-20)

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: Chapman, Citrus, Emma Wilson, Neal Dow, Rosedale, 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, a computer lab, and WiFi in every classroom.

Our elective choices are varied. Semester and year long classes are available for activities in Industrial Technology and STEM. 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. In addition, we offer Drama and Introductory Spanish.

Chico Junior High Vision:

To be a highly effective school that graduates students who are ready for success at high school.

Chico Junior High Mission:

To graduate all our students with high levels of academic success and who are ready for high school via a system of collaboration, effective teaching strategies, assessment, and support.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	297
Grade 7	319
Grade 8	262
Total Enrollment	878

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	1.8
Asian	4.4
Filipino	0.3
Hispanic or Latino	37.5
Native Hawaiian or Pacific Islander	0.2
White	48.4
Two or More Races	3.8
Socioeconomically Disadvantaged	61.5
English Learners	4.9
Students with Disabilities	18.1
Foster Youth	1.4
Homeless	2.5

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	39	41	40	602
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California StudySync/ 6th Grade -2016 California StudySync/ 7th Grade -2017 California StudySync/ 8th Grade -2017	Yes	0
Mathematics	CPM Course Connections Course 1/ Math A-2015 CPM Course Connections Course 2 / Math B - 2013 CPM Course Connections Course 3 / Math C - 2013 CPM Course Connections/ Integrated Math 1 -2014	Yes	0
Science	Prentice Hall / Focus on CA Science - 2007	Yes	0
History-Social Science	Discovery Education - 2019	Yes	0
Foreign Language	Vista Higher Learning (Descubre 1)- 2016	Yes	0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Chico Junior High School was built in 1953. The school underwent a major remodel starting in the Fall of 2015 and ending the Summer of 2016. A new science wing was constructed containing 3 classrooms. All previous existing science classrooms were remodeled and a STEM Lab was added. All the boys and girls bathrooms and staff bathrooms in the main hallway were remodeled. The school was also painted inside and out. The library was updated to include new lighting, new ceiling fans, and new floor coverings. All of the older heating and cooling units were replaced. Both parking lots were updated and the front entry of the school was made ADA compliant. Last, a fence was put up on the perimeter of the school. In the summer of 2013, the walkway overhangs/roofs were replaced. In the fall of 2007, bathroom facilities were built for the gymnasium. In the summer of 2019 the new roof was added to the bathroom facilities in the gym and the interior hallways received new paint.

The physical education department has 2 large play fields and a large blacktop available to them. Office space is adequate for all counselors, administrators and clerical staff. There are thirty-seven classrooms, including one computer lab. The two and half time night custodians and one daytime maintenance employee keep the school clean and in good 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 good 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 assigned to detention participate in campus beautification by removing litter on the campus during lunch each school day.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Rm 301 (D) Ceiling tiles are stained 501A (D) Ceiling tiles are missing, damaged or loose - Work order #78199 Rm 938 (boys locker room) - Plaster or paint is damaged - summer paint project.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	5 (D) Flooring is excessively dirty/stained - floor to be cleaned by custodian.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	49	55	54	56	50	50
Mathematics (grades 3-8 and 11)	37	41	44	43	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	844	814	96.45	3.55	54.91
Male	412	404	98.06	1.94	47.03
Female	432	410	94.91	5.09	62.68
Black or African American	24	24	100.00	0.00	25.00
American Indian or Alaska Native	15	15	100.00	0.00	40.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	36	35	97.22	2.78	42.86
Filipino	--	--	--	--	--
Hispanic or Latino	318	307	96.54	3.46	43.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	408	391	95.83	4.17	67.77
Two or More Races	31	31	100.00	0.00	45.16
Socioeconomically Disadvantaged	540	525	97.22	2.78	44.00
English Learners	157	154	98.09	1.91	35.06
Students with Disabilities	153	147	96.08	3.92	17.01
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	47	42	89.36	10.64	42.86

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	843	798	94.66	5.34	41.01
Male	412	396	96.12	3.88	41.52
Female	431	402	93.27	6.73	40.50
Black or African American	24	23	95.83	4.17	18.18
American Indian or Alaska Native	15	15	100.00	0.00	20.00
Asian	36	36	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	318	298	93.71	6.29	29.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	407	384	94.35	5.65	53.39

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	31	31	100.00	0.00	31.03
Socioeconomically Disadvantaged	539	515	95.55	4.45	29.49
English Learners	157	156	99.36	0.64	16.67
Students with Disabilities	153	142	92.81	7.19	9.86
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	47	41	87.23	12.77	29.27

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

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

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

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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
7	20.2	34.6	19.5

Note: 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.

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 2019-20)

Chico Junior High School has an active Parent Teacher Student Association, School Site Council/Safety Committee, English Language Advisory Council, and parent volunteer participation. In addition, parents can participate in the Local Control Accountability Plan district-wide committee meetings. Please go to our Web Page, Aeries Calendar, or contact the main office for more information.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 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
Suspensions	6.5	5.7	8.2	3.6	3.2	4.2	3.6	3.5	3.5
Expulsions	0.5	0.0	0.2	0.3	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. Chico Junior uses the CATAPULTS EMS. Teachers and students are familiar with the procedures. Supervision by campus supervisors, staff and administration is provided before school, during lunch and after school. Procedures for prevention of acts of bullying are addressed to include a new anonymous hotline number 1-855-938-4787. 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. There is a fence around the perimeter of the school and security cameras are placed in strategic locations. The fence is closed during the school day and foot traffic is funneled to the front of the school. A bully prevention plan is outlined in the School Safety Plan. Our School Site Council addresses school safety issues in their meetings. The School Safety plan was revised in August prior to the start of the school year and it was reviewed and approved on September 4, 2019.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	22	10	11	5	23	9	7	8	26	8	3	12
Mathematics	27	3	13	4	26	6	6	9	25	6	12	5
Science	30	3	5	10	27	8	5	10	27	6	11	9
Social Science	29	3	10	6	27	7	5	8	29	5	8	7

*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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	365.8

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	
Other	1.2

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,563.79	\$3,892.98	\$7,670.81	\$68,670.00
District	N/A	N/A	\$7,753.31	\$68,670.00
Percent Difference - School Site and District	N/A	N/A	-1.1	0.0
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	5.0	-16.6

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

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

Types of Services Funded (Fiscal Year 2018-19)

CJHS receives the following funding:

- LCAP state funds to support programs and activities to assist all learners achieve proficiency in all subject areas.
- Safe Schools funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- Title II federal funds to provide ongoing staff development for teachers and principals.
- Title I funds to meet the educational needs of low-achieving students enrolled in the highest poverty schools and to provide parent education.
- 21st Century Grant federal funds to provide improved academic achievement; enrichment services that reinforce and complement the academic program; family literacy and related educational development services; and services to help the students meet state and local standards in core content areas. Programs are planned through a collaborative process that includes parents, youth, and representatives of participating schools or local educational agencies, governmental agencies, community organizations, and the private sector.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,116	\$51,374
Mid-Range Teacher Salary	\$60,128	\$80,151
Highest Teacher Salary	\$94,637	\$100,143
Average Principal Salary (Elementary)	\$104,769	\$126,896
Average Principal Salary (Middle)	\$108,465	\$133,668
Average Principal Salary (High)	\$113,511	\$143,746
Superintendent Salary	\$214,172	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Instructional staff is responsible for participating in staff development designed to improve teaching skills. Areas of focus are: Continuous improvement of Professional Learning Communities, and Common Core Teaching Strategies, Developing minute-by-minute formative assessment techniques, Increasing Educational Technology, Establishing a System of Response to Intervention, Language Star, Understanding Students through a Trauma Lens, PBIS, and Colleague Coaching through ABEO. Professional development is chosen at the district and site level by the teachers based upon the current needs of the school and students as evidenced in current student/school data.

We continue to study the results of our students' recent Common Formative Assessments, Curriculum Based Measurement scores, teacher designed assessments, and textbook tests. We work together to analyze the results to improve our instructional strategies in order to help students improve learning. Our goal is to provide data-driven instruction for our students. Title II funds support staff professional development in the teachers areas of interest to include; Mind Sets, Common Core, NGSS, WEB, PBIS, and Trauma Lens.

In addition, 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. Furthermore, many of our teachers are involved in district leadership teams, 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.