Junction 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	Junction School
Street	9087 Deschutes Road
City, State, Zip	Palo Cedro, CA 96073
Phone Number	5305473274
Principal	Christopher Nelson
Email Address	cnelson@junctionesd.net
School Website	www.junctionesd.net
County-District-School (CDS) Code	45-700456050397

2021-22 District Contact Information

District Name	Junction Elementary School District
Phone Number	530.547.3276
Superintendent	Clay Ross
Email Address	cross@junctionesd.net
District Website Address	www.junctionesd.net

2021-22 School Overview

Originally established in 1881, Junction School is a TK-through-8th grade elementary school, with a preschool on site, serving approximately 350 students in the community of Palo Cedro. Palo Cedro is a rural community within Shasta County that provides a natural setting for Junction School highlighted by wide open spaces, oak trees, agriculture, dark night skies, creeks and wildlife. Views of snow-capped volcanoes such as Mount Shasta and Mount Lassen provide just some of the breathtaking scenery that students enjoy as they learn and play outdoors on Junction's sprawling campus.

The definition of the word junction is, "a point where two or more things are joined." Junction School is truly a "junction" where staff, parents, and the Palo Cedro community join together for the good of our students. Junction School is greatly supported by local businesses, law enforcement, fire department, and other first responders. Junction School is also supported by a highly engaged parent community that supplies hundreds of volunteers and tens of thousands of fundraising dollars annually to bolster programs that enhance the learning and development of our students. Junction School also partners with local organizations, providing four baseball fields, four soccer fields, a gymnasium, theater and track and field facilities for community use.

Junction School offers students a core curriculum that includes, math, reading, writing, science and social studies. Additionally, students are offered elective courses such as P.E., art, theater, band, and STEM. Students are also encouraged to develop their academic skills along with teamwork and leadership by participating in student council, robotics, book club, guitar/rock band and a variety of fall, winter and spring sports. Teachers and instructional aides provide high quality instruction and low adult-to-student ratios while 1-to-1 devices provide students access to dozens of highly regarded, research-based online programs. Students' mental and emotional health is enhanced by a school counselor and a school psychologist and students needing intervention beyond the classroom have access to a resource specialist and a special day class.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	57
Grade 1	42
Grade 2	39
Grade 3	41
Grade 4	29
Grade 5	36
Grade 6	28
Grade 7	28
Grade 8	35
Total Enrollment	335

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	3.9
Asian	1.8
Black or African American	1.2
Hispanic or Latino	13.1
Two or More Races	1.8
White	77.3
English Learners	3
Foster Youth	0.6
Homeless	2.1
Socioeconomically Disadvantaged	36.7
Students with Disabilities	9.3

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)	14.1	74.6	14.1	74.6	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	5.3	1.0	5.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.4	7.8	1.4	7.8	12115.8	4.4
Unknown	2.3	12.3	2.3	12.3	18854.3	6.9
Total Teaching Positions	18.9	100.0	18.9	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	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

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	0.4
Local Assignment Options	1.0
Total Out-of-Field Teachers	1.4

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

"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.

Year and month in which the data were collected	December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys, Houghton Mifflin Harcourt (K-5) California Treasures, Houghton Mifflin Harcourt (6-8)	Yes	0%
Mathematics	Go Math, Houghton Mifflin Harcourt (K-5) CPM Educational Program (6-8)	Yes	0%
Science	Macmillan/McGraw-Hill (K-4) STEM Scopes: 5th Science, MS Earth & Space, MS Life, MS Physical (5-8)	Yes	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)	No	0%

School Facility Conditions and Planned Improvements

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. New ground-water drainage systems and the new surfaces were installed on path of travel throughout the elementary campus as well as new walkway canopies. Asphalt resurfacing and playground rebarking also took place. Installation of a new generator is planned for the summer of 2021.

Year and month of the most recent FIT report	October 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Middle School janitor's closet has some sheet rock repair needed and edges around mop sink/tub need to be resealed; Repairing chain link gate and post behind P5; P5 interior is being painted and repaired.
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			
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	203	72	35.47	64.53	52.78
Female	89	36	40.45	59.55	63.89
Male	114	36	31.58	68.42	41.67
American Indian or Alaska Native	13	5	--	61.54	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	27	12	44.44	55.56	50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	153	50	32.68	67.32	54
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	26	32.1	67.9	34.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	0	0	100	--

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	203	72	35.47	64.53	59.72
Female	89	36	40.45	59.55	55.56
Male	114	36	31.58	68.42	63.89
American Indian or Alaska Native	13	5	--	61.54	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	27	12	44.44	55.56	58.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	153	50	32.68	67.32	62.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	26	32.10	67.90	46.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	0	0.00	100.00	--

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.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*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.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*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	56.52	N/A	56.52	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	74	23	31.08	68.92	56.52
Female	30	8	26.67		
Male	44	15	34.09		
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	3	25.00	75.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	19	35.85	64.15	57.89
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	7	24.14	75.86	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

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 Chris Nelson at (530) 547-3274 or email Junction Education Foundation President Jessica Ambrozevitch at junctionef@gmail.com.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	408	364	52	14.3
Female	189	167	32	19.2
Male	219	197	20	10.2
American Indian or Alaska Native	19	19	9	47.4
Asian	7	6	3	50.0
Black or African American	4	4	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	50	47	6	12.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	6	2	33.3
White	317	279	31	11.1
English Learners	13	12	3	25.0
Foster Youth	7	5	2	40.0
Homeless	8	8	5	62.5
Socioeconomically Disadvantaged	159	149	32	21.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	49	43	6	14.0

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	4.62	1.72	4.61	1.72	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	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	0.29	0.29	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.72	0.00
Female	1.06	0.00
Male	2.28	0.00
American Indian or Alaska Native	5.26	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.26	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 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 local first responders 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 December, 2021.

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

2018-19 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3		
1	19	2		
2	19	1		
3	15	2	1	
4	26		1	
5	31		1	
6	26	1	3	

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	21	1	1	
2	21	1	1	
3	20	1		
4	23		1	
5	31		1	
6	17	6	5	
Other	12	2		

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3		
1	20	2		
2	19	2		
3	19	1	1	
4	23		1	
5	17	2		
6	19	2	5	
Other	11	2		

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	

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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
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	8481.66	2950.85	6185.03	63649.64
District	N/A	N/A	8481.66	$62,105
Percent Difference - School Site and District	N/A	N/A	-31.3	2.5
State			$8,444	$72,352
Percent Difference - School Site and State	N/A	N/A	-30.9	-12.8

2020-21 Types of Services Funded

Title I (Basic Grant)
Title II (Professional Development/Class Size Reduction)
Title IV (Enhance overall program)
Title V (Rural Education Achievement Program)
ESEA-Special Day Class
ESEA- SDC Program
Local Control Funding Formula (State funding)
ESSER I, II, III federal funds)
Other state funds-Expanded Learning Program,

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	$34,386	$47,265
Mid-Range Teacher Salary	$61,775	$69,813
Highest Teacher Salary	$82,321	$91,237
Average Principal Salary (Elementary)	$102,837	$113,466
Average Principal Salary (Middle)	$0	$115,186
Average Principal Salary (High)	$0	$0
Superintendent Salary	$0	$131,359
Percent of Budget for Teacher Salaries	28%	30%
Percent of Budget for Administrative Salaries	6%	7%

Professional Development

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 one Wednesday minimum day of each month, as well as participation 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.

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	3	3	3

Junction Elementary 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	Junction Elementary School District
Phone Number	530.547.3276
Superintendent	Clay Ross
Email Address	cross@junctionesd.net
District Website Address	www.junctionesd.net

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	203	72	35.47	64.53	52.78
Female	89	36	40.45	59.55	63.89
Male	114	36	31.58	68.42	41.67
American Indian or Alaska Native	13	5	--	61.54	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	27	12	44.44	55.56	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	153	50	32.68	67.32	54.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	26	32.10	67.90	34.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	0	0.00	100.00	--

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	203	72	35.47	64.53	59.72
Female	89	36	40.45	59.55	55.56
Male	114	36	31.58	68.42	63.89
American Indian or Alaska Native	13	5	--	61.54	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	27	12	44.44	55.56	58.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	153	50	32.68		62.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	26	32.10	67.90	46.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	0	0.00	100.00	--

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.