

# School Accountability Report Card

## Reported Using Data from the 2010-11 School Year

### Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

## II. About This School

### Contact Information (School Year 2011-12)

| School                  |  | District              |  |
|-------------------------|--|-----------------------|--|
| <b>School Name</b>      | Junction Elementary School   | <b>District Name</b>  | Junction Elementary School District  |
| <b>Street</b>           | 98821 Highway 96   | <b>Phone Number</b>   | (530)469-3373  |
| <b>City, State, Zip</b> | Somes Bar, CA 95568  | <b>Web Site</b>       | <a href="http://www.sisnet.ssku.k12">www.sisnet.ssku.k12</a> .                 |
| <b>Phone Number</b>     | (530)469-3373  | <b>Superintendent</b> | Susan Corum  |
| <b>Principal</b>        | Susan Corum  | <b>E-mail Address</b> | <a href="mailto:scorum@sisnet.ssku.k12.ca.us">scorum@sisnet.ssku.k12.ca.us</a> |
| <b>E-mail Address</b>   | <a href="mailto:scorum@sisnet.ssku.k12.ca.us">scorum@sisnet.ssku.k12.ca.us</a> | <b>CDS Code</b>       | 47-70367-6050819   |

### School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Junction Elementary School is a small, rural, single-school district, serving K-8 students from the Somes Bar area. Located near the confluence of the Salmon and Klamath Rivers in Northern California, students are highly involved in watershed activities that provide hands-on opportunities to collect data and interact with the natural community around them. The school is a focal point of the community, with an active fine arts program, hosting a variety of community events each year, including a Halloween carnival, arts bazaar, a winter holiday celebration, and more. Breakfast and a hot lunch are served daily to all students. The mission of the Junction Elementary School Community is to provide lifelong learning by delivering a well rounded education in a safe, nurturing environment that values community participation.

**Opportunities for Parental Involvement (School Year 2010-11)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

The opportunities for parent involvement include participation in the Booster Club and the Parent Advisory Council. The Booster Club is open to all interested parents, and hosts a variety of fundraisers, including the Halloween Carnival and benefit drawing, bake sales, car washes, and more. Booster Club funds are allocated for field trips, holiday presents for the community children, special events, and other student needs, as determined by Booster Club members.

The Parent Advisory Council (PAC) consists of three staff members, including our teacher, and three parent representatives that are elected yearly through parent ballots. PAC authors, reviews, and ensures implementation of the School Plan, and recommends to the School Board the expenditure of Categorical funds. All parents are notified of, and invited to the regular PAC meetings. Current effective programs and additional parent involvement activities include Back to School Night, Open House, parent conferences, School Board meetings, field trips, student performances, schoolwide fundraising events, IEP meetings, classroom volunteering, and dissemination of information through weekly Wednesday letters and packets.

**Student Enrollment by Grade Level (School Year 2010-11)**

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 5                  |
| Grade 1                 | 3                  |
| Grade 2                 | 6                  |
| Grade 3                 | 3                  |
| Grade 4                 | 3                  |
| Grade 5                 | 1                  |
| Grade 6                 | 4                  |
| Grade 7                 | 3                  |
| Grade 8                 | 1                  |
| <b>Total Enrollment</b> | <b>29</b>          |

**Student Enrollment by Group (School Year 2010-11)**

| Group                            | Percent of Total Enrollment | Group                           | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American        | 0                           | White                           | 31                          |
| American Indian or Alaska Native | 69                          | Two or More Races               | 0                           |
| Asian                            | 0                           | Socioeconomically Disadvantaged | 93.1                        |
| Filipino                         | 0                           | English Learners                | 0                           |
| Hispanic or Latino               | 0                           | Students with Disabilities      | 10.3                        |
| Native Hawaiian/Pacific Islander | 0                           |                                 |                             |

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

| Grade Level | 2008-09         |                      |       |     | 2009-10         |                      |       |     | 2010-11         |                      |       |     |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|             | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     |
|             |                 | 1-20                 | 21-32 | 33+ |                 | 1-20                 | 21-32 | 33+ |                 | 1-20                 | 21-32 | 33+ |
| K           | 0               | 0                    | 0     | 0   | 0               | 0                    | 0     | 0   |                 |                      |       |     |
| 1           | 0               | 0                    | 0     | 0   | 0               | 0                    | 0     | 0   |                 |                      |       |     |
| 2           | 0               | 0                    | 0     | 0   | 0               | 0                    | 0     | 0   | 17              | 1                    | 0     | 0   |
| 3           | 0               | 0                    | 0     | 0   | 0               | 0                    | 0     | 0   |                 |                      |       |     |
| 4           | 0               | 0                    | 0     | 0   | 0               | 0                    | 0     | 0   |                 |                      |       |     |
| 5           | 0               | 0                    | 0     | 0   | 0               | 0                    | 0     | 0   |                 |                      |       |     |
| 6           | 0               | 0                    | 0     | 0   | 0               | 0                    | 0     | 0   | 12              | 1                    | 0     | 0   |
| Other       | 21              | 0                    | 1     | 0   | 21              | 0                    | 1     | 0   |                 |                      |       |     |

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

**III. School Climate**

**School Safety Plan (School Year 2010-11)**

This section provides information about the school’s comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

“The governing board of Junction Elementary School affirms the right for all students, staff, parent, and guardians to be free from hate crimes, abusive statements, or any activity which degrades the unique qualities of an individual, such as race, ethnicity, culture, heritage, sexuality, physical/mental attributes, religious beliefs and practices. Such verbal or physical acts are damaging to one’s self-esteem, and will not be tolerated in our educational institution. The board encourages the superintendent and staff to develop programs which enhance self-esteem, raise awareness and sensitivity, and foster respect for individuals and the unique qualities. The board recognizes that such hate-crime statements, threats, physical assaults, or damage to property are inflammatory to those victimized by such acts, and jeopardizes the safety and well being of all students and staff. The board authorizes the staff to discipline students involved in such acts, including suspensions and recommendation for expulsion.”

**Suspensions and Expulsions**

| Rate        | School  |         |         | District |         |         |
|-------------|---------|---------|---------|----------|---------|---------|
|             | 2008-09 | 2009-10 | 2010-11 | 2008-09  | 2009-10 | 2010-11 |
| Suspensions | 9.52    | 0       | 6.9     | 9.52     | 0       | 6.9     |
| Expulsions  | 0       | 0       | 0       | 0        | 0       | 0       |

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

#### Year and month in which data were collected:

Junction Elementary School District ensures the safety of its students by maintaining clean, safe, and adequate school facilities. Daily, the school janitor/maintenance supervisor cleans, assesses safety issues, and makes repairs as necessary. In 1997, the 30 year old school building was declared structurally unsound due to shifting as a result of having been built on uncompacted fill. We moved into a new school building in the fall of 2007. A new playfield was constructed in the spring of 2010.

### School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

| System Inspected   | Repair Status |      |      |      | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|------|---|
|  | Exemplary     | Good | Fair | Poor |   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | []            | [X]  | []   | []   |   |
| <b>Interior:</b><br>Interior Surfaces                                      | []            | [X]  | []   | []   |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | []            | [X]  | []   | []   |   |
| <b>Electrical:</b><br>Electrical   | []            | [X]  | []   | []   |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | []            | [X]  | []   | []   |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | []            | [X]  | []   | []   |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | []            | [X]  | []   | []   |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | []            | [X]  | []   | []   |   |
| <b>Overall Rating</b>  | []            | [X]  | []   | []   |   |

## V. Teachers

### Teacher Credentials

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2008-09 | 2009-10 | 2010-11 | 2010-11  |
| <b>With Full Credential</b>                        | 1       | 1       | 2       | 2        |
| <b>Without Full Credential</b>                     | 0       | 1       | 0       | 0        |
| <b>Teaching Outside Subject Area of Competence</b> | 0       | 0       | 0       | ---      |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2009-10 | 2010-11 | 2011-12 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments                   | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

- \* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

| Location of Classes              | Percent of Classes In Core Academic Subjects Taught by |                             |
|----------------------------------|--|-----------------------------|
|                                  | NCLB Compliant Teachers                                | Non-NCLB Compliant Teachers |
| This School                      | 100  | 0                           |
| All Schools in District          | 100  | 0                           |
| High-Poverty Schools in District | 100  | 0                           |
| Low-Poverty Schools in District  | 0  | 0                           |

- \* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 0                                | 0   |
| Counselor (Social/Behavioral or Career Development) | 0                                | ---   |
| Library Media Teacher (Librarian)                   | 0.1                              | ---   |
| Library Media Services Staff (paraprofessional)     | 0                                | ---   |
| Psychologist  | 0                                | ---   |
| Social Worker                                       | 0                                | ---   |
| Nurse   | 0.03                             | ---   |
| Speech/Language/Hearing Specialist                  | 0.03                             | ---   |
| Resource Specialist (non-teaching)                  | 0                                | ---   |
| Other   | 0                                | ---   |

- \* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

#### Year and month in which data were collected:

It has been determined that there are sufficient state adopted and standards aligned textbooks, including other instructional materials at a public hearing that is held each year by the governing board. There are no students lacking their own textbooks or instructional materials. Supplemental environmental science curriculum is provided by the Salmon River Restoration Council during weekly science lessons. Supplemental instructional materials, such as software, video, and realia, are used to enhance student learning throughout the curriculum.

| Core Curriculum Area   | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|------------------------|--|----------------------------------|---|
| Reading/Language Arts  | Houghton Mifflin Reading(K-6)<br>Holt (7-8)<br>Supplements: SRA and Read Naturally   | Yes                              | 0   |
| Mathematics            | Saxon Math, California (K-7)   | Yes                              | 0   |
| Science                | Delta and FOSS Science Kits<br>Watershed Education from local watershed councils<br>Variety of supplemental material from County Office of Ed  | Yes                              | 0   |
| History-Social Science | McGraw Hill/National Geographic: Our World (K-2)<br>McGraw Hill California (3-4)<br>A Story of US (5-8)<br>Variety of supplemental material from County Office of Ed and ITEPP at Humboldt State | Yes                              | 0   |

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

| Level  | Total<br>Expenditures<br>Per Pupil | Expenditures<br>Per Pupil<br>(Supplemental/<br>Restricted) | Expenditures<br>Per Pupil<br>(Basic/<br>Unrestricted) | Average<br>Teacher<br>Salary |
|--|------------------------------------|--|---|------------------------------|
| School Site                                  | 11585                              | 3498   | 8086  | 43787                        |
| District                                     | ---                                | ---  | 8086  | 43787                        |
| Percent Difference: School Site and District | ---                                | ---  | 0   | 0                            |
| State  | ---                                | ---  | \$5,455   | \$57,071                     |
| Percent Difference: School Site and State    | ---                                | ---  | 33  | 23                           |

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.  
**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to the regular, standards-based curriculum, Junction is able to provide other programs and supplemental services through categorical funds and other sources. GATE funds make possible special events for those students demonstrating exceptional talent. Such events include the Young Writer's Conference, History Day, and other appropriate activities. GATE funds also provide art lessons for each class. Reading First funds make possible the K-3 teacher's participation at regular Reading First Coaches Institutes, LEA meetings, and other required activities as specified by the grant.

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      |                 | \$38,744                                     |
| Mid-Range Teacher Salary                      |                 | \$55,509                                     |
| Highest Teacher Salary                        |                 | \$70,567                                     |
| Average Principal Salary (Elementary)         |                 | \$92,338                                     |
| Average Principal Salary (Middle)             |                 | \$96,427                                     |
| Average Principal Salary (High)               |                 | \$94,401                                     |
| Superintendent Salary                         |                 | \$109,381                                    |
| Percent of Budget for Teacher Salaries        | 15%             | 37%  |
| Percent of Budget for Administrative Salaries | 9%              | 7%   |

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

## IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

**Standardized Testing and Reporting Results for All Students - Three-Year Comparison**

| Subject                | School  |         |         | District |         |         | State   |         |         |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | 2008-09 | 2009-10 | 2010-11 | 2008-09  | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| English-Language Arts  | 64      | 0       | 60      | 64       | 0       | 60      | 49      | 52      | 54      |
| Mathematics            | 36      | 0       | 40      | 36       | 0       | 40      | 46      | 48      | 50      |
| Science                | 0       | 0       | 0       | 0        | 0       | 0       | 50      | 54      | 57      |
| History-Social Science | 0       | 0       | 0       | 0        | 0       | 0       | 41      | 44      | 48      |

\* Scores are not shown 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.

**Standardized Testing and Reporting Results by Student Group - Most Recent Year**

| Group   | Percent of Students Scoring at Proficient or Advanced |             |         |                        |
|---|---|-------------|---------|------------------------|
|   | English-Language Arts                                 | Mathematics | Science | History-Social Science |
| All Students in the LEA                       | 60  | 40          | 0       | 0                      |
| All Student at the School                     | 60  | 40          | 0       | 0                      |
| Male  | 67  | 42          | 0       | 0                      |
| Female  | 0   | 0           | 0       | 0                      |
| Black or African American                     |   |             |         |                        |
| American Indian or Alaska Native              | 0   | 0           | 0       | 0                      |
| Asian   |   |             |         |                        |
| Filipino                                      |   |             |         |                        |
| Hispanic or Latino                            |   |             |         |                        |
| Native Hawaiian/Pacific Islander              |   |             |         |                        |
| White   | 0   | 0           | 0       | 0                      |
| Two or More Races                             | 0   | 0           | 0       | 0                      |
| Socioeconomically Disadvantaged               | 58  | 37          | 0       | 0                      |
| English Learners                              |   |             |         |                        |
| Students with Disabilities                    | 0   | 0           | 0       | 0                      |
| Students Receiving Migrant Education Services |   |             |         |                        |

\* Scores are not shown 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.

### California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           | 100   | 0                     | 0                    |
| 7           | 33.3  | 66.7                  | 0                    |

\* Scores are not shown 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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank        | 2008 | 2009 | 2010 |
|-----------------|------|------|------|
| Statewide       | 4    | 1    |      |
| Similar Schools | N/A  |      |      |

**Academic Performance Index Growth by Student Group - Three-Year Comparison**

| Group                            | Actual API Change |         |         |
|----------------------------------|-------------------|---------|---------|
|                                  | 2008-09           | 2009-10 | 2010-11 |
| All Students at the School       | -71               |         | B       |
| Black or African American        |                   |         |         |
| American Indian or Alaska Native |                   |         |         |
| Asian                            |                   |         |         |
| Filipino                         |                   |         |         |
| Hispanic or Latino               |                   |         |         |
| Native Hawaiian/Pacific Islander |                   |         |         |
| White                            |                   |         |         |
| Two or More Races                | N/D               |         |         |
| Socioeconomically Disadvantaged  |                   |         |         |
| English Learners                 |                   |         |         |
| Students with Disabilities       |                   |         |         |

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

**Academic Performance Index Growth by Student Group - 2011 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

| Group                            | 2011 Growth API |            |               |            |               |            |
|----------------------------------|-----------------|------------|---------------|------------|---------------|------------|
|                                  | School          |            | LEA           |            | State         |            |
|                                  | # of Students   | Growth API | # of Students | Growth API | # of Students | Growth API |
| All Students at the School       | 20              | 781        | 20            | 781        | 4,683,676     | 778        |
| Black or African American        | 0               |            | 0             |            | 317,856       | 696        |
| American Indian or Alaska Native | 10              |            | 10            |            | 33,774        | 733        |
| Asian                            | 0               |            | 0             |            | 398,869       | 898        |
| Filipino                         | 0               |            | 0             |            | 123,245       | 859        |
| Hispanic or Latino               | 0               |            | 0             |            | 2,406,749     | 729        |
| Native Hawaiian/Pacific Islander | 0               |            | 0             |            | 26,953        | 764        |
| White                            | 7               |            | 7             |            | 1,258,831     | 845        |
| Two or More Races                | 3               |            | 3             |            | 76,766        | 836        |
| Socioeconomically Disadvantaged  | 19              | 775        | 19            | 775        | 2,731,843     | 726        |
| English Learners                 | 0               |            | 0             |            | 1,521,844     | 707        |
| Students with Disabilities       | 2               |            | 2             |            | 521,815       | 595        |

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

| AYP Criteria                                  | School | District |
|---|--------|----------|
| Made AYP Overall                              | No     | No       |
| Met Participation Rate: English-Language Arts | Yes    | Yes      |
| Met Participation Rate: Mathematics           | Yes    | Yes      |
| Met Percent Proficient: English-Language Arts | Yes    | Yes      |
| Met Percent Proficient: Mathematics           | No     | No       |
| Met API Criteria                              | N/A    | N/A      |
| Met Graduation Rate (if applicable)           | N/A    | N/A      |

### Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator   | School | District |
|---|--------|----------|
| Program Improvement Status                          |        |          |
| First Year of Program Improvement                   |        |          |
| Year in Program Improvement                         |        |          |
| Number of Schools Currently in Program Improvement  | ---    | 0        |
| Percent of Schools Currently in Program Improvement | ---    | 0        |

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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Due to the remote location and small size of Junction, and the high cost of hosting quality professional development, there is a dependence on professional development opportunities that are offered elsewhere. Therefore, it is often difficult to plan for these opportunities until schedules are made available. Staff development needs are determined the previous spring at the PAC meeting when the school plan is being reviewed and updated, with input from the teachers. Support is given to all instructional staff, both certificated and classified, to attend professional development. Since Summer 2003, the K-3 instructional staff (teacher, teaching assistant, and RSP teaching assistant) has participated in state-sponsored AB466 Reading/Language Arts Summer Institutes, funded through the Reading First Grant.