Junction City Elementary School

430 Red Hill Rd. • Junction City, CA 96048 • (530) 623-6381 • Grades K-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

School Description

Junction City School is a 2018 Distinguished School and Exemplary District!

We are a small, one-school district serving about 80 kids in grades TK-8. We are located in the small mountain town of Junction City in Trinity County, California. We are nestled at the base of the beautiful Trinity Alps Wilderness, along ten acres of the Trinity River.

Our staff and community strive to work together to create programs that produce articulate, confident, and skilled students. There is a strong focus on a well-balanced education for every student with high standards aimed at excellence and student empowerment.

All Junction City School students participate in a curriculum that is based on Common Core Standards and is enriched with STEM, Social Emotional Learning (SEL), and Visual and Performing Arts. Our After School Program offers electives, academic enrichment, and homework assistance. Our intervention program offers support for students that need additional assistance with skills.

The mission of Junction City School is to improve the academic and social skills of all students, and to create a school climate conducive to learning by encouraging good citizenship, good attendance, and high academic standards. It is our intent to provide an environment that fosters in children the ability to recognize and accept responsibility to the end that they may be active participants in our global society.

Together, these programs and philosophies help to promote a whole school family atmosphere with an emphasis on our students' success and well-being.

We are excited about our dynamic learning community, and look forward to sharing it with you!

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	8
Grade 1	6
Grade 2	8
Grade 3	5
Grade 4	8
Grade 5	9
Grade 6	9
Grade 7	5
Grade 8	5
Total Enrollment	63

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	7.9
Hispanic or Latino	7.9
White	71.4
Two or More Races	11.1
Socioeconomically Disadvantaged	74.6
Students with Disabilities	6.3
Homeless	14.3

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 City	17-18	18-19	19-20
With Full Credential	4	4	4
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Junction City	17-18	18-19	19-20
With Full Credential	♦	♦	4
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Junction City Elementary School

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 2018-19)

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Core Knowledge Language Arts/SIPPS/Houghton Mifflin Journeys / 2015 (Grades TK-5) Expeditionary Learning / 2015 (Grades 6-8) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Go Math / 2015 (Grades TK-5) CPM Math / 2013 (Grades 6-8) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Delta/Foss / 2015 (Grades TK-8) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Scott Foresman/Glencoe / 2005 (Grades K-2) Studies Weekly / 2018 (Grades 3-8) **The textbooks listed are from most recent adoption:** Yes **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)
Junction City School was built in 1990. There are four classrooms, a STEM lab, a very large resource room, office, and a staff room in the main building. Our gym/cafeteria and kitchen are separate from the main building. The after-school building was added in 2009 near the playground. There is more than adequate room in all areas. No asbestos or other hazardous substances were used in the construction of the buildings.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 30, 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	63	77	63	63	50	48
Math	51	64	51	46	38	37

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			

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	43	43	100.00	76.74
Male	19	19	100.00	73.68
Female	24	24	100.00	79.17
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	33	33	100.00	78.79
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	34	100.00	76.47
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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	42	42	100	64.29
Male	18	18	100	66.67
Female	24	24	100	62.5
Hispanic or Latino	--	--	--	--
White	32	32	100	65.63
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	33	33	100	57.58
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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)
Parents and community members are encouraged to participate at school. There are a variety of activities to get involved with in the classroom, at special events, on fieldtrips, and during our after-school program. Parents are also encouraged to become members of the LCAP Advisory Committee, School Site Council, the Governing Board, as well as other school committees.

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
The Junction City School Safety Plan is available on our website and a paper copy is available upon request. The Safety Plan was approved on 2/14/19. It is reviewed regularly by the Safety Committee, the School Site Council, Junction City School Staff, and the Governing Board, and is revised as necessary.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	1.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	1.4
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)	.4
Other	.4

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	4	2			3	2			4	2		
1	5	1			5	1			6	1		
2	7	1			5	1			8	1		
3	10	1			6	1			5	1		
4	8	1			9	1			8	1		
5	9	1			8	1			9	1		
6	7	1			6	1			5	2		
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

The content of professional development is based on school needs and student achievement. The primary focus of professional development is on implementing a standards-based curriculum, and data-driven assessment. Professional development also includes strengthening subject matter expertise and classroom management as well as implementation of technology into the classroom. New teachers or teachers new to a grade level are carefully selected and supported during their first years of teaching. Professional development is provided for teachers in multi-graded and reduced-sized classes. Most teachers serve on committees within the school, such as the School Site Council, MTSS Team, and Student Study Team. Teachers and administrators are involved in the overall operation of the school. There are opportunities for teachers to work and plan collaboratively and to share information. Teachers and instructional aides are encouraged to take advantage of professional development opportunities in the district, county, regional, and state levels. Opportunities are provided at staff meetings to share what they have learned from their professional development. Staff development related to special needs students reflects the demographics of the school.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$	$45,252
Mid-Range Teacher Salary	$	$65,210
Highest Teacher Salary	$	$84,472
Average Principal Salary (ES)	$	$107,614
Average Principal Salary (MS)	$	$112,242
Average Principal Salary (HS)	$	$
Superintendent Salary	$	$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	21%	31%
Administrative Salaries	8%	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	$18,137	$8,509	$9,628	$55,764
District	N/A	N/A	$9,628	$55,764
State	N/A	N/A	$7,506.64	$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.0
School Site/ State	24.8	-15.2

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

Junction City School strives to serve the needs of all students. We offer all students academic support and intervention during our After School Program. All students are also offered social/emotional support by our school counselor, and through our Social Emotional Learning (SEL) classes that are integrated into all classrooms. Although we do not qualify for Title 1, because of the inaccurate census data collected in small rural areas, we ensure that all of our disadvantaged youth are provided with the support that they need to be successful.

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.