Marsh Junior High School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Marsh Junior High School
Street	2253 Humboldt Road
City, State, Zip	Chico, CA 95928
Phone Number	(530) 895-4110
Principal	Jessica Kamph
Email Address	Jkamph@chicousd.org
School Website	www.mjhs.chicousd.org
County-District-School (CDS) Code	04-61424-6116610

2021-22 District Contact Information

District Name	Chico Unified School District
Phone Number	Chico, CA 95928
Superintendent	Kelly Staley
Email Address	kstaley@chicousd.org
District Website Address	www.chicousd.org

2021-22 School Overview

Marsh Junior High School is located in the southeast section of Chico. It serves students who reside in areas that attend Chapman, Little Chico Creek (LCC), Parkview, and Sierra View elementary schools. The curriculum is diverse in meeting the needs of all students, from those with identified learning disabilities to the gifted and talented. Marsh Junior High's mission and vision is to ensure every student will reach a high level of academic achievement, based on state standards, by providing a nurturing environment with a comprehensive system of assessments and support. As an AVID school, Marsh Juniro High School teachers are trained in Writing, Inquiry, Collaboration, Organizational, and Reading to learn (WICOR) teching strategies. In addition, Marsh is a Title I school and recieves federal funding to support students academic succes.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	242
Grade 7	245
Grade 8	289
Total Enrollment	776

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.8
Asian	4.8
Black or African American	2.1
Filipino	1.2
Hispanic or Latino	21.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	5.8
White	61.5
English Learners	4.3
Foster Youth	0.6
Homeless	3.1
Migrant	23
Socioeconomically Disadvantaged	40.6
Students with Disabilities	13.3

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

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

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)	31.5	86.8	588.0	84.3	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	4.5	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.4	1.1	12.9	1.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.7	10.3	53.9	7.7	12115.8	4.4
Unknown	0.6	1.7	37.6	5.4	18854.3	6.9
Total Teaching Positions	36.3	100.0	697.1	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.4
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.4

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	3.7
Total Out-of-Field Teachers	3.7

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 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. CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle.

Year and month in which the data were collected	November 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CA. Study Sync 2016 Edgenuity 2020 online	Yes	0
Mathematics	CPM Math A CPM Course Connections Course 2 / Math B - 2013 CPM Course Connections Course 3 / Math C - 2013 CPM Course Connections Integrated 1 Edgenuity 2020 online	Yes	0
Science	Amplify - 2020 Edgenuity 2020 online	Yes	0
History-Social Science	Discovery Education - 2019 6th: Ancient World History 7th: Medieval and Early Modern History 8th: United States History 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
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Marsh Junior High School is fortunate to be one of the newest schools in Chico, opening its doors in 1999. Currently, we have 34 classrooms, a library, an administration building, a multi-purpose room, and a science wing. A gymnasium was completed for the 2003 school year. The campus is superior for technology; the equipment is state of the art and the computer lab is exceptional. All core teachers have Smart Board/E-Beam technology. All students have a Chromebook device. We also have a computer lab and we added wireless routers to our campus, making our school site internet fully wireless. In addition to this, we have added a district conference room and district industrial tech building on campus. All safety procedures, fire alarms, and security systems are in place.

Year and month of the most recent FIT report	November 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			13. (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak (locker rooms and IT office). W.O. #4874
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	742	11	1.48	98.52	36.36
Female	356	3	0.84	99.16	--
Male	385	8	2.08	97.92	--
American Indian or Alaska Native	--	--	--	--	--
Asian	35	0	0	100	--
Black or African American	14	0	0	100	--
Filipino	--	--	--	--	--
Hispanic or Latino	159	5	3.14	96.86	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	2	3.45	96.55	--
White	458	3	0.66	99.34	--
English Learners	30	1	3.33	96.67	--
Foster Youth	--	--	--	--	--
Homeless	48	2	4.17	95.83	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	320	6	1.88	98.12	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	11	11	89	36.36

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	742	11	1.48	98.52	36.36
Female	356	3	0.84	99.16	--
Male	385	8	2.08	97.92	--
American Indian or Alaska Native	--	--	--	--	--
Asian	35	0	0.00	100.00	--
Black or African American	14	0	0.00	100.00	--
Filipino	--	--	--	--	--
Hispanic or Latino	159	5	3.14	96.86	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	2	3.45	96.55	--
White	458	3	0.66	99.34	--
English Learners	30	1	3.33	96.67	--
Foster Youth	--	--	--	--	--
Homeless	48	2	4.17	95.83	--
Military	49	1	2.04	97.96	--
Socioeconomically Disadvantaged	320	6	1.88	98.12	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	11	11.00	89.00	36.36

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	776	691	89.1	11	67.7
Female	376	338	89.9	10.1	69.8
Male	400	353	88.3	11.8	65.7
American Indian or Alaska Native	6	6	N/A	N/A	N/A

Asian	37	34	91.9	8.1	47.1
Black or African American	16	12	75	25	66.7
Filipino	9	8	N/A	N/A	N/A
Hispanic or Latino	169	147	87	13	53.1
Native Hawaiian or Pacific Islander	4	2	N/A	N/A	N/A
Two or More Races	45	39	86.7	13.3	61.5
White	476	432	90.8	9.2	75
English Learners	25	23	92	8	0
Foster Youth	3	1	N/A	N/A	N/A
Homeless	29	20	69	31	40
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	377	327	86.7	13.3	53.8
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	111	81	73	27	35.8

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	776	663	85.44	14.56	46.61
Female	376	326	86.7	13.3	46.32
Male	400	337	84.25	15.75	46.88
American Indian or Alaska Native	6	6	N/A	N/A	N/A
Asian	37	32	86.49	13.51	53.12
Black or African American	16	11	68.75	31.25	36.36
Filipino	9	7	N/A	N/A	N/A
Hispanic or Latino	169	137	81.07	18.93	28.47
Native Hawaiian or Pacific Islander	4	2	N/A	N/A	N/A
Two or More Races	45	38	84.44	15.56	44.74
White	476	420	88.24	11.76	52.38
English Learners	25	22	88	12	4.55
Foster Youth	3	1	N/A	N/A	N/A
Homeless	29	17	58.62	41.38	23.53
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	377	301	79.84	20.16	29.9

Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	111	74	66.67	33.33	8.11

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	0.00	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	265	NT	NT	NT	NT
Female	126	NT	NT	NT	NT
Male	139	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	11	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	56	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	NT	NT	NT	NT
White	163	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	18	NT	NT	NT	NT
Military	14	NT	NT	NT	NT
Socioeconomically Disadvantaged	112	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Marsh's parent involvement is extensive. Parents help with field trips, clubs, dances, and athletics. Marsh Junior has an active Parent Teacher Student Organization, School Site Council, and parent-run sports program. Marsh has an Academic Parent Portal that allows parents to track their students' academic progress. Marsh Junior High also takes advantage of the district-wide message system to send out information regarding upcoming school activities through Aeries Communication, Newsletters, Facebook, Twitter, and our website. We also have formed a school-community partnership with many local businesses. One of our goals is to increase the school's involvement with our community. Contact the main office for more information.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	815	807	130	16.1
Female	396	393	70	17.8
Male	418	413	59	14.3
American Indian or Alaska Native	7	7	1	14.3
Asian	40	40	4	10.0
Black or African American	17	17	4	23.5
Filipino	9	9	0	0.0
Hispanic or Latino	175	172	36	20.9
Native Hawaiian or Pacific Islander	4	4	2	50.0
Two or More Races	47	46	11	23.9
White	501	497	72	14.5
English Learners	36	35	6	17.1
Foster Youth	7	7	1	14.3
Homeless	30	29	11	37.9
Socioeconomically Disadvantaged	407	401	85	21.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	113	111	23	20.7

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	9.33	1.72	4.22	0.67	3.47	0.20
Expulsions	0.21	0.00	0.07	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.02	3.42	2.45
Expulsions	0.87	0.25	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.72	0.00
Female	2.27	0.00
Male	1.20	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.88	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.57	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.38	0.00
White	1.80	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	3.33	0.00
Socioeconomically Disadvantaged	2.70	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.65	0.00

2021-22 School Safety Plan

A school disaster and safety plan has been developed and is approved yearly. The plan includes emergency procedures in case of fire, earthquakes, traumatic incidents, imminent danger (Code Red), evacuation/relocation, civil defense/disorder, bomb threat/bomb emergency, chemical spill, crime in progress, and fire/explosion. All teachers have copies of the plan in their rooms and are familiar with the procedures. Our staff goes through a yearly review of the procedure. A copy is available in the office should you care to view it. Providing a safe, clean, and comfortable place to learn is a high priority at Marsh Junior High School. Marsh Junior High School's discipline policy is centered on prevention. It is expected that students will respect the rights of others and conduct themselves in an appropriate manner at all times. All students receive a discipline handbook and school folder describing our policies and expectations.

High visibility of administration and staff before and after school and during lunch has resulted in fewer behavior problems. Teachers or administrators deal with infractions of rules and regulations in a manner appropriate to the specific offense and to the individual student. The central purpose of any disciplinary action is to teach students their personal responsibilities in maintaining order at Marsh Junior High School. To promote conflict resolution, the entire administration and counseling staff are trained mediators. MJHS has also trained students to be mediators. We are finding that an increasing number of students are using the conflict resolution process to solve their problems. Regarding harassment prevention, an administrator has been assigned the responsibility of following up on all harassment complaints. The administration follows the procedures outlined in our district policy guidelines. Complaint forms are located in the office.

Marsh is also a positive behavioral interventions and supports (PBIS) school. Students are taught clear expectations through staff-created presentations. Students are then rewarded with Gator Green for showing safe, respectful, responsible behavior. The Gator Green can then be spent at the Gator Shack store Tuesdays and Thursdays after school. Students' discipline data is tracked and new procedures are created for areas of need. We have seen a decrease in suspensions and discipline referrals since implementing PBIS.

To provide for student and staff safety during COVID-19, CUSD has adopted a district-wide instruction model that allows for smaller class sizes and additional cleaning measures. To learn more, visit www.chicousd.org.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	29	3	8	9
Mathematics	26	3	14	4
Science	29	4	6	10
Social Science	30	1	9	8

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	31	4	7	12
Mathematics	25	8	6	11
Science	30	2	7	11
Social Science	31	1	8	10

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	12	47		
Mathematics	12	45		
Science	15	35		
Social Science	14	36		

2020-21 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	258.7

2020-21 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)	3
Library Media Teacher (Librarian)	0.3
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.8
Social Worker	0
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$11,489.05	$3,880.68	$7,608.37	$75,734.00
District	N/A	N/A	$8,292.11	$75,734
Percent Difference - School Site and District	N/A	N/A	-8.6	0.0
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	-10.4	-13.1

2020-21 Types of Services Funded

Marsh Jr. High receives the following funding:
- 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.
- LCAP funds to help close the achievement gap for Low Income students, Foster Students, and ELD students.
- ESSER Funds to support studnet academic, behavioral, and social emptional needs.
- Title I funds to support students' academic needs.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$49,195	$52,562
Mid-Range Teacher Salary	$66,564	$83,575
Highest Teacher Salary	$104,767	$104,166
Average Principal Salary (Elementary)	$114,497	$131,875
Average Principal Salary (Middle)	$121,376	$137,852
Average Principal Salary (High)	$126,883	$150,626
Superintendent Salary	$238,553	$260,243
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

Teacher collaboration time takes place weekly on Wednesday mornings from 8 - 9 AM. Teachers use this time to create and review common assessment data. They also discuss best teaching practices. Instructional staff participate in selected in-service days designed to improve teaching skills. Teachers and instructional staff have district wide staff development offered 4 times a year. These professional development days focus on a variety of relevant topics including Equity, Behavior Supports (PBIS), Counseling Supports, etc. As an AVID school, teachers take part in Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) teaching strategies and professional staff development meetings 8 times a year. During these professional Development meetings teachers learn a new WICOR strategy, and also share best practices.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	6	12

Chico Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Chico Unified School District
Phone Number	Chico, CA 95928
Superintendent	Kelly Staley
Email Address	kstaley@chicousd.org
District Website Address	www.chicousd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6263	866	13.83	86.17	70.10
Female	2973	398	13.39	86.61	76.88
Male	3278	467	14.25	85.75	64.44
American Indian or Alaska Native	71	10	--	85.92	--
Asian	315	49	15.56	84.44	81.63
Black or African American	121	16	13.22	86.78	68.75
Filipino	36	6	16.67	83.33	--
Hispanic or Latino	1746	213	12.20	87.80	54.25
Native Hawaiian or Pacific Islander	34	8	23.53	76.47	--
Two or More Races	494	48	9.72	90.28	60.42
White	3446	516	14.97	85.03	77.04
English Learners	371	6	1.62	98.38	--
Foster Youth	51	6	11.76	88.24	--
Homeless	420	80	19.05	80.95	36.84
Military	276	36	13.04	86.96	69.44
Socioeconomically Disadvantaged	3479	406	11.67	88.33	60.40
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	915	131	14.32	85.68	21.54

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6262	853	13.62	86.38	40.49
Female	2972	394	13.26	86.74	40.71
Male	3278	458	13.97	86.03	40.39
American Indian or Alaska Native	71	9	--	87.32	--
Asian	315	50	15.87	84.13	52.00
Black or African American	121	16	13.22	86.78	31.25
Filipino	36	6	16.67	83.33	--
Hispanic or Latino	1746	208	11.91	88.09	21.26
Native Hawaiian or Pacific Islander	34	8	23.53	76.47	--
Two or More Races	494	45	9.11	90.89	37.78
White	3445	511	14.83		48.14
English Learners	371	7	1.89	98.11	--
Foster Youth	50	6	12.00	88.00	--
Homeless	420	72	17.14	82.86	11.11
Military	276	37	13.41	86.59	43.24
Socioeconomically Disadvantaged	3478	399	11.47	88.53	27.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	915	128	13.99	86.01	10.16

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.