

Chico Junior High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School 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
School Website	http://cjhs.chicousd.org/
County-District-School (CDS) Code	04-61424-6057137

2022-23 District Contact Information

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

2022-23 School Overview

Chico Junior High School (CJHS) is located in the center of Chico. It serves students who reside in the southwest Chico area, including students from Chapman, Citrus, Emma Wilson, Neal Dow, Rosedale, and Parkview elementary schools. CJHS 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 students in need of academic support. It boasts its own movie theater, a computer lab, and WiFi across the school. 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; award-winning Vocal and Instrumental Music classes and Drama.

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 readiness for high school via a system of collaboration, effective teaching strategies, assessment, and support.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	326
Grade 7	275
Grade 8	291
Total Enrollment	892

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5
Male	54.0
American Indian or Alaska Native	0.9
Asian	5.4
Black or African American	2.5
Filipino	0.4
Hispanic or Latino	39.2
Native Hawaiian or Pacific Islander	0.8
Two or More Races	7.6
White	42.4
English Learners	11.2
Foster Youth	0.7
Homeless	4.9
Migrant	0.4
Socioeconomically Disadvantaged	65.9
Students with Disabilities	14.1

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)	31.50	77.44	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)	1.50	3.69	12.90	1.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.20	15.24	53.90	7.74	12115.80	4.41
Unknown	1.40	3.61	37.60	5.39	18854.30	6.86
Total Teaching Positions	40.60	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.60	
Misassignments	0.90	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	6.20	
Total Out-of-Field Teachers	6.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.90	
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	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

September 21, 2022

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 Edgenuity 2020 Online	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	Amplify CA Science - 2020 Edgenuity 2020 Online	Yes	0
History-Social Science	Discovery Education - 2019 Edgenuity 2020 Online	Yes	0
Foreign Language	Vista Higher Learning - 2016		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		0

School Facility Conditions and Planned Improvements

Chico Junior High School was built in 1953. There are thirty-seven classrooms (including one computer lab), two large playing fields, and a large blacktop available for physical education. Office space is adequate for all counselors, administrators, and clerical staff. In the summer of 2013, the walkway overhangs/roofs were replaced. From fall 2015 through summer 2016, the school underwent a major remodel, including a new science wing with three new classrooms. All previously existing science classrooms were remodeled and a STEM Lab was added. All the bathrooms in the main hallway were remodeled and the school was 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, the front entry of the school was made ADA compliant, and a fence was installed around the perimeter of the school. In the summer of 2019, a new roof was added to the bathroom facilities in the gym and the interior hallways received new paint. In the fall of 2020, ViewSonic Monitors were placed in every classroom.

CJHS has two full-time night custodians, one part-time night custodian, and one daytime maintenance employee who keep the school clean and in good repair. Maintenance, cleanliness and graffiti problems are dealt with immediately when discovered. Through the district and school-specific custodial staff, 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.

Year and month of the most recent FIT report

August 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gym HVAC is not functioning (new units on order). Signs of roof leak in Gym (leaks have been repaired and we did not see any signs of leaks after the last rain storm).
Interior: Interior Surfaces			X	Ceiling tile stained or damaged in rooms 305, 404, 503. Paint peeling in rooms 503 entry, 409 above whiteboard, Boys locker room, Girls locker room. W.O. #8108 Holes in the wall by the sink, paint is peeling - Girls restroom. W.O. #8108 Stained ceiling tiles and holes in the wall by the window (Rm 306). W.O. #8108
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Boys locker room has a hole in the bathroom wall. W.O. #8108 The drinking fountain pressure is too high (MPR). W.O. #8111
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	52	N/A	55	N/A	47
Mathematics (grades 3-8 and 11)	N/A	33	N/A	39	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	879	858	97.61	2.39	52.33
Female	393	383	97.46	2.54	55.09
Male	479	468	97.70	2.30	49.57
American Indian or Alaska Native	--	--	--	--	--
Asian	50	49	98.00	2.00	55.10
Black or African American	23	23	100.00	0.00	30.43
Filipino	--	--	--	--	--
Hispanic or Latino	340	332	97.65	2.35	44.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	76	75	98.68	1.32	49.33
White	368	357	97.01	2.99	61.90
English Learners	88	86	97.73	2.27	13.95
Foster Youth	--	--	--	--	--
Homeless	48	46	95.83	4.17	17.39
Military	50	49	98.00	2.00	55.10
Socioeconomically Disadvantaged	581	569	97.93	2.07	40.07
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	132	126	95.45	4.55	9.52

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	879	852	96.93	3.07	32.51
Female	393	377	95.93	4.07	27.32
Male	479	468	97.70	2.30	36.54
American Indian or Alaska Native	--	--	--	--	--
Asian	50	49	98.00	2.00	28.57
Black or African American	23	23	100.00	0.00	17.39
Filipino	--	--	--	--	--
Hispanic or Latino	340	331	97.35	2.65	21.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	77	75	97.40	2.60	30.67
White	367	352	95.91	4.09	44.60
English Learners	88	88	100.00	0.00	4.55
Foster Youth	--	--	--	--	--
Homeless	48	46	95.83	4.17	0.00
Military	50	49	98.00	2.00	42.86
Socioeconomically Disadvantaged	580	565	97.41	2.59	21.24
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	133	126	94.74	5.26	5.56

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	38.38	0	36.99	28.5	29.47

2021-22 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	277	271	97.83	2.17	38.38
Female	114	110	96.49	3.51	30.91
Male	161	159	98.76	1.24	43.4
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	107	105	98.13	1.87	23.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100	0	46.15
White	115	111	96.52	3.48	53.15
English Learners	25	25	100	0	0
Foster Youth	--	--	--	--	--
Homeless	19	19	100	0	5.26
Military	24	24	100	0	45.83
Socioeconomically Disadvantaged	185	183	98.92	1.08	27.32
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	38	37	97.37	2.63	0

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	89.81	92	90.54	90.9	92

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.

2022-23 Opportunities for Parental Involvement

Chico Junior High School parent volunteers include those who form our active Parent Teacher Student Association, School Site Council/Safety Committee, and English Language Advisory Council. Parents can participate in the Local Control Accountability Plan district-wide committee meetings. Please go to our webpage, Aeries Calendar, or main office for more information.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	954	931	283	30.4
Female	426	413	112	27.1
Male	521	511	167	32.7
American Indian or Alaska Native	11	11	6	54.5
Asian	52	52	6	11.5
Black or African American	25	25	11	44.0
Filipino	4	4	3	75.0
Hispanic or Latino	366	360	115	31.9
Native Hawaiian or Pacific Islander	8	7	1	14.3
Two or More Races	77	74	29	39.2
White	399	388	107	27.6
English Learners	109	108	34	31.5
Foster Youth	15	14	7	50.0
Homeless	60	54	34	63.0
Socioeconomically Disadvantaged	656	637	241	37.8
Students Receiving Migrant Education Services	6	6	2	33.3
Students with Disabilities	153	148	68	45.9

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.86	3.42	2.45
Expulsions	0.84	0.25	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.56	6.81	0.67	4.01	0.20	3.17
Expulsions	0.00	0.94	0.01	0.31	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.81	0.94
Female	4.23	0.47
Male	8.83	1.34
American Indian or Alaska Native	36.36	0.00
Asian	3.85	0.00
Black or African American	20.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.56	1.64
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.79	0.00
White	6.02	0.75
English Learners	3.67	0.92
Foster Youth	26.67	0.00
Homeless	10.00	0.00
Socioeconomically Disadvantaged	9.45	1.37
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.46	1.31

2022-23 School Safety Plan

An extensive school safety plan, updated annually, in accordance with SB 187, has been developed and practiced. This plan includes emergency procedures for traumatic incidents, imminent danger, Code Red, evacuation/relocation, 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 Catapult EMS to ensure clear communication in the case of an emergency situation. Teachers and students are familiar with the procedures. Campus supervisors, staff, and administration provide supervision before school, during lunch, and after school. Procedures for bullying prevention include a new anonymous hotline number (1-855-938-4787) and anonymous link on our web page. There is a defined procedure for all guests to check in at the office prior to visits. There is a fence around the perimeter of the school with security cameras placed in strategic locations. The fence is closed during the school day and foot traffic is funneled to the front of the school. 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 15, 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	24	10	8	8
Mathematics	26	7	13	5
Science	26	6	10	7
Social Science	28	4	9	8

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	46		
Mathematics	14	43	2	1
Science	15	38		
Social Science	13	42		

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	27	6	6	10
Mathematics	26	4	14	4
Science	29	2	7	10
Social Science	29	2	10	7

2021-22 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	371.67

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.4
Library Media Teacher (Librarian)	0.3
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$12,671.83	\$4,863.71	\$7,808.12	\$74,696.00
District	N/A	N/A	\$8,272.60	\$74,696
Percent Difference - School Site and District	N/A	N/A	-5.8	0.0
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	16.9	-16.8

2021-22 Types of Services Funded

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 that 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,195	\$54,370
Mid-Range Teacher Salary	\$66,564	\$82,681
Highest Teacher Salary	\$104,767	\$106,610
Average Principal Salary (Elementary)	\$114,404	\$135,283
Average Principal Salary (Middle)	\$123,945	\$141,244
Average Principal Salary (High)	\$126,883	\$152,955
Superintendent Salary	\$238,553	\$264,367
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

Instructional staff are responsible for participating in staff development designed to improve teaching skills. Areas of focus are: improving 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; implementing Language Star; understanding students through a trauma lens, implementing PBIS (positive behavior interventions and support), and implementing 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 teachers' areas of interest including Mind Sets, Common Core, NGSS, WEB, PBIS, and Trauma Lens. In addition, administrators and teachers meet for Instructional Leadership Team (ILT) monthly for an hour to collaboratively discuss and plan for student achievement. Teachers work together to develop formative assessments and pacing guides, review essential standards, create Smart Goals, and coordinate curriculum. Departments also conduct needs assessments. 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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6