

# Juniper Ridge Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <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., 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.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Juniper Ridge Elementary School
<b>Street</b>	709-855 Termo-Grasshopper Rd.
<b>City, State, Zip</b>	Termo, CA 96123
<b>Phone Number</b>	(530) 234-2010
<b>Principal</b>	Jason Waddell
<b>E-mail Address</b>	<a href="mailto:jwaddell@susanvillesd.org">jwaddell@susanvillesd.org</a>
<b>Web Site</b>	<a href="http://www.juniperridge.org">www.juniperridge.org</a>
<b>Grades Served</b>	K-8
<b>CDS Code</b>	18-64162-6010789

<b>District Contact Information</b>	
<b>District Name</b>	Ravendale-Termo Elementary School District
<b>Phone Number</b>	(530) 251-8938
<b>Superintendent</b>	Jason Waddell
<b>E-mail Address</b>	jwaddell@susanvillesd.org
<b>Web Site</b>	www.juniperridge.org

### School Description and Mission Statement (Most Recent Year)

We believe all students have the potential to succeed and our responsibility is to help them achieve their potential.

Juniper Ridge offers all of the required courses for a Kindergarten through eighth grade school. The curriculum is aligned with the state frameworks and content standards in the areas of reading, language, mathematics, science, history/social studies, health, physical education, visual and performing arts.

### Student Enrollment by Grade Level (School Year 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	1
Grade 2	1
Grade 4	5
Grade 5	1
Grade 8	1
<b>Total Enrollment</b>	<b>9</b>

### Student Enrollment by Group (School Year 2014-15)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Hispanic or Latino	33.3
White	66.7
Socioeconomically Disadvantaged	66.7
English Learners	22.2
Students with Disabilities	33.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	1	1	1	1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	62.0	38.1
High-Poverty Schools in District	62.0	38.1
Low-Poverty Schools in District	0.0	0.0

Note: 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 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 09/2015

The Ravendale-Termo District Board of Trustees holds a Public Hearing annually. At the annual meeting, the Board of Trustees determined that the students in the Ravendale-Termo School District, grades K- 8, have sufficient textbooks or instructional materials, or both, in each subject that are consistent with the content and cycles of the Curriculum Framework adopted by the State Board of Education. In addition, the Board by resolution determined that every pupil, including English learners, has sufficient textbooks or instructional materials consistent with the content and cycles of the Curriculum Framework adopted by the State Board of Education in the following subject areas: mathematics, science, history-social science, and English/language arts, pursuant to settlement the of Williams vs. the State of California (Education Code Section 60119). All students, including English learners, are given their own individual Standards-aligned textbooks and instructional materials in the core subjects for use in the classroom and to take home. The most current adoptions contain specific curriculum for technology use where teachers and students can take advantage of our many classroom computers and other internet devices.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Open Court (2003) (K-8)	No	0%
Mathematics	Houghton Mifflin Harcourt Math Expressions CC CA Edition (2014) (K-5) Larson BIG IDEAS CC Courses 1-3 (2014) (6th - 8th Grades)	Yes	0%
Science	Houghton Mifflin (2002) (K-8)	Yes	0%
History-Social Science	Harcourt Brace (2003) (K-7) Holt, Rinehart, Winston (2003) (8)	Yes	0%

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

The school is in excellent shape as it is only fifteen years old. Recent facility improvements include an upgraded fire extinguisher system in the kitchen, installation of security cameras, and added gravel to the playground. During the 2015 summer, the site was shared with a BLM Command Center. Extensive work was done on improving the overall campus, including weeding, grading and planting of native vegetation. District Administration utilizes the Facility Inspection Tool (FIT) developed by OPSC to survey facility needs on a regular basis. The most recent inspection was done in August, 2015.

Through the Local Control Accountability Plan (LCAP), the District prioritizes facility and maintenance needs for the school each year and provides budgetary resources to keep the school site in top condition for optimized student learning.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 08/12/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 08/12/2015				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	--	40	44
Mathematics	--	47	33

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.

#### CAASPP Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	4	4	4	100.0	--	--	--	--
	5	1	1	100.0	--	--	--	--
Male	4		4	100.0	--	--	--	--
	5		1	100.0	--	--	--	--
Hispanic or Latino	4		2	50.0	--	--	--	--
White	4		2	50.0	--	--	--	--
	5		1	100.0	--	--	--	--
Socioeconomically Disadvantaged	4		3	75.0	--	--	--	--
English Learners	4		1	25.0	--	--	--	--
Students with Disabilities	4		1	25.0	--	--	--	--
	5		1	100.0	--	--	--	--
Students Receiving Migrant Education Services	4		1	25.0	--	--	--	--
Foster Youth	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	4	4	4	100.0	--	--	--	--
	5	1	1	100.0	--	--	--	--
Male	4		4	100.0	--	--	--	--
	5		1	100.0	--	--	--	--
Hispanic or Latino	4		2	50.0	--	--	--	--
White	4		2	50.0	--	--	--	--
	5		1	100.0	--	--	--	--
Socioeconomically Disadvantaged	4		3	75.0	--	--	--	--
English Learners	4		1	25.0	--	--	--	--
Students with Disabilities	4		1	25.0	--	--	--	--
	5		1	100.0	--	--	--	--
Students Receiving Migrant Education Services	4		1	25.0	--	--	--	--
Foster Youth	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)		--	--		--	--		60	56

Note: 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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	--
All Students at the School	--
Male	--
White	--
Socioeconomically Disadvantaged	--
Foster Youth	--

Note: 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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (Most Recent Year)

Parents are always welcome to be involved with the student learning process. They are invited to visit the school, help in classrooms, attend field trips, and participate in award assemblies and presentations. The school site counsel is open to any interested parent. To keep parents informed about the school events, a monthly calendar is sent home. For additional information regarding parent involvement, please contact Jason Waddell at (530) 257-8200.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	0.00	0.00	0.00	0.00	0.00	0.00	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

The school safety plan provides for all disaster scenarios and is updated as needed or required by the California Department of Education. The plan is discussed with all staff at the beginning of each school year. For a copy of the plan, please contact Jason Waddell at (530) 257-8200 or [jwaddell@susanvillesd.org](mailto:jwaddell@susanvillesd.org).

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	Yes	Yes	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	Yes	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	Yes	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	N/A	N/A	Yes
<b>Met Graduation Rate</b>	N/A	N/A	Yes

**Federal Intervention Program (School Year 2015-16)**

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0

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

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

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K								3	1			
Other	8	1										

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

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

Subject	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2014-15)**

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.05	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist	0.1	N/A
Other	0.25	N/A

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



**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,064	\$371	\$8,693	\$45,251
District	N/A	N/A	\$8,693	\$45,251
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	62.5	-23.5

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

**Types of Services Funded (Fiscal Year 2014-15)**

Through the District's Local Control Accountability Plan (LCAP), student needs are identified, measured and communicated on a regular basis. With a such a small number of students at the site, each child is able to receive personalized instruction to meet their individual needs from their highly qualified and fully credentialed teacher. The school site boasts an iPad for each student to use during the day, access to supplemental curriculum both in the classroom and through computer interface, as well as ongoing participation in countywide learning experiences for students through the Lassen County Office of Education.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$39,948
Mid-Range Teacher Salary		\$57,401
Highest Teacher Salary		\$73,183
Average Principal Salary (Elementary)		\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary		\$112,657
Percent of Budget for Teacher Salaries	19%	35%
Percent of Budget for Administrative Salaries	0%	7%

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

## Professional Development (Most Recent Three Years)

---

The major area of focus this year in the Ravendale-Termo Elementary School District is on improving student instruction using the Common Core State Standards adopted for the core subjects. New Mathematics materials were adopted this year and staff have been engaged in a variety of professional development related to the new program. Although limited by our small numbers, certificated staff members in the Ravendale-Termo School District have opportunities to learn both from outside sources and from each other. These opportunities may include, but are not limited to:

- Visits to other classrooms and other schools to observe and analyze teaching
- Attendance at professional education conferences or committee meetings
- Classes/workshops offered by the District, County Office of Education, State projects, private organizations, or other appropriate agencies
- Courses in regionally accredited institutions of higher education, including courses delivered through online technologies
- Participation in professional development networks that promote inquiry and allow staff to analyze and evaluate each other's work
- Participation in educational research or innovation efforts
- Assistance from or service as a mentor teacher or consulting teacher
- Discussions and/or internships with business and community agencies for the purpose of identifying the skills, knowledge, and aptitudes necessary for specific career paths and developing meaningful career-related, work-based learning experiences
- Travel, study, and research in subject-matter content and effective educational practices
- Follow-up activities that help staff to implement newly acquired skills

Staff will continue to use any non-instructional days in their contract to familiarize themselves with new practices and materials as future program adoptions are implemented at the District.