

JOHNSTONVILLE SCHOOL

Johnstonville Elementary School District

2008-09 School Accountability Report Card | Published During the 2009-10 School Year



GRADES K-8

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Sally L. Clark
Superintendent/Principal

Principal's Message

Johnstonville Elementary School District is a single school district located in northeastern California. It is a friendly school, serving students from kindergarten through 8th grade. The diverse socioeconomic community consists mainly of ranching, residential and rental housing. The enrollment for the 2008-09 school year was approximately 225 pupils. The rural atmosphere, small size and excellent educational standards attract many families to Johnstonville School. Approximately 38% of the school's enrollment is derived from students attending on inter-district transfer agreements.

Students at Johnstonville Elementary are challenged daily with a rigorous curriculum aligned with California State Standards. Reading and math are emphasized throughout the grade levels. Teachers are dedicated to improving student achievement, exemplified through their work ethic, collaboration and ongoing professional development. Students participate in technology-based programs geared to their ability level. Specialized County Office of Education staff are available to support needs. All Johnstonville staff support the school motto to provide *Excellence in Education*.

A monthly school newsletter is sent home, sharing student accomplishments, school information and events. Johnstonville uses *Connect Ed* for effective parent communication by telephone and provides a homework hotline.

Johnstonville School seeks to nurture the whole child. "Character Counts" is used to help students build positive social skills. Students are offered art and music, and a broad range of student activities, including sports, student council, GATE, field trips and academic competitions.

Johnstonville is a committed school community where students are held to high academic standards and expectations. It is a place where children can learn the academic and social skills needed to be productive and successful citizens.

Parental Involvement

Parents are encouraged to take an active role in their child's education. The school's local annual plan, curriculum, the Accountability Report Card, and other District needs are reviewed by the School Site Council (SSC). Parents work closely with teachers through parent conferences and Student Study Team meetings. The Johnstonville School and Community Association (JSCA) is a parent group providing extra activities for students and support for teachers. Teachers encourage parent volunteers in the classroom. Parents can volunteer their time in many ways:

- Assist in the classroom
- Chaperone trips, sporting activities, and special events
- Volunteer with the JSCA
- Help with the sports program
- Serve as guest speakers
- Help with arts education (art, music, dance and drama)

For more information on how to become involved, contact Sally L. Clark, Superintendent/Principal, at (530) 257-2471.



"All Johnstonville staff support the school motto to provide Excellence in Education."



"Home of the Grizzlies"

Professional Development

The school has two staff development days with a third optional day for teachers to improve their teaching strategies. Teachers are involved with professional development, especially during the summer months. In recent years, several of the staff had been actively involved with the State's Beginning Teacher Support and Assessment (BTSA) program, both as new and mentor teachers. All of the teachers in grades K-5, Title I, and Resource have been trained using the *Open Court* reading series. Teachers have enrolled in classes or workshops for additional technology training and English language development (ELD) for students learning English.

For the previous three school years, we had two days each year dedicated to staff and professional development.

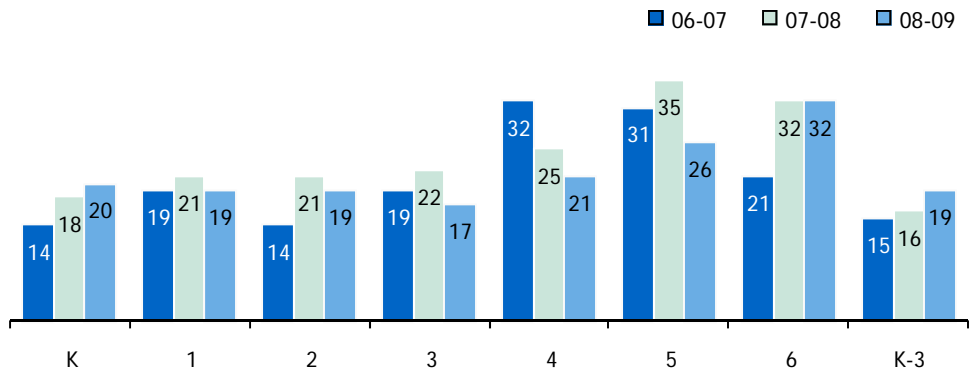


Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Class Size

The bar graph displays the three-year data for average class size.

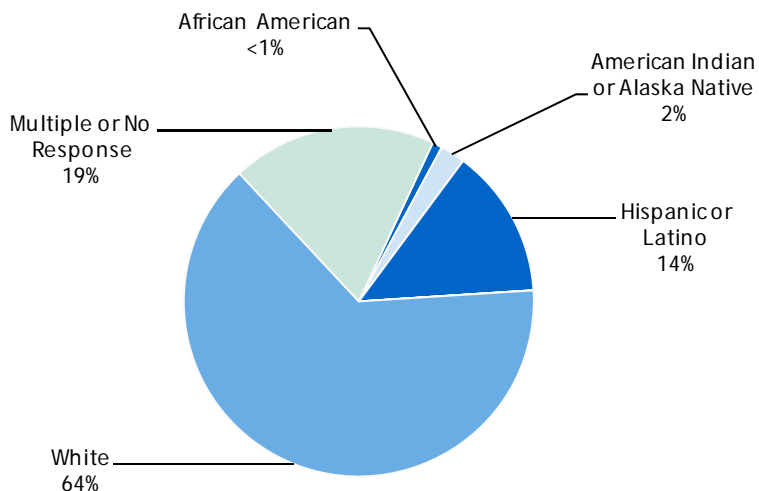


Class Size Distribution — Number of Classrooms By Size

Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			1			1		
1	1				1		1		
2	1				1		1		
3	1				1		1		
4		1			1			1	
5		1				1		1	
6		1			1			1	
K-3	1			1			1		

Enrollment and Demographics

The total enrollment at the school was 217 students for the 2008-09 school year.



School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on September 30, 2009, and the inspection form was most recently completed on September 30, 2009.

School Facilities

Johnstonville School's campus has a total of 7¼ acres. Currently, the minimum land size recommended by the State for new elementary schools is 10 acres; however, acreage has not been an issue at the school.

Johnstonville School was rebuilt in 1961 with a major building program in 2002 through 2008. The school's main building, five classrooms, and the primary grade bathrooms were modernized in 1999. The bathroom was redesigned and is handicapped accessible. The cost of this modernization project was approximately \$550,000. New roofs have been installed on all buildings during the past eight years, except one shed.

Johnstonville has been involved in a 6.5 million dollar new construction and modernization program. The kindergarten and the three classrooms adjacent to the cafeteria have been modernized. Five permanent classrooms have been added to the campus along with a new gymnasium. The new classrooms will replace all but one portable classroom. The modernization project and three classrooms were completed in 2007. In the fall of 2008, all new projects were in use by students.

The school's library was recently remodeled and consists of over 10,000 periodicals, which equal approximately 45 books per student. The library, computer lab, and all the classrooms are connected to high speed Internet. The school has a brand new computer lab adjacent to the library.

School Facilities

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As with all schools, safety is a concern for students before, during, and after the school day. Any damaged playground equipment reported to the maintenance staff is repaired immediately. Fibar, a cushioning related material, is placed under all playground equipment for added precaution. Safety drills are held periodically throughout the school year. Aides, teachers and volunteers provide playground supervision. The school grounds and buildings are well maintained. The playground black-top is seal coated every three to four years.

The restrooms are cleaned daily and bathroom repairs are done immediately. The school has one full-time maintenance employee and three part-time custodians. The custodians work during the afternoons and into the early evening hours. Staff members are encouraged to report any needed repairs or safety issues.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted \$12,197 for the deferred maintenance program. This represents 6.0% of the District's general fund restricted and unrestricted budget.



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School Safety

The School Safety Plan was last reviewed and discussed with the school faculty in October 2009 and is currently being updated.

The School Safety Plan reviews recommended steps that could be implemented in the event of a crisis, child abuse reporting, disaster plans, suspension/expulsion procedures, policies on sexual harassment, dress codes, safe ingress and egress procedures, bus transportation plans, and school discipline.

The Injury and Illness Safety Plan focuses on strategies to prevent employee and student injuries. A review is held with the staff at the beginning of each year on safety and illness prevention procedures. The school has a part-time nurse. Staff are trained in First Aid and CPR.

Fire drills and emergency drills are conducted throughout the year. Fire drills are on a monthly schedule.

Visitors are asked to sign in at the school's office and must wear an ID when visiting. In 2008, the school purchased walkie-talkies for staff members to communicate effectively at recess and other out-of-classroom times.

The school has a zero tolerance policy on illegal drugs and weapons. The School Board is informed when a student is in possession of a weapon, and suspension/expulsion may be recommended. No suspensions/expulsions have occurred due to drugs or weapons.



Textbooks and Instructional Materials

The District's textbooks are aligned with the California State Standards and are on the State-approved list. The district follows the state guidelines and cycles for textbook adoptions. Textbooks and instructional materials are recommended for Board approval through a comprehensive process by a school-wide committee of teachers and the district administrator. New textbook selections are displayed at the school office for public comment prior to approval by the Board of Trustees. The 6th-8th grades mathematics textbooks are aligned with the Lassen High School math series and Johnstonville uses the same Algebra I textbook as the high school to provide continuity in the students' mathematics education.

The staff and School Site Council review curriculum based on the needs of the students and previous STAR results and adjust curricular resources accordingly.

A State-aligned social studies and science curriculum is provided for students in 4th through 8th grades. The science and social studies curriculum is integrated into the language arts program for students in grades K-3.

All students have access to their own textbooks and supplemental materials in accordance with the Williams Act.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Open Court, McGraw-Hill (K-5)	2002
English-Language Arts	Holt (6-8)	2003
Mathematics	Houghton Mifflin (K-5)	2009
Mathematics	Math, McDougal Littell (6-8)	2001
Science	Scott Foresman (K-5)	2007
Science	Glencoe (6-8)	2007
History-Social Science	Scott Foresman (K-5)	2006
History-Social Science	Holt (6-8)	2006

Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials

Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	◇
Health	◇

Note: This data was most recently collected and verified in October 2009.

◇ Not applicable.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate		
Johnstonville ES		
06-07	07-08	08-09
15.7%	4.6%	5.5%
Johnstonville ESD		
06-07	07-08	08-09
15.7%	4.6%	5.5%
Expulsion Rate		
Johnstonville ES		
06-07	07-08	08-09
0.0%	0.0%	0.0%
Johnstonville ESD		
06-07	07-08	08-09
0.0%	0.0%	0.0%

NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.



STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Johnstonville ES			Johnstonville ESD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	39%	43%	53%	39%	43%	53%	43%	46%	50%
Mathematics	40%	51%	50%	40%	51%	50%	40%	43%	46%
Science	27%	45%	64%	27%	45%	64%	38%	46%	50%
History-Social Science	11%	46%	67%	11%	46%	67%	33%	36%	41%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	45%	50%	68%	62%
Female	67%	49%	56%	❖
Economically Disadvantaged	45%	45%	67%	❖
English Learners	21%	36%	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	33%	48%	❖	❖
Pacific Islander	❖	❖	❖	❖
White	56%	53%	64%	64%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

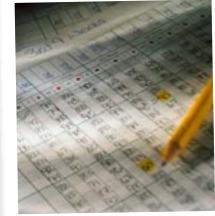
API Ranks – Three Year Comparison			
	2006	2007	2008
Statewide API Rank	5	4	5
Similar Schools API Rank	1	1	1

Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	-13	24	25	785
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	-14	24	23	794
Socioeconomically Disadvantaged	■	■	33	762
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools" API rank reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



California Physical Fitness Test

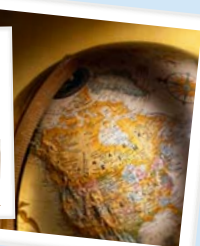
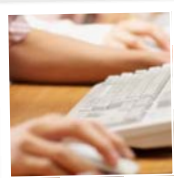
Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education (SBE) designated the *Fitnessgram*[®] as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*[®] is to assist students in establishing lifetime habits of regular physical activity. The table shows the percent of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	11.1%
Five of Six Standards	37.0%
Six of Six Standards	37.0%
Grade 7	
Four of Six Standards	7.4%
Five of Six Standards	51.9%
Six of Six Standards	18.5%



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Johnstonville ES		Johnstonville ESD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Johnstonville ES	Johnstonville ESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0.0%	

✧ Not applicable.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Johnstonville ESD	Johnstonville ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	10	11	10	10
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Johnstonville ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Johnstonville ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	◆	◆

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	◆
◆ Not applicable.	

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (paraprofessional)	0.63
Psychologist	0.20
Social Worker	0.00
Nurse	0.40
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	0.50
Other	0.00

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

Types of Services Funded

- Class Size Reduction, state monies grades K-3
- Title I, federal monies for reading and math
- Title IV federal monies for Safe/Drug Programs
- Title II federal monies for Teacher Quality Programs
- Title II federal monies for Technology
- Title V federal monies for innovation programs
- REAP federal monies for technology
- Library
- EIA, English Language Learners
- GATE, identified gifted students
- IMF, Instructional materials
- Bus transportation
- PAR, teacher training



SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of December 2009.

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District Financial Data

District Salary Data

Category	Johnstonville ESD	Similar Sized District
Beginning Teacher Salary	\$33,002	\$38,481
Mid-Range Teacher Salary	\$50,742	\$55,789
Highest Teacher Salary	\$68,243	\$70,849
Average Principal Salary	✱	\$88,862
Superintendent Salary	\$94,999	\$110,994
Teacher Salaries – Percent of Budget	37.9%	37.2%
Administrative Salaries – Percent of Budget	10.5%	6.6%

✱ The Principal and Superintendent are combined as one position for Johnstonville ESD.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data

	Johnstonville ES
Total Expenditures Per Pupil	\$7,383
Expenditures Per Pupil From Restricted Sources	\$1,605
Expenditures Per Pupil From Unrestricted Sources	\$5,778
Average Teacher Salary	\$57,041

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison

	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Johnstonville ES	\$5,778	\$57,041
Johnstonville ESD	\$5,778	\$57,041
California	\$5,512	\$56,284
School and District – Percent Difference	◆	◆
School and California – Percent Difference	+4.6%	+1.3%

◆ Because Johnstonville ESD is a single-site district, the percent difference does not apply.

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.