

# Junction Elementary School District

9087 Deschutes Road • Palo Cedro, • 5305473274 • Grades K-8

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

### Junction Elementary School

9087 Deschutes Rd  
Palo Cedro CA, 96073  
530.547.3276  
[www.junctionesd.net](http://www.junctionesd.net)

### District Governing Board

Hope Bjerke  
Heather Richards  
Ken Parrisot  
Brandi Lockhart  
Tom McConnel

### District Administration

Rich Gifford  
**Superintendent**  
Shawn Martinez  
**Principal**

### 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.

### School Description

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	55
Grade 1	28
Grade 2	28
Grade 3	23
Grade 4	31
Grade 5	30
Grade 6	24
Grade 7	26
Grade 8	27
<b>Total Enrollment</b>	<b>272</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	3.7
Asian	0.4
Filipino	0.0
Hispanic or Latino	12.5
Native Hawaiian or Pacific Islander	0.0
White	79.4
Socioeconomically Disadvantaged	35.3
English Learners	0.7
Students with Disabilities	4.0
Foster Youth	0.7

## 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			
Junction Elementary School District	16-17	17-18	18-19
With Full Credential	14	13	14
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Junction Elementary School	16-17	17-18	18-19
With Full Credential	◆	◆	14
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Junction Elementary School District	16-17	17-18	18-19
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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

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

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

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

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

Textbooks and Instructional Materials Year and month in which data were collected: January 2019	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Journeys, Houghton Mifflin Harcourt (K-5) Pearson (6-8)  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Go Math, Houghton Mifflin Harcourt (K-5) CPM Educational Program (6-8)  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Macmillan/McGraw-Hill (K-5) Focus on Earth Science; Focus on Life Science; Focus on Physical Science; Glencoe (6-8)  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman (K-5) Discovering Our Past: Ancient Civilizations; Discovering Our Past: Medieval and Early Modern Times; The American Journey to World War I; Glencoe (6-8)  The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	67.0	70.0	67.0	70.0	48.0	50.0
Math	53.0	66.0	53.0	66.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	9.4	25.0	34.4
7	20.8	50.0	16.7

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	169	160	94.67	70.44
<b>Male</b>	79	73	92.41	65.28
<b>Female</b>	90	87	96.67	74.71
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Hispanic or Latino</b>	28	27	96.43	53.85
<b>White</b>	121	113	93.39	72.57
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	57	53	92.98	60.38
<b>English Learners</b>	11	11	100.00	80.00
<b>Students with Disabilities</b>	15	15	100.00	13.33
<b>Foster Youth</b>	--	--	--	--

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 2017-18 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	169	160	94.67	66.25
Male	79	73	92.41	67.12
Female	90	87	96.67	65.52
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	28	27	96.43	62.96
White	121	113	93.39	67.26
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	57	53	92.98	49.06
English Learners	11	11	100	63.64
Students with Disabilities	15	15	100	20
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018-19)

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 in our library and to become active members of groups such as School Site Council, the Safety Committee, and the Junction Education Foundation,

If you would like more information regarding volunteer opportunities, please call Principal Shawn Martinez at (530) 547-3274 or smartinez@junctionesd.net or email Junction Education Foundation president Kelly Lindblom at kjl7angulo@gmail.com.

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### School Safety Plan

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

**Suspensions and Expulsions**

School	2015-16	2016-17	2017-18
Suspensions Rate	1.3	1.7	2.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.3	1.7	2.2
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

**Academic Counselors and Other Support Staff at this School**

**Number of Full-Time Equivalent (FTE)**

Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5625
Psychologist	
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	11.75
Average Number of Students per Staff Member	
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.

**Average Class Size and Class Size Distribution (Elementary)**

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	18	22	18	2	1	3	1	2				
1	20	22	16	1		1		1				
2	23	24	20			2	1	1				
3	24	24	23				1	1	1			
4	22	15	24		1		1	1	1			
5	26	24	17			1	1	1	1			
6	32	25	24				4	3	3			

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

## Professional Development provided for Teachers

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

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

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

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,992	\$44,375
Mid-Range Teacher Salary	\$54,256	\$65,926
Highest Teacher Salary	\$71,624	\$82,489
Average Principal Salary (ES)	\$0	\$106,997
Average Principal Salary (MS)	\$0	\$109,478
Average Principal Salary (HS)	\$0	
Superintendent Salary	\$108,820	\$121,894
Percent of District Budget		
Teacher Salaries	28.0	32.0
Administrative Salaries	5.0	7.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

## Types of Services Funded

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

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,551	\$1,654	\$5,897	\$53,382
District	◆	◆	\$7,900	\$53,382
State	◆	◆	\$7,125	\$63,218
Percent Difference: School Site/District			-29.0	0.0
Percent Difference: School Site/ State			-18.9	-16.9

\* Cells with ◆ 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.