Junction Elementary School District

9087 Deschutes Road • Palo Cedro, • 5305473274 • Grades K-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Junction Elementary School
9087 Deschutes Rd
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District Governing Board

Hope Bjerke
Board President

Heather Richards
Board Clerk

Ken Parrisot
Board Member

Tom McConnel
Board Member

Ishmael Rivas
Board Member

District Administration

Clay Ross
Superintendent

Shawn Martinez
Principal

School Description

The mission of the Junction Elementary School District, in partnership with student, family and community, is to promote excellence, achievement and self-worth, enabling students to be lifelong learners and productive members of our changing world.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	55
Grade 1	39
Grade 2	29
Grade 3	34
Grade 4	26
Grade 5	31
Grade 6	32
Grade 7	25
Grade 8	31
Total Enrollment	302

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	4
Asian	1
Hispanic or Latino	11.9
White	79.5
Two or More Races	1
Socioeconomically Disadvantaged	33.8
English Learners	2
Students with Disabilities	2.6
Foster Youth	0.3

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

Teacher Credentials for Junction Elementary	17-18	18-19	19-20
With Full Credential	13	14	16
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Junction Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	16
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Junction Elementary School District

Indicator	17-18	18-19	19-20
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)

"All students must be given the same opportunity to acquire knowledge, understanding, skills and values using each child's unique learning style." The Junction Elementary School District believes that in order to achieve this educational belief, we must equip our students with textbooks, instructional materials and appropriate instruction. The Junction Elementary School District follows the California schedule for textbook and standards adoption.

When it comes time to adopt a new textbook series, the district creates a committee made up of teachers, aides, administration and parents to review all California state-adopted series; they then make their recommendation to the Board of Education.

The district has also adopted the policy that all core instructional materials must be state-adopted and district-approved. The district also reviews current instructional materials on an ongoing basis to make sure they are still appropriate for the district goals and beliefs. The district has affirmed that every student has access to their own textbooks and instructional materials for use in the classroom and to take home.

All Junction Elementary School students receive weekly classroom music instruction. They also receive art instruction and theater experiences in the regular classroom setting.

For a complete list of textbooks used at Junction Elementary School, please contact the front office at (530)547-3274 or refer to the textbook list in this document.

Textbooks and Instructional Materials
Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Journeys, Houghton Mifflin Harcourt (K-5) California Treasures, Houghton Mifflin Harcourt (6-8) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Go Math, Houghton Mifflin Harcourt (K-5) CPM Educational Program (6-8) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Macmillan/McGraw-Hill (K-5) Focus on Earth Science; Focus on Life Science; Focus on Physical Science; Glencoe (6-8) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Scott Foresman (K-5) History Alive! The Ancient World, History Alive! Medieval World and Beyond, History Alive! United States Through Modern Times; TCI (6-8) **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. Additionally, voters approved a $ 2.1 million GO Bond that will provide for repairs, modernization, and code upgrades. Improvements made with the Bond funding include: New HVAC systems school-wide, new roofing on all buildings, new phones and phone system , 30 security cameras and a new monitoring system . New doors have been installed on nearly all interior and exterior doorways except in a few locations where it was determined new doors were not needed. A new fire alarm system and control panels have been installed on campus. All lights have been replaced with LED lighting units. New clocks and emergency public address systems have been installed throughout campus. Student restrooms on the middle school campus were completely renovated and updated. Elementary school student bathroom flooring was replaced and upgraded. Six-foot fencing erected around the middle school parking lot and a seven-foot fence was installed in front of preschool. Elementary school parking lot and outside basketball courts were resurfaced and reconfigured. Staff bathrooms and break rooms were remodeled and upgraded. A programmable LED reader-board was installed in front of the elementary campus The largest project completed this summer was the installation of new ground-water drainage systems and the new surfaces were installed on path of travel throughout the elementary campus

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	70	60	70	60	50	50
Math	66	61	66	61	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 Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	21.9	28.1	37.5
7	3.8	15.4	61.5

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	179	176	98.32	60.23
Male	94	93	98.94	59.14
Female	85	83	97.65	61.45
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	29	29	100.00	51.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	133	130	97.74	63.08
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	63	96.92	39.68
English Learners	--	--	--	--
Students with Disabilities	11	10	90.91	10.00
Foster Youth	--	--	--	--

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	179	176	98.32	60.80
Male	94	93	98.94	64.52
Female	85	83	97.65	56.63
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	29	29	100.00	55.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	133	130	97.74	60.77
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	63	96.92	46.03
English Learners	--	--	--	--
Students with Disabilities	11	10	90.91	0.00
Foster Youth	--	--	--	--

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.

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)
Partnership with parents, teachers, staff and students is essential to educational excellence and is a core belief of the Junction Elementary School District. We encourage parents to get involved as volunteers in classrooms and library, to chaperone field trips, coach sports teams, provide Kindergarten Fun Day Friday help and to become active members of groups such as School Site Council, the Safety Committee, and the Junction Education Foundation,

If you would like more information regarding volunteer opportunities, please call Principal Shawn Martinez at (530) 547-3274 or smartinez@junctionesd.net or email Junction Education Foundation president Jessica Snyder at msjessicasnyder@gmail.com

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.

School Safety Plan
Teaching and learning require an environment that is physically and emotionally safe. The district is committed to your child's safety. We work with parents, community, and law enforcement to ensure a safe, secure learning environment for our students. We conduct monthly safety drills and review the crisis intervention plan with local law enforcement annually. The school safety plan was last reviewed in March 27, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.7	2.2	4.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.7	2.2	4.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.3
Other	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	2		18	3			18	3		
1	22		1		16	1			19	2		
2	24		1		20	2			19	1		
3	24		1		23		1		15	2	1	
4	15	1	1		24		1		26		1	
5	24		1		17	1	1		31		1	
6	25		3		24		3		26	1	3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The Junction Elementary School District understands that with the quickly changing expectations from both the state and federal government regarding education, professional development is imperative to continue giving our students the best quality education possible. The district is committed both in policy and budget to provide opportunities for professional development.

We have three days each year dedicated to staff and professional development. The district also uses a minimum day on the first Monday of each month, as well as participates in the county co-op to train staff members. Our teachers attend workshops and conferences presented by the district, county and other professional organizations. New teachers and site mentors participate in the Alliance for Teacher Excellence offered through Tehama County Department of Education.

New teachers participate in a two-year observation and evaluation process where they work with the site administration and mentors. The school staff (classified, certificated and administration) regularly review student performance data. This data is also regularly reviewed by the Junction School Site Council and School Board.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,222	$45,252
Mid-Range Teacher Salary	$55,833	$65,210
Highest Teacher Salary	$75,510	$84,472
Average Principal Salary (ES)	$102,837	$107,614
Average Principal Salary (MS)	$0	$112,242
Average Principal Salary (HS)	$0	$
Superintendent Salary	$118,572	$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	24%	31%
Administrative Salaries	9%	7%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$9,608.00	$2,950.00	$6,658.00	$60,117.00
District	N/A	N/A	$9,625.00	$60,117.00
State	N/A	N/A	$7,506.64	$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-36.4	0.0
School Site/ State	-12.0	-7.7

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
- Title I (Basic Grant)
- Title II (Technology)
- Title VI (Rural Education Achievement Program)
- Class Size Reduction (CSR)
- School Improvement Program (SIP)
- Special Day Class
- Resource Specialist Program
- SDC Program
- Robotics
- STEM
- Band/Music

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.