

# Junction School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

## 2025-26 School Contact Information

<b>School Name</b>	Junction School
<b>Street</b>	9087 Deschutes Road
<b>City, State, Zip</b>	Palo Cedro, CA 96073
<b>Phone Number</b>	5305473274
<b>Principal</b>	Darin Pust
<b>Email Address</b>	dpust@junctionesd.net
<b>School Website</b>	www.junctionesd.net
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	45-70045000000

## 2025-26 District Contact Information

<b>District Name</b>	Junction Elementary School District
<b>Phone Number</b>	530.547.3276
<b>Superintendent</b>	Darin Pust
<b>Email Address</b>	dpust@junctionesd.net
<b>District Website</b>	www.junctionesd.net

## 2025-26 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 420 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

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	44
Grade 2	48
Grade 3	44
Grade 4	44
Grade 5	52
Grade 6	44
Grade 7	47
Grade 8	34
Total Enrollment	416

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.2
Male	58.6
American Indian or Alaska Native	2.2
Asian	3.5
Black or African American	1.9
Hispanic or Latino	10.8
Two or More Races	3.5
White	89.8
English Learners	1.1
Foster Youth	0.3
Homeless	2.4
Socioeconomically Disadvantaged	39.5
Students with Disabilities	14.8

## 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.1	77.81	17.1	77.81	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.9	9.05	1.9	9.05	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	4.55	1	4.55	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1.8	8.55	1.8	8.55	15831.9	5.67
<b>Total Teaching Positions</b>	21.9	100	21.9	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.9	77.87	17.9	77.87	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1	4.35	1	4.35	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.2	1.09	0.2	1.09	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.4	6.48	1.4	6.48	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	2.3	10.13	2.3	10.13	14303.8	5.15
<b>Total Teaching Positions</b>	23	100	23	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
<b>Total Teaching Positions</b>						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	
Misassignments	0.90	0.2	
Vacant Positions	0.00	0	
<b>Total Teachers Without Credentials and Misassignments</b>	1.90	0.2	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.9	
Local Assignment Options	1.00	0.5	
<b>Total Out-of-Field Teachers</b>	1.00	1.4	

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.2	7.1	7.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 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.

<b>Year and month in which the data were collected</b>	August 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK Treasures, K-5 Houghton-Mifflin Journeys, 6-8 HMH Collections	0%
<b>Mathematics</b>	TK - Saxon, K-5 Houghton Mifflin Go Math, 6-8, CPM	0%
<b>Science</b>	K-5 Mystery Science, 5-8 STEMScopes	0%
<b>History-Social Science</b>	K-5 integrated in Journeys, 6-8 TCI History Alive	0%

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

## School Facility Conditions and Planned Improvements

The 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, approximately 8 years ago voters approved a \$ 2.1 million GO Bond that provided for repairs, modernization, and code upgrades. Improvements made with the Bond funding included: 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 were 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 were installed on campus. All lights have been replaced with LED lighting units. New clocks and emergency public address systems have been installed throughout campus. Student restrooms on the middle school campus were completely renovated and updated. Elementary school student bathroom flooring was replaced and upgraded. Six-foot fencing erected around the middle school parking lot and a seven-foot fence was installed in front of preschool. Elementary school parking lot and outside basketball courts were resurfaced and reconfigured. Staff bathrooms and break rooms were remodeled and upgraded. A programmable LED reader-board was installed in front of the elementary campus. New ground-water drainage systems and the new surfaces were installed on path of travel throughout the elementary campus as well as new walkway canopies. Asphalt resurfacing and new playground bark was added. Installation of a new generator occurred in the summer of 2021. The District placed a new Bond on the November 2024 Ballot but voters did not approve it. We have applied for state modernization funding and if funded we will update the campus parking, remove portable buildings, and add permanent buildings. Finally, we are in the process of drafting a 10 year Facilities Master Plan.

Year and month of the most recent FIT report

2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC system in preschool is not functioning properly.
<b>Interior:</b> Interior Surfaces	X			Sheetrock needs to be replaced/repared in the cafeteria kitchen.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Exhaust fans need to be fixed in multiple bathrooms. Tile cracked in office staff bathroom. Kindergarten toilet needs replacing. The boy's gym bathroom floor tile is cracked and the dividers need replacing.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Replaced and repaired gym south stucco wall, updated heating in gym, replaced gym roof in the summer of 2025;
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Sliding glass doors should be replaced in the kindergarten rooms.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	60	52	60	52	47	48
<b>Mathematics</b> (grades 3-8 and 11)	53	47	53	47	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	269	255	94.80	5.20	51.76
Female	131	125	95.42	4.58	60.80
Male	138	130	94.20	5.80	43.08
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	30	27	90.00	10.00	44.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	12	92.31	7.69	41.67
White	210	200	95.24	4.76	53.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	95	94.06	5.94	45.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	30	81.08	18.92	20.00

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	269	255	94.80	5.20	47.45
<b>Female</b>	131	125	95.42	4.58	47.20
<b>Male</b>	138	130	94.20	5.80	47.69
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	30	27	90.00	10.00	44.44
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	13	12	92.31	7.69	33.33
<b>White</b>	210	200	95.24	4.76	48.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	101	95	94.06	5.94	45.26
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	37	30	81.08	18.92	20.00

## 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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	42.47	44.3	42.47	44.3	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	91	81	89.01	10.99	43.21
<b>Female</b>	40	36	90.00	10.00	47.22
<b>Male</b>	51	45	88.24	11.76	40.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	13	10	76.92	23.08	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	68	62	91.18	8.82	45.16
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	29	25	86.21	13.79	48.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	18	12	66.67	33.33	8.33

## 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.

#### 2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	99	99	99	99	99
Grade 7	99	99	99	99	99
Grade 9	-	-	-	-	-

## 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.

#### 2025-26 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 Darin Pust at (530) 547-3274 or email our Junction Education Foundation at [junctionEF@gmail.com](mailto:junctionEF@gmail.com).

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.22%	0.49%		3.22%	0.49%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0%	0%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 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 2025.

## 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.

### 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

### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	16	3	0	0
1	22	0	2	0
2	18	2	0	0
3	21	1	1	0
4	15	1	2	0
5	20	2	0	0
6	12	18	1	1
Other	6	2	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
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## 2024-25 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	

## 2024-25 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. The “Other” category is for all other student support services staff positions not listed.

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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	14,908.26	1,397.89	13,510.37	72,051.20
District	N/A	N/A	13,510.37	\$69,703
Percent Difference - School Site and District	N/A	N/A	0.0	4.2
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	22.6	-9.7

## Fiscal Year 2024-25 Types of Services Funded

Title I (Federal-Funds to support at-risk students)  
 Title II (Professional Development/Class Size Reduction)  
 Title IV (Enhance overall program)  
 Title V (Rural Education Achievement Program to enhance overall programs)  
 ESEA-Special Day Class  
 ESEA- SDC Program  
 Local Control Funding Formula (State funding)  
 Other state funds-Expanded Learning Opportunity Program, Student Support and Professional Development Discretionary Block Grant, Prop 28 Arts, Music and Instructional Materials Block Grant, Lottery, Nutrition Services, Mandate Block Grant, Learning Recovery Emergency Block Grant

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$39,311	\$55,248
Mid-Range Teacher Salary	\$70,272	\$80,746
Highest Teacher Salary	\$94,110	\$109,655
Average Principal Salary (Elementary)	\$119,273	\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary		\$155,954
Percent of Budget for Teacher Salaries	27.89%	25.26%
Percent of Budget for Administrative Salaries	4.17%	6.12%

## 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 Leading Learning Network of schools in Shasta County, to provide professional learning opportunities for 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 Tehama Teacher Induction Program offered through Tehama County Department of Education. New teachers have also been provided the opportunity to attend Fred Jones Classroom Management, Peaceful Playgrounds and SIPP's reading interventions. This year our focus is on instructional quality.

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	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3