

Juniper Ridge Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Juniper Ridge Elementary School
Street	709-855 Termo-Grasshopper Rd.
City, State, Zip	Termo, CA 96123
Phone Number	(530) 234-2010
Principal	Jason Waddell
E-mail Address	jwaddell@juniperridge.org
Web Site	www.juniperridge.org
CDS Code	18-64162-6010789

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

School Description and Mission Statement (School Year 2018-19)

We believe all students have the potential to succeed and our responsibility is to help them achieve their potential. Our small, rural setting allows our students to achieve a personalized learning experience while maintaining home values.

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 2017-18)

Grade Level	Number of Students
Kindergarten	1
Grade 1	2
Grade 5	1
Grade 6	1
Grade 7	2
Total Enrollment	7

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	28.6
Native Hawaiian or Pacific Islander	0.0
White	71.4
Socioeconomically Disadvantaged	85.7
English Learners	28.6
Students with Disabilities	14.3
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
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	2016-17	2017-18	2018-19
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.

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

Year and month in which data were collected: 09/2018

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance CA Edition, 2017 (K-6) CA Collections 2017, Houghton Mifflin Harcourt (7-8)	Yes	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 barely twenty years old. Recent facility improvements include an upgraded fire extinguisher system in the kitchen, installation of security cameras, and a new crack seal/overlay on the student blacktop area. 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. Through Prop 39 funds, the school was retrofitted with improved lighting and heating & lighting controls. 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, 2018.

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. Blinds were installed in all classrooms in the fall of 2016 through input in the LCAP process.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 08/15/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 08/15/2018	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	--	--	47.0	39.0	48.0	50.0
Mathematics (grades 3-8 and 11)	--	--	26.0	19.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	**	**	**
7	**	**	**

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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. Numerous events are held throughout the year that provide opportunity for parents and the community to be a part of the learning environment. 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.0	0.0	0.1	0.3	0.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	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	1	1			1	1			1	1		
1	1	1			1	1			2	1		
2	1	1										
3	1	1										
4					1	1						
5	5	1			1	1			1	1		
6	1	1			3	1			1	1		

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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 (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$44,540	\$10,937	\$33,603	\$60,351
District	N/A	N/A	\$33,603	\$60,351
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	130.0	-4.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$44,375
Mid-Range Teacher Salary		\$65,926
Highest Teacher Salary		\$82,489
Average Principal Salary (Elementary)		\$106,997
Average Principal Salary (Middle)		\$109,478
Average Principal Salary (High)		
Superintendent Salary		\$121,894
Percent of Budget for Teacher Salaries	19.0	32.0
Percent of Budget for Administrative Salaries	0.0	7.0

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 in 2014 and staff engaged in a variety of professional development related to the new program. In 2016, new English Language Arts Curriculum was adopted and staff has engaged in professional development to learn 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.