



Juniper Elementary School

375 Ellis St. • Redding, CA 96001 • 530-225-0045 • Grades K-8

Julie Reaves, Principal

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<http://juniper.reddingschools.net>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



REDDING SCHOOL DISTRICT
Academic Excellence Since 1873

Redding Elementary School District

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Redding CA, 96099
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www.reddingschools.net/home

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School Description

This is Mrs. Reaves' second year as principal at Juniper School. Prior to becoming principal, Mrs. Reaves worked in middle school general education in the Redding School District for 21 years.

Everyone involved in supporting Juniper students believes that the academic potential of each student is tremendous and that all students can learn in a caring, loving, and safe environment. We make No Excuses for the difficult challenges that many of our students face each day. We have support systems in place to help our students learn competencies in academic content and social emotional literacy. We know that one of the greatest predictors of advancement, prosperity, and happiness is educational success. Therefore, we are committed to creating a school that knows no limits to the success of each student.

Our Mission: Juniper students will persist in becoming successful students as we teach our students the skills needed to succeed in school and beyond. Students will demonstrate kindness and compassion and empathy for others as they contribute to their community. We accomplish this through relationship building, high expectations, support structures, and meaningful experiences. We develop excellence for all by connecting to the WHOLE person.

Our Vision: We are BOLD: Brave, Optimistic, Loyal, and Determined.

Teachers, staff, and the administration work together to make decisions using a collaborative model and collected student and family input. We believe that those affected by a decision should be involved in making it. Our leadership team meets throughout the year to monitor, plan, and implement systems and programs that are aimed at increasing students' academic achievement and sense of belonging. Our School Site Council also meets a minimum of five times a year to discuss our Single School Plan, School Safety Plan, parent and student surveys content and results, and various testing results.

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	30
Grade 1	12
Grade 2	20
Grade 3	22
Grade 4	12
Grade 5	23
Grade 6	22
Grade 7	26
Grade 8	19
Total Enrollment	186

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	2.7
Asian	2.2
Filipino	0.5
Hispanic or Latino	18.8
Native Hawaiian or Pacific Islander	0.5
White	58.1
Two or More Races	14
Socioeconomically Disadvantaged	90.9
English Learners	5.9
Students with Disabilities	27.4
Foster Youth	4.8
Homeless	8.1

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

Teacher Credentials for Juniper Elementary	17-18	18-19	19-20
With Full Credential	9	10	10
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Redding Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	136
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Juniper 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 2019-20)

We choose our textbooks from lists that have already been approved by state education officials. We use a district-wide adoption process that includes teachers, parents, students and administrators.

We have also reported about our textbooks called for by the Williams legislation of 2004. We report to the board in September and four times a year about the sufficiency of our textbooks as well as any complaints. This online report shows whether we had a textbook for each student in each core course during the 2017-18 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials

Year and month in which data were collected: 9/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McMillian McGraw-Hill Treasures (K-5) McDougal Littell (6-8) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McMillian McGraw-Hill Everyday Math (K-5) College Preparatory Math (6-8) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Scott Foresman (K-5) Prentice Hall (6-8) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Studies Weekly (K-5) National Geographic (6-8) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Redding School District makes great efforts to ensure that all schools are clean, safe, and functional. In 2016 the District and the Board of Trustees authorized a Facilities Needs Assessment in order to identify our facilities needs over the next decade. To support the assessment effort, in 2018 the community passed a \$28 million facilities bond to repair, renovate, and modernize all District schools. Since the bond passed in 2018 the District has used the Facilities Needs Assessment to plan out the Bond Initiatives.

In addition to the local bond the District is seeking any State Modernization matching funds on a percentage basis, to assist with the expenditures for any major planned modernization work projects.

The District's Grounds and Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs, the maintenance department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Juniper School is located in the Parkview neighborhood in central Redding. Our campus was originally built in 1958. During the 2007–2008 school year, we rebuilt the school library to house one of the finest libraries in northern California. The entire school was repainted, we installed new carpet in the junior high wing, we repaved the entire playground, and we stripped and upgraded playground equipment. In 2008–2009, we remodeled the interior hallway between the second and third wings and created an intervention/learning center. Additionally, an up-to-date computer lab was built for use during the school day and in the after-school program. Juniper also boasts a beautiful, high-quality gymnasium on the campus. Other recent upgrades and additions include a performing arts stage, two softball fields, a soccer field, and cement tables and benches. Students and staff painted a 120-foot-long mural depicting local history, and we have a new mural and wall coverings in our cafeteria. A new mural depicting our mascot, the Jaguar, has been painted on our Learning Plaza. We also have put in wrought iron fencing around our school in an effort to make our campus more secure. We are proud to have an exemplary facilities rating following an inspection by the Shasta County Office of Education. Added 2 small parking garages and remodeled computer activity room in 2017. The playground (basketball court area) was resurfaced and repainted in 2019. The roofs on both the North and South wings were refurbished in Fall of 2019.

The school is staffed with one day, and one night custodian to provide a clean and hazard-free environment. The Principal, along with the maintenance staff, work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office. In addition, on a monthly basis the lead custodian uses a facility survey instrument developed by the Northern California Schools Insurance to evaluate the conditions of the school's facility. These reports are sent to the District Facilities Department who then does an annual evaluation for the site.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/4/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Quarterly maintenance is provided to all units.
Interior: Interior Surfaces	Good	The district has a carpet replacement schedule where two rooms are replaced per year.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Monthly pest control contracts are in place for preventative measures.
Electrical: Electrical	Good	Network upgrades were implemented to support a new bell, PA, and security system.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Lead testing was conducted to ensure that all drinking sources are safe.
Safety: Fire Safety, Hazardous Materials	Good	Continued staff training on school site safety and fire hazards conducted during the monthly safety meetings.
Structural: Structural Damage, Roofs	Fair	Back wing, rooms 7-14: Roof was refurbished in October 2019. Roofs have shown no leaks through winter rains. Front wing, rooms 1-5: North exterior wall showing structural deficit. Roof was refurbished in October 2019. The 2018 bond money will be allocated to fix the structural issues.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Improvements to the playgrounds are scheduled with the bond projects
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	32	28	46	44	50	50
Math	20	16	39	38	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	25.0	12.5	12.5
7	14.8	22.2	7.4

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	134	123	91.79	27.64
Male	72	66	91.67	25.76
Female	62	57	91.94	29.82
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	31	29	93.55	48.28
Native Hawaiian or Pacific Islander	--	--	--	--
White	76	69	90.79	21.74
Two or More Races	12	11	91.67	18.18
Socioeconomically Disadvantaged	129	118	91.47	27.12
English Learners	--	--	--	--
Students with Disabilities	35	32	91.43	0.00
Foster Youth	--	--	--	--
Homeless	19	16	84.21	15.79

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	134	124	92.54	16.13
Male	72	67	93.06	17.91
Female	62	57	91.94	14.04
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	31	29	93.55	27.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	76	70	92.11	15.71
Two or More Races	12	11	91.67	0.00
Socioeconomically Disadvantaged	129	119	92.25	15.97
English Learners	--	--	--	--
Students with Disabilities	35	32	91.43	3.13
Foster Youth	--	--	--	--
Homeless	19	16	84.21	15.79

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)

Parental and community involvement is critical to student success and volunteers are always welcome on our campus. The number of volunteers at Juniper School has fluctuated over the years as enrollment has changed. Parents can help by participating in school events, fundraising, or serving on the School Site Council or the Parent Club. The Parent Club holds monthly meetings to discuss upcoming events and fundraisers. We invite parents and community members to help at all school functions, including in the classroom, chaperoning on school field trips, working sporting events, having lunch in the Juniper Cafe, and fundraising. During the coming year, we plan to increase parent volunteers and helpers in the classroom and involve more families in our Parent Club through the use of technology, SART meetings for attendance, and informal principal chats. To inquire about these and other volunteer activities at Juniper School, please contact Julie Reaves, our principal, at (530) 225-0045 or visit our web site, <http://juniper.reddingschools.net>.

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

Juniper updates its School Safety Plan annually. Our plan establishes an orderly response to such events as fires, natural disasters, and other safety threats. We inspect playground equipment regularly, and the school staff actively supervises playground activity. Our school conducts fire and earthquake drills as well as intruder-on-campus drills on a regular basis. We use surveillance cameras to monitor the campus during off-school hours. The Redding School District has a partnership with the Redding Police Department and works closely with a campus resource officer to provide a safe campus and community. The safety of our students and staff is a high priority.

Discipline protocol and plans are in place. We have school-wide behavior supports.

Safe, respectful, and responsible student behavior is a priority at Juniper. We expect all students to act in an appropriate manner in classrooms and common areas such as the playground, cafeteria, and hallways. We use Second Step Social Skills Program, have buddy classrooms, a Wellness center, school counselor and behavior specialist to help teach our students appropriate behaviors. Students are expected to follow the rules. We use a referral system to track behaviors and areas we need to focus on for safety. Suspensions are used sparingly and for serious offenses. Our goal is to teach students to self-regulate and manage behavior. We reward proper behavior on a daily basis through our morning rally. Our staff is trained to use the practices of social emotional learning and strong academic teaching techniques and strategies for great first instruction. We strive to maintain a positive learning environment. We communicate with parents about discipline issues on a regular basis.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	12.1	14.6	4.4
Expulsions Rate	0.4	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.4	7.1	4.4
Expulsions Rate	0.1	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)	.40
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.50
Psychologist	.40
Social Worker	0
Nurse	.30
Speech/Language/Hearing Specialist	.70
Resource Specialist (non-teaching)	1.0
Other	1.0

* 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.

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	26		1		18	1			21	1	1	
1	24		1		18	1						
2					25		1		20	1		
3	22	1	1		24		1		22		1	
4	25		1		28		1		12	1		
5	22		1		21		1		21		1	
6	12	2			25		1		19	1		
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	8.1	8.1	8.1

Juniper holds regular collaborative grade-level meetings to discuss current teaching strategies, social emotional instruction and provide up-to-date training and data. Our teacher training program allows teachers to further their instructional and classroom management skills through district-wide staff development and classroom coaching. We offer frequent staff development opportunities based on established school or district priorities and curriculum interests.

2019-2020- 8.1 Professional Development Days

2018-2019- 8.1 Professional Development Days

2017-2018- 8.1 Professional Development Days

Evaluating and Improving Teachers

Juniper teachers are experienced and committed professionals. All of our teachers possess the appropriate credentials to teach in their designated subject areas. Administrators evaluate our teachers according to district protocol, which includes frequent observations and dialogue between teachers and administrators. We evaluate teachers each year during their first two years of employment. Beginning in their third year, we evaluate teachers every three years.

Substitute Teachers

In order to maintain the stability and excellence of our instructional programs, we make every effort to hire a suitable number of the highest-caliber substitute teachers. Juniper is fortunate to be able to attract and maintain qualified substitute teachers.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,296	\$49,378
Mid-Range Teacher Salary	\$67,630	\$77,190
Highest Teacher Salary	\$86,901	\$96,607
Average Principal Salary (ES)	\$111,643	\$122,074
Average Principal Salary (MS)	\$110,203	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$145,000	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	36%
Administrative Salaries	5%	6%

* 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	\$10,020	\$3,073	\$6,946	\$62,983
District	N/A	N/A	\$6,108	\$67,696.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	12.8	-7.2
School Site/ State	-7.8	-20.8

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 1
- Class size reduction
- Resource Program
- Intervention Program
- Special Day Class Program
- Sports Programs
- Before and after school Programs
- Federal breakfast and Lunch Program
- Professional Development
- Enrichment Programs
- Behavior specialist
- Counseling Services
- No Excuses University (NEU) School (Promoting college and career readiness for all)

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.