

Johnstonville Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/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](#) 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.

Dr. Danny Whetton, Superintendent/Principal

 Principal, Johnstonville Elementary

About Our School

Contact

Johnstonville Elementary
704-795 Bangham Ln.
Susanville, CA 96130-7716

Phone: 530-257-2471
E-mail: dwhetton@johnstonville.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Johnstonville Elementary
Phone Number	(530) 257-2471
Superintendent	Danny Whetton
E-mail Address	dwhetton@johnstonville.org
Web Site	www.johnstonville-ca.schoolloop.com

School Contact Information (School Year 2017-18)	
School Name	Johnstonville Elementary
Street	704-795 Bangham Ln.
City, State, Zip	Susanville, Ca, 96130-7716
Phone Number	530-257-2471
Principal	Dr. Danny Whetton, Superintendent/Principal
E-mail Address	dwhetton@johnstonville.org
Web Site	www.johnstonville-ca.schoolloop.com
County-District-School (CDS) Code	18641136010748

Last updated: 1/9/2018

School Description and Mission Statement (School Year 2017-18)

Johnstonville Elementary School is a transitional kindergarten through eighth grade school and is located in the rural community of Johnstonville, California. Johnstonville, California is found four miles east of Susanville in Lassen County, California and 78 miles northwest of Reno, Nevada. Johnstonville Elementary School District is a single school district that works in conjunction with the Lassen County Office of Education (LCOE). Johnstonville currently has ten general education classrooms and one instructional strategist and in cooperation with the Lassen County Office of Education (LCOE), offers a resource specialist program; and speech, counseling, and psychological services. The Lassen County Office of Education Steps-to-Success and the Moderate to Severe Disability programs are located on campus. The school district operating budget is approximately \$1.7 million.

As of October 1, 2016 there are approximately 200 students enrolled at Johnstonville Elementary School. The student population is composed of about 2/5 low socioeconomically disadvantaged students and less than 10% English Language Learners. Interdistrict transfer students comprise 44% of the student population. Staffing includes a superintendent/principal, nine general education classroom teachers, one part-time counselor, one part-time resource specialist program teacher, one part-time language and speech teacher, one part-time psychologist, one part-time librarian/media tech, one part-time nurse, four part-time instructional aides, one maintenance person, two part-time custodians, one cook and one part-time kitchen helper. A full time Chief Business Officer (CBO) and school secretary as well as a part time district/board secretary are a part of the staff.

The Johnstonville School staff is highly qualified to work with all students. All teachers are CLAD certified to work with English Language Learners. The teaching staff participates in ongoing professional development and formal (Professional Learning Community) and informal collaboration for data analysis and student interventions and extensions.

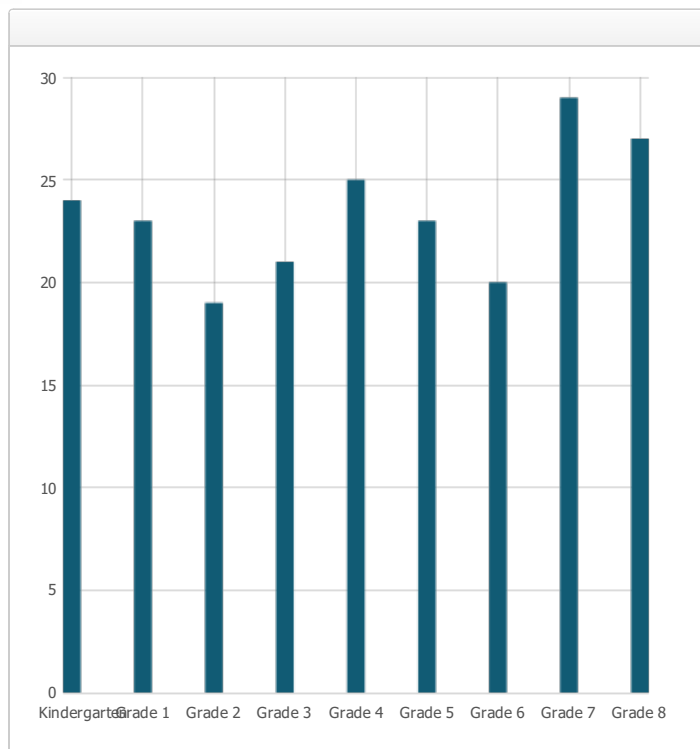
The instructional day for transitional kindergarten through eighth grades is 325 minutes (excludes recess). Academic calendar dictates 180 instructional days for students. Early release days are reserved for parent conferences, professional development, and end of the quarter grading.

Parents are encouraged to take an active part in their child's education. The parents support the school through classroom assistance and visitations; Johnstonville School and Community Association; (JSCA); and volunteering for various activities. Communication and family involvement includes: a weekly (Thursday) communication folder, office flyers, classroom bulletins, the Johnstonville School website, quarterly parent conferences, Back-To-School Night and various programs for parents and students (Science Family Night, etc.). The School Site Council and the JSCA review the Single Plan for Student Achievement and the Local Control and Accountability Plan as well as other school plans and needs. Parents also participate in workshops and School Board meetings.

Last updated: 1/9/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	24
Grade 1	23
Grade 2	19
Grade 3	21
Grade 4	25
Grade 5	23
Grade 6	20
Grade 7	29
Grade 8	27
Total Enrollment	211



Last updated: 1/9/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	1.0 %
Asian	0.5 %
Filipino	0.0 %
Hispanic or Latino	15.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	77.2 %
Two or More Races	6.3 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	51.5 %
English Learners	3.9 %
Students with Disabilities	8.7 %
Foster Youth	2.4 %

Last updated: 1/9/2018

A. Conditions of Learning

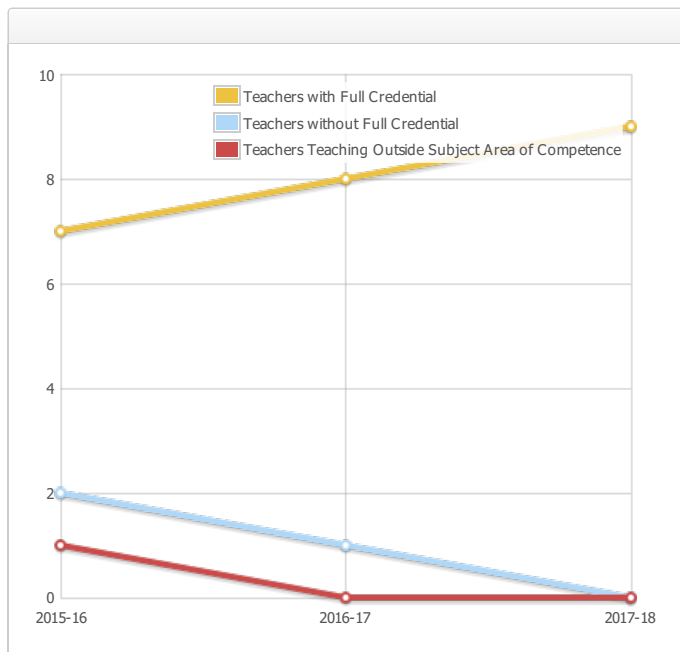
State Priority: Basic

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

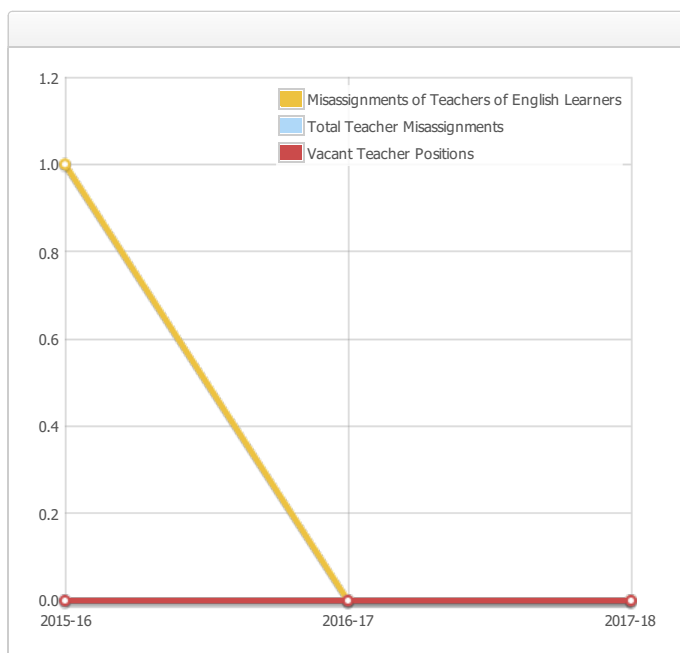
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	7	8	9	9
Without Full Credential	2	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0



Last updated: 1/9/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	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.

Last updated: 1/9/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Success for All (K-8)	Yes	0.0 %
Mathematics	Big Ideas - Math (6-8) Adopted 2014 California Math Expressions Houghton Mifflin (K-5)	Yes	0.0 %
Science	Glencoe (6-8) Scott Foresman (K-5)	Yes	0.0 %
History-Social Science	Holt (6-8) Adopted 2006 Scott Foresman (K-5) Adopted 2008	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/9/2018

School Facility Conditions and Planned Improvements

Johnstonville school's campus has a total of 7 1/4 acres. The school was rebuilt in 1961 with a major building proam in 2002 through 2008. Recent updates have centered around a focus on safety and security of students and staff. Updates were made during the 2013-2014 school year include: Video Security System installation, relocation of main and district office to front of school to limit and control campus traffic both vehiculr and pedestrian, DSA project for handicap access to office and campus and updates to sidewalks and play areas for ease of whelchair movement around campus, installed a 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 progress 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 delivery of effective instruction.

Last updated: 1/9/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2016

Overall Rating	Good
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Last updated: 1/9/2018

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	45%	37%	45%	37%	48%	48%
Mathematics (grades 3-8 and 11)	23%	17%	23%	17%	36%	37%

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.

Last updated: 1/9/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	142	142	100.00%	37.32%
Male	78	78	100.00%	30.77%
Female	64	64	100.00%	45.31%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	21	21	100.00%	19.05%
Native Hawaiian or Pacific Islander				
White	109	109	100.00%	39.45%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	75	75	100.00%	29.33%
English Learners	--	--	--	
Students with Disabilities	18	18	100.00%	22.22%
Students Receiving Migrant Education Services				
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.

Last updated: 1/9/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	142	142	100.00%	16.90%
Male	78	78	100.00%	17.95%
Female	64	64	100.00%	15.63%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	21	21	100.00%	--
Native Hawaiian or Pacific Islander				
White	109	109	100.00%	19.27%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	75	75	100.00%	12.00%
English Learners	--	--	--	
Students with Disabilities	18	18	100.00%	16.67%
Students Receiving Migrant Education Services				
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.

Last updated: 1/9/2018

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

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	62.0%	67.0%	62.0%	67.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/9/2018

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 area of physical education

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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 several ways that the school communicates and encourages parent/family involvement:

Parent and Family Involvement Committee:

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 contacted to in a systematic 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 Family Involvement Chairperson today!

Thursday Communication Folders:

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

The Johnstonville Elementary School Website:

The website is currently being revised to allow communication to parents and the community and will be available February 2017. The website will include all critical documents as well as help to clarify school/district procedures.

Site Council/Advisory Committee:

The school's Single Plan for Student Achievement, the School Accountability Report Card, and the Local Control Accountability Plan are just a few of the school/district wide plans that are monitored and developed by this committee. The School Site Council (SSC) helps in the development of our school wide priorities and provides guidance how our local funds should be spent.

Monthly Parent/Family Appreciation Days:

On the first Thursday of each month, Johnstonville School holds a special assembly just for our parents and families. Each assembly is hosted by a particular grade level and provides information and activities for our families to participate in.

Parent/Family members are encouraged and invited to:

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

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

Contact Person Name: Dr. Danny Whetton, Principal/Superintendent

Phone number: (530) 257-2471

Email: dwhetton@johnstonville.org

State Priority: Pupil Engagement

Last updated: 1/9/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and

- High school graduation rates

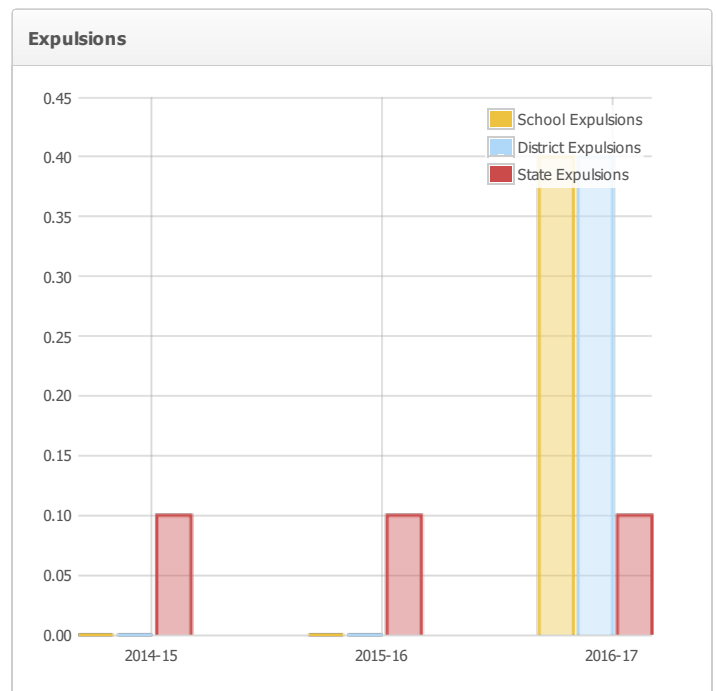
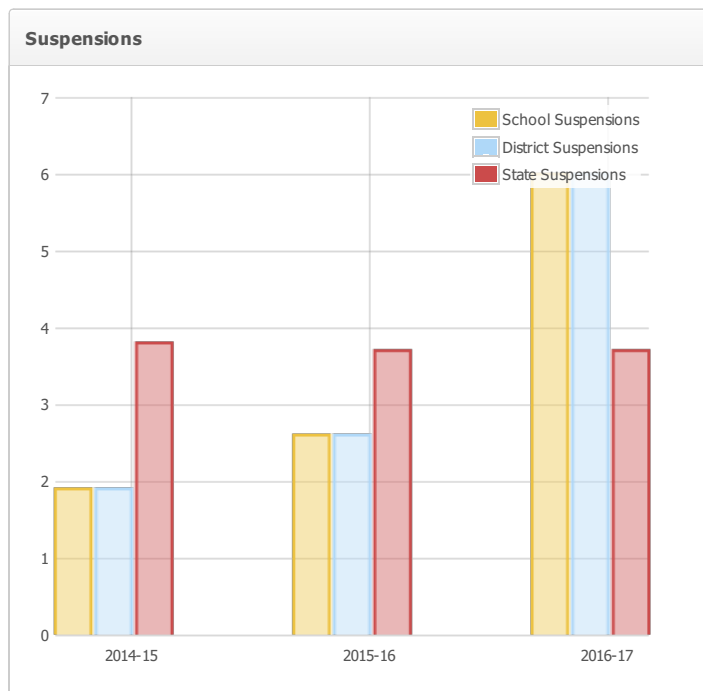
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.9%	2.6%	6.0%	1.9%	2.6%	6.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.4%	0.0%	0.0%	0.4%	0.1%	0.1%	0.1%



Last updated: 1/9/2018

School Safety Plan (School Year 2017-18)

Safety of students and staff is a primary concern of Johnstonville Elementary School. The school complies with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency/fire/earthquake/disaster drills are conducted throughout the school year. Assigned staff members monitor school grounds before, during and after school. All visitors must report to the front office, sign in and obtain a visitor's pass before entering the school's closed campus.

The Comprehensive Safety Plan was developed by the district in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include:

- Child abuse reporting procedures
- Dress code policy
- Disaster response procedures
- Sexual harassment policy
- Teacher notification of dangerous pupil procedures
- Procedures for safe ingress and egress from school

Johnstonville School reviews the plan annually and updates it as needed. The plan was last reviewed with school staff in August 2017.

Last updated: 1/9/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement	Year 2	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Last updated: 1/9/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	11.0	2	0	0	12.0	2	0	0	11.0	2	0	0
1	18.0	1	0	0	18.0	1	0	0	23.0	0	1	0
2	24.0	0	1	0	18.0	1	0	0	19.0	1	0	0
3	25.0	0	1	0	24.0	0	1	0	22.0	0	1	0
4	26.0	0	1	0	22.0	0	1	0	25.0	0	1	0
5	25.0	0	1	0	21.0	0	1	0	24.0	0	1	0
6	33.0	0	0	1	28.0	0	1	0	19.0	1	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/9/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* 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.

Last updated: 1/9/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.8	N/A
Other		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.

Last updated: 1/9/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8740.0	\$1136.0	\$7604.0	\$47928.0
District	N/A	N/A	\$0.0	\$47928.0
Percent Difference – School Site and District	N/A	N/A	200.0%	0.0%
State	N/A	N/A	\$6574.0	\$61939.0
Percent Difference – School Site and State	N/A	N/A	14.5%	-25.5%

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

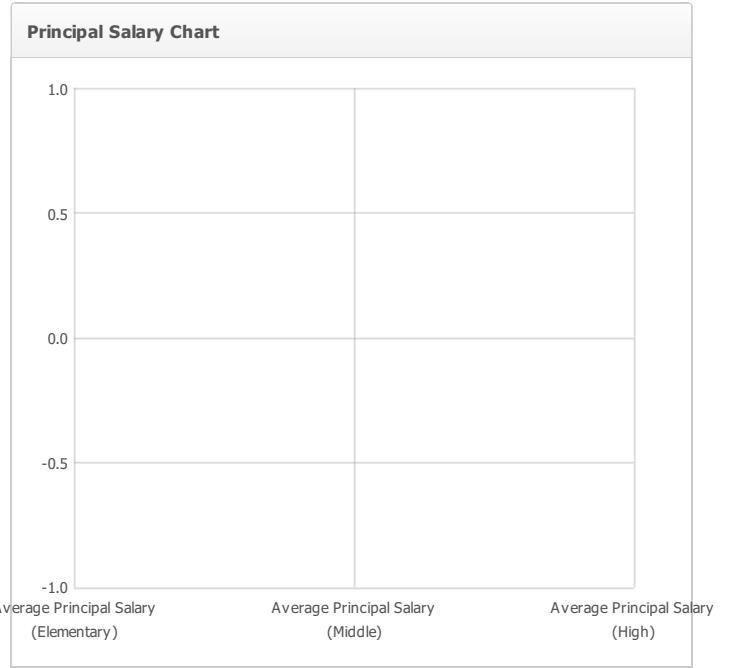
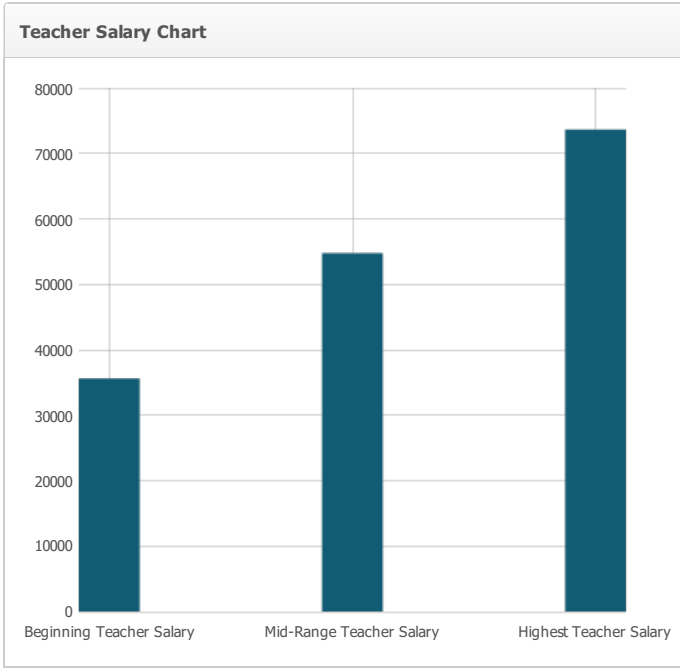
Last updated: 1/9/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,614	\$42,598

Mid-Range Teacher Salary	\$54,759	\$62,232
Highest Teacher Salary	\$73,646	\$80,964
Average Principal Salary (Elementary)	\$	\$102,366
Average Principal Salary (Middle)	\$	\$104,982
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$98,000	\$117,868
Percent of Budget for Teacher Salaries	29.0%	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/> .



Last updated: 1/9/2018