

Johnstonville Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Johnstonville Elementary School
Street	704-795 Bangham Lane
City, State, Zip	Susanville, CA 96130
Phone Number	(530) 257-2471
Principal	Dr. Scott Smith
Email Address	ssmith@johnstonville.org
School Website	www.johnstonville.org
County-District-School (CDS) Code	18641136010748

2023-24 District Contact Information

District Name	Johnstonville Elementary School District
Phone Number	(530) 257-2471
Superintendent	Dr. Scott Smith
Email Address	ssmith@johnstonville.org
District Website	www.johnstonville.org

2023-24 School Description and Mission Statement

Our Guiding Principle:

ALL Grizzlies are ENGAGED, EMPATHETIC, EMPOWERED, and EDUCATED.

Mission Statement:

The Johnstonville Elementary School District, in partnership with parents and the 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 Grizzly Families,

We welcome you to our learning family. Johnstonville School continues to strive to be a school that is both academically rigorous and friendly environment that nurtures the whole student. We continue to develop and refine our Multi-Tiered System of Supports (MTSS) to help students who struggle academically, behaviorally, and/or emotionally. This year's professional development has focused on the refinement of Johnstonville School's Social Emotion Learning (SEL), understanding and implementing data analysis. In addition, TK-5th grade teachers have participated in Really Great Reading professional development to help students develop the reading skills necessary for both academic and personal success.

It has been my great privilege to serve the staff, students, and community of Johnstonville School. I appreciate the opportunity to work with such a passionate and caring group of teachers and staff members who are truly committed to our students and community. Together, we can help our students become ENGAGED in their learning, EMPATHETIC toward others, EMPOWERED in having a voice in their education, and EDUCATED in a variety of academic and enriching courses and activities.

2023-24 School Description and Mission Statement

Sincerely,
Scott Smith Ph.D.
Superintendent/Principal

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	28
Grade 1	20
Grade 2	26
Grade 3	24
Grade 4	22
Grade 5	25
Grade 6	16
Grade 7	21
Grade 8	16
Total Enrollment	198

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5%
Male	49.5%
Asian	0.5%
Black or African American	1%
Filipino	0.5%
Hispanic or Latino	13.6%
Two or More Races	4%
White	78.8%
English Learners	2.5%
Foster Youth	1%
Homeless	9.1%
Socioeconomically Disadvantaged	58.1%
Students with Disabilities	10.1%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.90	100.00	8.90	100.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	8.90	100.00	8.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.00	100.00	8.00	100.00	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	8.00	100.00	8.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On September 14, 2023, the Johnstonville Elementary School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Johnstonville Elementary School District Board of Trustees approved Resolution #2023-2024-2 which certifies, as required by Education Code §60119, (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science. All students have access to their own textbooks and supplemental materials in accordance with the Williams Act.

All textbooks and support materials are selected from the state's list of approved materials and adopted by the California State Board of Education. In addition, Johnstonville Elementary School District follows the state guidelines and cycles for textbook adoptions. The Johnstonville Elementary School Curriculum Council advises the Johnstonville Elementary School District Board of Trustees in matters concerning curriculum adoption and sets the course for curricular enhancements for the district. The Curriculum Council is comprised of the Superintendent/Principal, teacher representatives, and parents/community members. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currently adopted instructional materials and availability of the textbooks used at the school as of December 2023.

Year and month in which the data were collected

December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Creative Curriculum (TK) Adopted 2022 Wonders (K-5) Adopted 2016 Study Sync (6-8) Adopted 2016	Yes	0%
Mathematics	The Creative Curriculum (TK) Adopted 2022 California Math -- Expressions -- Common Core (K-5) Adopted 2014 Big Ideas -- Math (6-8) Adopted 2014	Yes	0%
Science	The Creative Curriculum (TK) Adopted 2022 Inspire Science (K-8) Adopted 2022	Yes	0%
History-Social Science	The Creative Curriculum (TK) Adopted 2022 Social Studies Weekly (K-5) Adopted 2021	Yes	0%

School Facility Conditions and Planned Improvements

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. The addition of the gymnasium has filled a community-wide need for recreational facilities.

Year and month of the most recent FIT report

November 1, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Some classrooms could use some paint touch-ups.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Building #300 has some roof leaks. Building #200 needs some gutter repairs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Some repairs need to be conducted on two of the blacktop playground surfaces. Some exterior surfaces also need some paint touch-ups or repainting.

Overall Facility Rate

Exemplary	Good	Fair	Poor
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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	48	35	48	35	47	46
Mathematics (grades 3-8 and 11)	41	35	41	35	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	124	124	100.00	0.00	34.68
Female	69	69	100.00	0.00	37.68
Male	55	55	100.00	0.00	30.91
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	22	22	100.00	0.00	40.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	93	93	100.00	0.00	33.33
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	69	100.00	0.00	20.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	17.65

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	124	124	100.00	0.00	34.68
Female	69	69	100.00	0.00	40.58
Male	55	55	100.00	0.00	27.27
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	22	22	100.00	0.00	31.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	93	93	100.00	0.00	36.56
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	69	100.00	0.00	23.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	23.53

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	30.95	29.27	30.95	29.27	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	41	41	100.00	0.00	29.27
Female	26	26	100.00	0.00	34.62
Male	15	15	100.00	0.00	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	36.36
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100.00	0.00	17.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents/guardians are essential partners in the education of their students and Johnstonville Elementary School District wants to foster a positive school environment for all our community stakeholders, especially our parents and families. We held several events to increase parental involvement. Some of these events included Back-to-School Night, parent-teacher conferences, and our winter program. In addition, we have retained the ability for our families to participate virtually in a variety of meetings such as IEPs and 504 meetings for those families that wish to contribute, but are unable to attend these events in person.

There have been numerous community engagement opportunities during the school year to gather and aggregate feedback to inform the development of several District and School plans such as the Expanded Learning Opportunities Plan (ELOP), ESSER III Expenditure Plan, Educator Effectiveness Grant, the Local Control Accountability Plan (LCAP), and the Comprehensive Safety Plan. The extensive feedback from community stakeholders has been fundamental in directing our limited resources toward the various priorities our stakeholders have regarding our students and the direction of Johnstonville.

Community engagement opportunities targeted the following stakeholder groups: parents/guardians, teachers, support staff, the parents/guardians of students with disabilities, students experiencing homelessness, and students in foster care. The platforms used to solicit meaningful feedback from the Johnstonville Elementary School District community included: family and staff surveys, staff meetings, the school site council, the school leadership council, and virtual community forums. These opportunities were promoted through Johnstonville Elementary School District's Facebook page, Instagram, school-wide and classroom ClassDojo messages, internal memos, and the District's website.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	212	211	35	16.6
Female	105	104	14	13.5
Male	107	107	21	19.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	1	100.0
Black or African American	2	2	1	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	30	30	8	26.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	0	0.0
White	167	166	25	15.1
English Learners	5	5	1	20.0
Foster Youth	3	3	1	33.3
Homeless	22	22	7	31.8
Socioeconomically Disadvantaged	136	135	27	20.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	28	28	4	14.3

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	4.41	2.28	3.77	4.41	2.28	3.77	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.77	0
Female	1.9	0
Male	5.61	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.33	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.19	0
English Learners	0	0
Foster Youth	0	0
Homeless	9.09	0
Socioeconomically Disadvantaged	5.15	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.71	0

2023-24 School Safety Plan

Johnstonville Elementary School District is committed to ensuring that our students and staff attend a school that maintains a safe, healthy, and positive learning environment. The development of Johnstonville School's comprehensive school safety plan integrates input from school staff members and parents. In addition, the District collaborates with local fire and law enforcement personnel to ensure the most current safety practices are in place for the protection of our students, staff, and campus visitors. This plan includes procedures for emergencies, exit routes, parent pick-up during emergencies, and the location of emergency supplies. A copy of this plan is kept in the office for community review. Fire, earthquake, and/or dangerous person drills are practiced regularly. The school has a part-time school counselor to help students who need social-emotional support. Finally, Johnstonville School has a zero-tolerance policy on illegal drugs, weapons, and bullying/cyberbullying.

The School Site Council reviews and revises the Comprehensive School Safety Plan on an annual basis. Changes and/or recommendations are submitted to the Board for their approval before March 1st of each year, as outlined by California Education Code.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	1	1	
1	10	2		
2	18	1		
3	11	2		
4	8	2		
5	12	1	1	
6	7	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	1	1	
1	23		1	
2	30		1	
3	22		1	
4	25		1	
5	18	1		
6	22		1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	2	0	0
1	20	1	0	0
2	26	0	1	0
3	24	0	1	0
4	22	0	1	0
5	13	2	0	0
6	16	1	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,948	\$2,122	\$6,826	\$65,631
District	N/A	N/A	\$6,826	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	3.5	-12.1

Fiscal Year 2022-23 Types of Services Funded

Johnstonville Elementary School receives several revenue sources to the benefit of our students. Johnstonville is a Title I school and receives those funds to help improve the academic skills of our low-income students. The School Site Council has approved the Title I funds to be utilized for an instructional aide, as outlined in the school's LCAP. The aide works closely with academically struggling students in the implementation of both English Language Arts and math interventions and supports. In addition, the school receives Local Control Supplemental funds to assist in the development and refinement of our multi-tiered system of support for students, and teacher professional development in the area of Tier I instruction. Furthermore, the Johnstonville School and Community Association (JSCA) is a dedicated group of parents who work very hard on our behalf to provide funds that offset the cost of field trips, field trip transportation, and other school activities through their annual fundraisers. Finally, we also have received several grants that continue to benefit our students through a multi-tiered system of supports, the expansion of our school counselor's schedule, and an after-school program.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$48,481
Mid-Range Teacher Salary		\$73,129
Highest Teacher Salary		\$99,406
Average Principal Salary (Elementary)		\$117,381
Average Principal Salary (Middle)		\$128,158
Average Principal Salary (High)		
Superintendent Salary		\$138,991
Percent of Budget for Teacher Salaries	33.21%	29.34%
Percent of Budget for Administrative Salaries	10.48%	5.99%

Professional Development

Johnstonville Elementary School teachers attend professional development events throughout the year, as we examine best practices as they relate to California State Standards, student achievement data, student engagement, lesson development, and evidence-based practices that enhance Tier 1 instruction. In addition, Johnstonville School has formed a Social Emotion Learning (SEL) Team. This team participates in the Lassen County Office of Education (LCOE) SEL consortium. The consortium meets regularly, including in the summer, to help facilitate and examine SEL practices. Finally, Johnstonville's TK-5th grade teachers participated in Really Great Reading professional development to help students develop those reading skills necessary for both academic and personal success.

All staff returned to school two days before our students' first day of school. These two days were dedicated to focusing on developing and refining our multi-tiered systems of support and enhancing student engagement. In addition, dedicated time has been set out to help teachers meet regularly in PLC cohorts to develop interventions and supports for students who struggle academically, behaviorally, and/or emotionally.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	40	40	42