

Junction City Elementary School District Model Programs and Practices

District Information

CD (County District) Code: 5371738

County: Trinity

District (Local Educational Agency): Junction City Elementary School District

Demographics

Enrollment: 62

Location Description: Rural

Overview

Junction City Elementary School District is a small, one-school district serving about 60 kids in grades TK–8. We are located in the rural mountain town of Junction City in Trinity County, California.

We have a tiny, but wonderful, campus with three multi-graded classrooms. Each of our teachers is responsible for teaching at least three grade levels. Our Principal/Superintendent is also our Special Education Teacher and our Science Teacher. Each of our staff is responsible for a variety of programs, and every staff member plays a vital role in the success of our district.

Due to our small population, our district has few sub-groups that are over 10 students. We currently do not have any English Language Learners, and our population of special education students is 6% of our total student population. Our community is struggling economically, and currently, 77.42% of our students qualify for free/reduced lunch. However, despite our challenges, our small student population allows us to provide all of our students with the individual support they need to reach their potential.

Our staff and community strive to work together to promote a whole-school family atmosphere with an emphasis on our students' success and wellbeing. Our mission is to improve the academic and social skills of all students, and to create a school climate conducive to learning by encouraging good citizenship, good attendance, high academic standards, and active parent involvement.

Our school facilities are well cared for, and in excellent condition. Our community takes pride in our campus, and we strive to provide a safe, clean environment for all of our students. Our campus is also the gathering place for all community events.

Our families and community are very involved with our school district. We encourage their participation and support, and truly believe that it takes a village to raise a child. The Junction City community is very invested in the success of our students.

All Junction City Elementary students participate in a curriculum that is based on Common Core Standards and is enriched with STEM, Social Emotional Learning (SEL), and Visual and Performing Arts. We have an After School Program that offers electives, academic enrichment, and homework assistance. We also have an Intervention Program that offers support to targeted students based on their academic and social needs.

We are excited about the addition of our Junction City Elementary Multi-Tiered System of Support Program (MTSS Program). This program aligns all of our school's resources and systems necessary for the academic, behavioral, and social success of all of our students.

Evidence of the positive impact of our MTSS Program can be seen in the resiliency our students displayed during a time of tragedy. Unfortunately, a wildfire devastated Junction City this fall. The Helena Fire destroyed over 72 homes in our small community of about 450 homes, and many of our students and staff lost their homes. Fortunately, this tragic event brought us even closer together, and with the support of our community and of our MTSS Program, we have been able to re-build our lives, while keeping our school programs strong.

Model Program/Practice

Name of Model Program/Practice

Junction City Elementary Multi-Tiered System of Support Program (MTSS Program)

Summary

Length of Model Program/Practice: Less than 2 years

Description

The Junction City Elementary Multi-Tiered System of Support Program is our whole-school approach to ensuring the academic and social success of all our students. Our MTSS Program is aligned to our LCAP in a very integrated and comprehensive way. It is interwoven throughout all three of our LCAP Goals, and more importantly, it has become the common language of our school culture.

LCAP Goal 1: Provide high quality curriculum, instruction, and intervention that is driven by the Common Core State Standards and designed to support all students in being successful problem-solvers and lifelong learners.

State Priorities addressed by this goal: 1,2,4,7,8

LCAP Goal 2: Integrate technology into all core subject areas to enhance the quality of instruction and to support our students' college and career readiness.

State Priorities addressed by this goal: 2,4,7,8

LCAP Goal 3: Ensure a safe, welcoming, and inclusive climate for all students and their families, so that all students are in their classes, ready and able to learn.

State Priorities addressed by this goal: 3,5,6,7

Our MTSS Program truly supports the essence and ideals of our Local Control Accountability Plan. It ensures that all students are provided with the most inclusive environment for learning, which is supported by the conditions of learning in our LCAP. Our students are provided with a safe and maintained learning environment, and with quality instruction that helps them develop critical thinking skills, and prepares them to be civically engaged and ready for college and/or a career.

Our MTSS Program also supports the efforts of student and family engagement within our LCAP goals. Students, staff, families, and community members are meaningfully involved in all aspects of our learning community. Students are provided with motivating curriculum and programs, and are also given frequent opportunities to feel respected, included, and empowered. Parents are active partners in the education of their children and are frequently on campus participating in activities and on committees.

Our Junction City Elementary MTSS Program is more than just a program, it is a school/community philosophy of doing everything we can to ensure the health, well-being, and success of every student at our school. It is an integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, and individual student needs. It is the alignment of all of our school's resources and systems necessary for the academic, behavioral, and social success of all of our students.

Implementation and Monitoring

Junction City Elementary students, staff, parents, and community members work closely together to create a positive and effective learning environment. All of us are vital stakeholders in the success of our MTSS Program, and we consider ourselves as part of the same dynamic learning community.

Therefore, all stakeholders, especially students and parents, are engaged in the program by participating in feedback-generating activities and surveys. Even our Kindergartners give survey feedback, with a little help of a scribe. Our students and

parents are also very involved on our School Site Council, and LCAP Parent Advisory Committee. We have an active Associated Study Body Council, and student representatives who participate at our monthly District Board meetings. We are the only school district in Trinity County with such authentically involved stakeholders.

We discuss our MTSS Program progress within our learning community on a daily basis before school, during lunch, and after school. Our staff conversations are focused on the daily needs of our students. We also discuss our program and student needs at our weekly instructional staff meetings, monthly whole-staff meetings, and other monthly stakeholder meetings.

To monitor and assess the MTSS Program's effectiveness of parent/community engagement, we evaluate the results of our annual Parent Survey. Not only does the survey ask specific questions about parent involvement and engagement, it helps us to assess our strengths and weaknesses, set future goals, assist with budget priorities, improve communications between school and home, and make decisions regarding curriculum and programs. In addition, we host meetings throughout the year to discuss our progress toward meeting LCAP goals, and get feedback from staff, students, parents, and community members.

We assess the perception of our school climate by feedback given on local student, parent, and staff surveys administered by our School Site Council. These surveys ask specific questions regarding school safety, meaningful participation, and school connectedness. These surveys give our entire learning community an opportunity to give feedback about what's working and not working at Junction City Elementary, and then we modify our practices and supports based on their feedback.

We monitor and assess the MTSS Program's effectiveness on academic progress in a variety of ways. We evaluate our students' learning by their daily classroom work, their feedback and participation in class, their performance on embedded curriculum assessments, and their individual results on district and state formative and summative assessments. We use this performance data to provide the appropriate academic intervention and supports needed for student success.

We evaluate the effectiveness of our staff's instruction and contributions to our school district by a comprehensive evaluation process focused on collaboration, research, reflection, and support.

Results and Outcomes

The Junction City Elementary MTSS Program monitoring and assessment of student outcomes is distinguished from other programs simply because of our tiny size. Our student population is so small, that quantitative data is tricky to use publicly in identifying student outcomes, without risking student privacy. On the other hand, with such a small number of students, it is very easy for school staff to track the progress of individual students, and modify the instructional supports for individual students, essentially providing each student with his/her own Individual Education Plan.

Our staff monitors the learning of each student very closely. We pay attention to our students' responses in class, and constantly check for understanding. We evaluate our students' daily work each day to determine if the students need extra support or re-teaching of a certain skill. We also evaluate how our students perform on weekly quizzes, embedded curriculum assessments, unit tests, and chapter tests. We utilize CAASPP formative and summative assessment results to determine progress toward meeting state standards, to guide our instruction, and to determine the intervention and supports of our MTSS Program.

The overall academic growth that our students have made since we have implemented our MTSS Program is evident by our improved CAASPP scores. Although we cannot report on the growth of our small specific grade level groups, we are excited to report that over 90% of our students earned higher ELA and Math scores in 2017.

We are also able to get quantitative data from our local stakeholder surveys, such as our Student Survey and Parent Survey, that we can use to determine progress toward meeting LCAP goals, and to measure the effectiveness and success of whole-school programs. This data is collected annually, evaluated by various stakeholder groups, and used to modify school-wide programs, such as our MTSS Program. Results from our Parent Survey in 2017 indicate that on a scale of 1 to 5, with 1 needing improvement and 5 being very good, the average response rated School Environment at 4.86 and rated School Communications and Opportunities to Become Involved in School at 4.83.

In addition, since the implementation of our MTSS Program, we have had zero students identified by the district as chronically absent, and we have had zero suspensions and expulsions. We have also dramatically reduced the number of student discipline referrals. In 2015–2016, 37% of our students received 3 or more discipline referrals, and in 2016–2017, 0% of our students received 3 or more referrals.

Our MTSS Program, and our school philosophy, is to do whatever it takes to meet the needs of all of our students to ensure their success. Even though we are a tiny school, we will continue to utilize all of our data, pay close attention to all of our students, and do everything we can to continue improving our Junction City Elementary MTSS Program, so that we can ensure that every one of our students succeed.