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Johnstonville Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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

About This School

Contact Information (Most Recent Year)

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	Don Scheerschmidt
E-mail Address	dscheerschmidt@johnstonville.org
Web Site	www.johnstonville-ca.schoolloop.com
Grades Served	K-8
CDS Code	18641136010748

District Contact Information	
District Name	Johnstonville Elementary School District
Phone Number	(530) 257-2471
Superintendent	Don Scheerschmidt
E-mail Address	dscheerschmidt@johnstonville.org
Web Site	www.johnstonville-ca.schoolloop.com

School Description and Mission Statement (Most Recent Year)

Vision 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 School Community:

The 2015-2016 school year will be an exciting new year for our community and board members, our parents and families, our staff and most of all, our students. Johnstonville Elementary School is quickly becoming a school of choice. You may be wondering why I have stated this and this is the reason why.

Our school has the most predictive student achievement and assessment system that it ever has had before. 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 Usage, and Science. We are proud of our students and their academic achievement and now we have assessment data to prove it. The data is used to provide interventions and accelerations for each student and groups of students.

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." We are currently in the adoption cycle for English Language Arts and are working to locally adopt Success For All. We will also adopt from the State Adoption list to support our students. In Success For All students are placed according to their knowledge and skill levels in reading while the curriculum provides for differentiated instruction. At the middle school level our mathematics department continues to implement an integrated approach to mathematics. Here at Johnstonville Elementary School our goal is to have all students Algebra ready as they leave our school. Let's not forget our adoption of full day Kindergarten and Transitional Kindergarten. Our school will afford our youngest students a quality primary experience through extending the day and by providing research-based curriculum.

Finally, Johnstonville Elementary school has become a safer environment for all students to learn and teachers to teach. The school has updated its school safety plan and procedures, utilize a new P.A. system, and a camera security system. Come visit our school, walk the campus, and observe teaching and learning!

Together in Education – Don Scheerschmidt, Superintendent/Principal

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

Grade Level	Number of Students
Kindergarten	25
Grade 1	18
Grade 2	24
Grade 3	26
Grade 4	25
Grade 5	27
Grade 6	28
Grade 7	28
Grade 8	25
Ungraded Secondary	13
Total Enrollment	239

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	6
American Indian or Alaska Native	10
Asian	1
Filipino	1
Hispanic or Latino	30
White	191

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	9	9	7	7
Without Full Credential	0	1	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1

Teacher Misassignments and Vacant Teacher Positions

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	9	1
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

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

Year and month in which data were collected: January 2016

The District has adopted and is implementing the Success for All Reading Program during the 2013-2014 School Year. Since it is a new adoption year we are reviewing the program to locally adopt Success For All. We will also adopt a program off of the State Adopted List to support English Language Arts/English Language Development. The program holds as its Core Beliefs the following:

Our Core Beliefs:
All children can learn. It sounds trendy, but the Success for All Foundation was founded on the notion that every child can and will learn, although not always in precisely the same ways. As educators, it is our responsibility to be relentless in the search for what works with each child, accepting no excuses and no failures. The Success for All Foundation assists schools in identifying and implementing strategies designed to reach every single student, and we are dedicated to providing the full array of supports that will help every child reach his or her full potential.

Schools can make the difference. Because schools have contact with virtually all of our nation's youngsters, they also have the power to make a tremendous difference in the lives and futures of these children, and they deserve all of our thanks, praise, and support for carrying out this important work. The Success for All Foundation is committed to working with schools and administrations to provide services that help them to meet their goals of a quality education for all students.

Family and community involvement is key. Schools can have an impact on their students' lives, but that effect is made even stronger through the involvement of family and community, creating a web of support that sustains children both inside and outside of school hours. Because not every community needs or wants the same solutions, the Success for All Foundation believes in working with sites to identify areas of particular importance or potential influence and then helping them to develop solutions that fit their unique settings.

Research tells us what works. Education is not about guesswork or shooting in the dark. It's about expanding the use of proven solutions in classrooms and schools. At the Success for All Foundation, everything we do is built on a solid research base, with products and practices that are extensively tested in the field. Each program has also undergone rigorous study by outside reviewers. And we encourage schools and districts to pursue a similar focus on using data to make daily and long-term decisions. We don't have time to waste on guessing games—our children's education is at stake.

We must all be relentless. The future of our children depends on their knowing how to think, read, write, and compute. The future of our country and our world depends on our children. That means we must all be relentless in our pursuit of what works. At the Success for All Foundation, we pledge to do everything in our power to help schools make a difference in the lives of their students. We ask that you do the same. Together, with a relentless sense of personal responsibility and a focus on the individual child, we can work wonders.

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 a California Common Core State Standard math program prior to the 2014-15 school year. 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 and a Site Council Meetings. We have aligned our 6th-8th grades mathematics curriculum with the Lassen High School math. The staff and School Site Council review curriculum based on the needs of the students and previous assessment results and adjust curricular resources accordingly. A State-aligned social studies and science curriculum is provided for all students both as a content area and as an imbedded component of our I-station intervention/enrichment program and during ELA instruction. All students have access to their own textbooks and supplemental materials in accordance with the Williams Act.

Core Curriculum Area	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 with a major building program in 2002 through 2008. Recent updates have centered around a focus on the safety and security of students and staff. Updates approved for implementation in the 2013-2014 school year include: Video Security System installation, relocation of main and district office to front of school to limit and control on campus traffic both vechicular and pedestrian, DSA project for handicap access to office and campus and updates to sidewalks and play areas for ease of wheelchair movement around campus, install of fence to secure playground area and relocation of classrooms for greater ability to secure students and staff in the event of an emergency on campus.

Additional facilities updates include progess in the area of technology. The school campus now has wireless internet capabilities, interactive whiteboards in all classrooms and LCD projectors to support student engagement and deliver of effective instruction.

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 (state match currently suspended due to budget crisis). Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/20/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 1/20/2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

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

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

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

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

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

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

Student Group	Percent of Students Scoring at Proficient or Advanced

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

California Physical Fitness Test Results (School Year 2014-15)

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

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

C. Engagement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Parents are an essential component in student achievement. As a Success for All school, Johnstonville has many opportunities for parent/family involvement. Listed below are the Solution Teams that exist in order to address student needs that go beyond instruction. Solution Teams address attendance, behavior, engagement, community relationships and individual student intervention. Parents/Family members as well as community members are invited to participate as a member of any of the Solution Teams. Join us in supporting student learning by being a part of one of these teams!

Solution Teams:

Attendance
Focusing on school-wide, large groups and trends as well as individuals who need support getting to school on time everyday.

Cooperative Culture
Behavior can either add to or detract from the learning environment. The Cooperative Culture team is responsible for creating systems and structures that encourage the appropriate behaviors in the classroom and throughout the school. They consider the behavioral trends for school wide, large groups/trends as well as small groups of children and create proactive plans for education and support of behavioral goals.

Intervention Team
Designed to create individualized plans for achievement for struggling students. This team utilizes a process designed to support children not responding to the existing resources, those who need additional, specialized assistance.

Parent and Involvement
Engaging families of students in a positive and effective way can be a challenge. The Parent and Family Involvement team utilizes best practices to ensure that all families are reached out to in a systemic way, creating positive relationships and ultimately encouraging direct impact on student achievement. If you have ideas that will help parents/families feel more supported and involved in our school please contact our parent and involvement chairperson today!

Community Connections
Schools are continually asked to do more with fewer resources. Therefore, reaching out to the greater community is even more important today. The Community Connections team uses strategies that engage the entire faculty to identify, establish and maintain meaningful partnerships that have a direct impact on student achievement.

Additional opportunities for input and involvement:

Johnstonville Student and Community Association:
The newly formed association has become active in fund raising and is an ideal source for parent involvement.

Thursday Communication Folders:
Each Thursday a weekly communication folder is send home with students announcing important activities and information.

The Johnstonville Elementary School Website:
The website has been completely redone to allow communication to parents and the community. All critical documents are found on the website.

Site Council/Advisory Committee:
The school's Single Plan for Student Achievement, curriculum, the Accountability Report Card, safety plan, LCAP which guides and focuses district financial resources on district priorities are reviewed by the School Site Council (SSC).

Parents/Family members are encouraged and invited to:
• Chaperone trips, sporting activities, and special events
• Volunteer with the Solution Teams
• Help with the sports program
• Serve as guest speakers
• Help with arts education (art, music, dance and drama)

Parents interested in volunteering may call the school office at (530) 257-2471.

Contact Person Name: Don Scheerschmidt, Principal/Superintendent
Contact Person Phone Number: 530-257-2471

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Suspensions	0.06	0.06							
Expulsions	0.00	0.00							

School Safety Plan (Most Recent Year)

The School Safety Plan was last reviewed during the 2015-2016 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 is held with the staff at the beginning of each school year on safety and illness prevention procedures. Continued review and practice of the plans are scheduled throughout the school year. The school has a part-time nurse and school psychologist. Intruder drills and fire drills are conducted monthly. Intruder, earthquake and chemical 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.

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

AYP Criteria	School	District	State
Made AYP Overall			
Met Participation Rate: English-Language Arts			
Met Participation Rate: Mathematics			
Met Percent Proficient: English-Language Arts			
Met Percent Proficient: Mathematics			
Met Attendance Rate			
Met Graduation Rate			

Federal Intervention Program (School Year 2015-16)

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

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

Average Class Size and Class Size Distribution (Elementary)

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

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

Average Class Size and Class Size Distribution (Secondary)

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

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.25	204
Counselor (Social/Behavioral or Career Development)	0.50	N/A
Library Media Teacher (Librarian)	0.50	N/A
Library Media Services Staff (Paraprofessional)	0.50	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	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,641	$1,372.58	$5,268.47	$49,847
District	N/A	N/A	$5,268.47	
Percent Difference: School Site and District	N/A	N/A	0%	0%
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A	11.00%	-13.95%

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

Types of Services Funded (Fiscal Year 2014-15)

Johnstonville Elementary School District offers the following services:
Class Size Reduction, state monies grades K-3

Title I, federal monies for reading and math
Title II federal monies for Teacher Quality Programs
Title II federal monies for Technology
REAP federal monies for technology
Library
EIA, English Language Learners
IMF, Instructional materials
Bus transportation state monies

Johnstonville Elementary offers on-site Special Education services through Lassen County Office of Education/County wide SELPA

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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)

Johnstonville has 3 staff development days prior to the beginning of the school year with an half day each month during the school year. Two staff members participate in the state's Beginning Teacher Support and Assessment (BTSA) program. Professional development for 2015-2016 school year focuses on the development of a culture of proficient readers and effective instructional practices. Teachers receive training in Common Core State Standards for Math and English Language Arts. Teachers and staff also have attended a three day training around SFA and participate in 5 additional Professional Development days scheduled into the annual calendar. Training is also provided for teaching English Language Learners. During the 2015-2016 school year the district contracted with Educational Planning for Improvement to provide professional development for teachers in effective instructional strategies and to provide coaching for certificated staff. An SFA facilitator has been hired(.5FTE) to assist in the implementation of SFA and ELA/ELD curriculum.