

Junction School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

2023-24 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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	54
Grade 1	41
Grade 2	41
Grade 3	46
Grade 4	39
Grade 5	49
Grade 6	43
Grade 7	34
Grade 8	34
Total Enrollment	381

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7%
Male	53.3%
American Indian or Alaska Native	3.4%
Asian	2.4%
Black or African American	1.3%
Filipino	0.5%
Hispanic or Latino	11.5%
Two or More Races	1.8%
White	78.5%
English Learners	1.8%
Foster Youth	0.3%
Homeless	0.3%
Socioeconomically Disadvantaged	31.8%
Students with Disabilities	12.6%

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

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)	14.10	74.57	14.10	74.57	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.27	1.00	5.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.40	7.85	1.40	7.85	12115.80	4.41
Unknown	2.30	12.27	2.30	12.27	18854.30	6.86
Total Teaching Positions	18.90	100.00	18.90	100.00	274759.10	100.00

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

2021-22 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)	17.10	77.81	17.10	77.81	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.90	9.05	1.90	9.05	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.55	1.00	4.55	11953.10	4.28
Unknown	1.80	8.55	1.80	8.55	15831.90	5.67
Total Teaching Positions	21.90	100.00	21.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	1.00	0.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.40	0.00
Local Assignment Options	1.00	1.00
Total Out-of-Field Teachers	1.40	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	14.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2022

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

One of Junction School's biggest projects over the last year was the rehabilitation of our well, which included cleaning the pipes and tank as well as installing a new pump. Thanks to the joint efforts of our maintenance team, contracted companies and the support of experts in our Junction community that contributed to this process, our well is now functioning like new with near original water pressure.

Junctions gymnasium has had floors redone and two new swamp coolers installed. The attached kitchen had a new heater installed as well. The mat room that adjoins the gym has been repurposed into a sensory room. The kindergarten playground and part of the elementary playground have been resurfaced (asphalt), and to improve student safety, electronic drive-thru gates have been installed and permanent fencing has been installed along the north side of the school.

Junction's sprawling campus provides many opportunities for outdoor recreation and learning. Outdoor learning areas have been created near both the first grade classrooms and the kindergarten. This involved the installation of tables as well as pouring cement slabs, drainage, etc. Our garden continues to be enhanced and the pond now has a functioning fountain. These projects also benefited from the involvement and collaboration of teachers, aides, parents, and other educational partners.

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.

Year and month of the most recent FIT report

11/23/2023

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			Replace carpet; replace baseboard in main hall; new tile in bathroom. Replace wall covering in middle school janitor's closet.
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			Add shutoff valve to 102 and repair floor. Dry rot repair for the gymnasium to take place over the summer.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Bark and pea gravel in play areas were needed and have been added. New support hinges for doors have been received and will be installed.

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).

College and Career Ready

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	56	55	56	55	47	46
Mathematics (grades 3-8 and 11)	50	59	50	59	33	34

2022-23 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	243	234	96.30	3.70	55.13
Female	108	105	97.22	2.78	60.95
Male	135	129	95.56	4.44	50.39
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	36	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	183	174	95.08	4.92	58.05
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	74	97.37	2.63	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	28	87.50	12.50	10.71

2022-23 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	243	232	95.47	4.53	59.05
Female	108	105	97.22	2.78	60.00
Male	135	127	94.07	5.93	58.27
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	36	100.00	0.00	55.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	183	173	94.54	5.46	63.01
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	73	96.05	3.95	45.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	26	81.25	18.75	11.54

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	41.94	52.78	41.94	52.78	29.47	30.29

2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	75	92.59	7.41	52.00
Female	31	29	93.55	6.45	58.62
Male	50	46	92.00	8.00	47.83
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	15	14	93.33	6.67	42.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	59	54	91.53	8.47	59.26
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	25	89.29	10.71	48.00
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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 9	n/a	n/a	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.

2023-24 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 our Junction Education Foundation at junctionEF@gmail.com.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	404	396	86	21.7
Female	189	183	45	24.6
Male	215	213	41	19.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	13	13	4	30.8
Asian	8	8	4	50.0
Black or African American	5	5	1	20.0
Filipino	2	2	1	50.0
Hispanic or Latino	52	49	7	14.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	11	2	18.2
White	311	306	67	21.9
English Learners	9	9	0	0.0
Foster Youth	3	3	1	33.3
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	142	135	38	28.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	65	64	20	31.3

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.72	1.79	3.22	1.72	1.79	3.22	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.22	0
Female	1.06	0
Male	5.12	0
Non-Binary		
American Indian or Alaska Native	15.38	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.85	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.89	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.23	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.15	0

2023-24 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 October, 2023.

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.

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		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	17	2		
2	21		2	
3	19	2		
4	26		1	
5	25		1	
6	12	14		
Other	10	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	0
1	21	1	1	0
2	20	2	0	0
3	23	0	2	0
4	19	2	0	0
5	15	1	2	0
6	15	9	3	1
Other	5	2	0	0

2022-23 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	0

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	14,336.47	4,783.67	9,552.80	63,478.88
District	N/A	N/A	9,535.49	\$63,276
Percent Difference - School Site and District	N/A	N/A	0.2	3.4
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	36.6	-15.4

Fiscal Year 2022-23 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,

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$36,477	\$48,481
Mid-Range Teacher Salary	\$65,531	\$73,129
Highest Teacher Salary	\$87,325	\$99,406
Average Principal Salary (Elementary)	\$106,950	\$117,381
Average Principal Salary (Middle)	\$0	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$0	\$138,991
Percent of Budget for Teacher Salaries	27.31%	29.34%
Percent of Budget for Administrative Salaries	4.8%	5.99%

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3