Johnstonville 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	Johnstonville Elementary School
Street	704-795 Bangham Ln.
City, State, Zip	Susanville, CA 96130
Phone Number	(530) 257-2471
Principal	Dr. Scott Smith
E-mail Address	ssmith@johnstonville.org
Web Site	www.johnstonville.org
CDS Code	18641136010748

District Contact Information	
District Name	Johnstonville Elementary School District
Phone Number	(530) 257-2471
Superintendent	Dr. Scott Smith
E-mail Address	ssmith@johnstonville.org
Web Site	www.johnstonville.org

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

Guiding Principle

We will Achieve Academic and Social Success for All Students

Mission Statement

The Johnstonville Elementary School District, in partnership with parents and community, will ensure that all students are competent in the basic skill areas, demonstrate continuous achievement toward educational excellence, and reach their highest potential as productive, responsible citizens.

Message from the Superintendent:

Dear Johnstonville School Community:

The 2018-19 school year will be an exciting new year for our community, including our parents and families, our staff and most of all, our students.

We utilize a robust student achievement and assessment system that informs our educational decision making process. This system allows us to identify the type(s) of support each student needs. Students are assessed using multiple assessments on a regular basis so the public, board members, parents, teachers, and the students themselves know exactly what the students know in Reading, Mathematics, Language Arts, and Science.

This year we will continue to implement the Common Core State Standards. Our school has adopted a nationally recognized reading program called "Success For All." Within our reading program, students are placed according to their skill levels, while at the same time, the curriculum provides for differentiated instruction. At the middle school level, our mathematics department continues to implement an integrated approach to mathematics. Our goal is to have all students Algebra ready as they leave Johnstonville.

Johnstonville Elementary staff strive to create an academically rigorous and safe environment to help all students maximize their learning potential.

We welcome you to come visit our school, walk the campus, and observe teaching and learning!

Scott Smith, Superintendent/Principal

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	20
Grade 1	20
Grade 2	25
Grade 3	17
Grade 4	23
Grade 5	24
Grade 6	27
Grade 7	14
Grade 8	29
Total Enrollment	199

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	1.0
Asian	0.5
Filipino	0.0
Hispanic or Latino	17.1
Native Hawaiian or Pacific Islander	0.0
White	73.9
Socioeconomically Disadvantaged	48.7
English Learners	4.0
Students with Disabilities	7.5
Foster Youth	2.0

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	8	9	9	9
Without Full Credential	1	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: January 2018

The district adopted and has implemented the Success for All Reading Program during the 2013-2014 School Year. We will also adopt the Wonders program from the State Adopted List to support English Language Arts/English Language Development.
The Success for All program is aligned to California Common Core State Standards. All other textbooks are aligned to California State Standards. The school adopted Math Expressions (K-5), Big Ideas (6-8) beginning in the 2014-15 school year. These programs are aligned with the California Common Core State Standard in mathematics. In addition, we have taken extra steps to ensure the alignments of our mathematics curriculum with Lassen High School.

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. In addition, the staff and School Site Council review curriculum based on the needs of the students and previous assessment results. Instructional adjustments and additional curricular resources are recommended and purchased as needed. All students have access to their own textbooks and supplemental materials in accordance with the Williams Act.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Success for All (K-8) Adopted 2013	Yes	0%
Mathematics	Big Ideas -- Math Adopted 2014 California Math -- Expressions -- Common Core Houghton Mifflin (K-5) Adopted 2014	Yes	0%
Science	Glencoe (6-8) Adopted 2007 Scott Foresman (K-5) Adopted 2007	Yes	0%
History-Social Science	Holt (6-8) Adopted 2006 Scott Foresman (K-5) Adopted 2008	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Johnstonville School's campus has a total of 7¼ acres. Johnstonville School was rebuilt in 1961. The age of the facility obviously impacts the effort needed to maintain a clean and safe environment for our students. Our staff members, especially our custodial and maintenance personnel, deserve commendations on their ability to create a safe, comfortable learning environment for our staff and students. A large gymnasium was added to our school site in 2008 and has become a source of pride for our school and community. This facility is used by our students, Lassen Hoops, and other community organizations every week. The addition of the gymnasium has filled a community-wide need for recreational facilities.

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: 11/15/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Library Heater is currently not working. The school board has approved the repairs and they should be completed shortly.
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	Water leak in grass area by student drop-off area. The school will contact a local plumbing contractor to repair the issue.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/15/2018	
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)	37.0	43.0	37.0	43.0	48.0	50.0
Mathematics (grades 3-8 and 11)	17.0	29.0	17.0	29.0	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	134	134	100.00	42.54
Male	65	65	100.00	33.85
Female	69	69	100.00	50.72
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	20	20	100.00	20.00
White	99	99	100.00	45.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	73	100.00	38.36
English Learners	--	--	--	--
Students with Disabilities	16	16	100.00	12.50
Foster Youth	--	--	--	--

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	134	134	100	29.1
Male	65	65	100	26.15
Female	69	69	100	31.88
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	20	20	100	20
White	99	99	100	31.31
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	73	100	28.77
English Learners	--	--	--	--
Students with Disabilities	16	16	100	6.25
Foster Youth	--	--	--	--

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	26.1	4.3	17.4
7	21.4	7.1	35.7

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)

We recognize that parents are essential partners in the education of their student. We want to foster a positive and welcoming school environment for all our community stakeholders, especially our parents and families. As such, we have a variety of opportunities for parents and families to become involved. Some of these opportunities include:

Thursday Communication Folders

Each Thursday a weekly communication folder is sent home with students announcing important activities and information.

School Site Council (SSC)

The School Site Council (SSC)/Advisory Committee helps develop the School Plan for Student Achievement. The plan identifies a variety of goals and action step to be taken to help those students who are struggling academically.

LCAP Advisory Committee

The LCAP Advisory Committee provides vital input into the district's Local Control Accountability Plan (LCAP). The Local Control Accountability Plan identifies district priorities and guides/focuses financial resources on these priorities.

Budget Advisory Committee

The Budget Advisory Committee makes budget recommendations to the Superintendent, particularly in times of reductions in state education funding or when revenue does not meet projections and budget cuts are needed.

The Johnstonville Elementary School Website:

The website continues to evolve to meet the needs of our parents, students, and community members.

Finally, the Johnstonville School Community Association (JSCA) is a wonderful organization that supports the school with the help parents/families.

Parents/Family members are encouraged and invited to:
• Attend monthly Parent Appreciation Day (first Thursday of each month)
• Chaperone trips, sporting activities, and special events
• Volunteer with the Site Council, LCAP Advisory Committee, and/or the Budget Advisory Committee

- Help with the sports program
- Serve as guest speakers

Parents interested in volunteering may call the school office at 530-257-2471 and talk to Dr. Scott Smith, the Superintendent/Principal.

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	2.6	6.0	1.8	2.6	6.0	1.8	3.7	3.7	3.5
Expulsions	0.0	0.4	0.0	0.0	0.4	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The School Safety Plan was last reviewed during the 2017-18 school year. The School Safety Plan outlines recommended steps that should 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 of safety and illness prevention procedures is held with the staff at the beginning of the school year. Continued review and practice of the plans are scheduled throughout the school year. The school has a part-time nurse and school psychologist. Fire drills are conducted monthly. Intruder, earthquake, and miscellaneous other drills are conducted no less than twice per year. Visitors are mandated to sign in at the school's office and must wear an ID when visiting. Staff utilize two way radios for effective communication at recess, emergency drills/events and coordinating student pick-up for unplanned/emergency early school closures. The school has a zero tolerance policy on illegal drugs, weapons and bullying/cyberbullying. The School Board is informed when a student is in possession of a weapon, and suspension/expulsion may be recommended.

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	12	2			11	2			10	2		
1	18	1			23		1		20	1		
2	18	1			19	1			25		1	
3	24		1		22		1		17	1		
4	22		1		25		1		23		1	
5	21		1		24		1		24		1	
6	28		1		19	1			27		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	187
Counselor (Social/Behavioral or Career Development)	0.20	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.00	N/A
Psychologist	0.20	N/A
Social Worker	0.00	N/A
Nurse	0.40	N/A
Speech/Language/Hearing Specialist	0.20	N/A
Resource Specialist (non-teaching)	1.00	N/A
Other	0.00	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	$ 9,383.53	$ 730.91	$ 8,652.62	$ 57,764.40
District	N/A	N/A	$ 8,652.62	$ 57,764.40
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	19.4	-9.0

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)

Johnstonville Elementary School provides Common Core State Standards curriculum-based instruction in all core subjects. It also offers special education services. Additional support is provided for English Language Learners and for students struggling with core subjects. Local Control and Accountability Plan and Title I funds help support additional instructional assistant time in the classroom to further decrease our student to staff ratio. In addition, library and educational technology services have been increased to meet the needs of the students.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$35,614	$44,375
Mid-Range Teacher Salary	$54,759	$65,926
Highest Teacher Salary	$80,710	$82,489
Average Principal Salary (Elementary)	$0	$106,997
Average Principal Salary (Middle)	$0	$109,478
Average Principal Salary (High)	$0	
Superintendent Salary	$98,000	$121,894
Percent of Budget for Teacher Salaries	26.0	32.0
Percent of Budget for Administrative Salaries	9.0	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)

A schedule has been developed and implemented district-wide to embed time for teachers to meet each Monday to collaborate on standards, instruction, assessment strategies, and data. Staff development time is also built into after school meetings. In addition, professional development opportunities are available through Lassen County Office of Education and other providers. Teachers participate in approximately forty (40) hours of professional development annually. Content consists of a variety of subject matter including: English language arts, math, effective teaching strategies, addressing the needs of students with special needs, increasing student achievement, enriching the school environment, and educational technology. To facilitate the implementation of Common Core State Standards, Title 1 professional development funds have supported teacher training. These training opportunities include county office of education workshops, on-site presenters from the county office of education, site collaboration, teacher led technology training, and off-site conferences such as the Computer Using Educators (CUE) conference.