



David Nevarez
Principal



3200 Howard St.
Bldg #354,
McClellan, CA
95652
(916) 566-1600

Board of Trustees

Janis Green

Michelle Rivas

Alecia Eugene Chasten

Bob Bastian

Cortez Quinn

Roger Westrup

Linda Fowler

Frank Porter

Superintendent

Twin Rivers Unified School District

Harmon Johnson

Elementary School

2591 Edgewater Rd., Sacramento, CA 95815 ♦ (916) 263-8388
2007-08 School Accountability Report Card

Principal's Message

In accordance with Proposition 98, every school in California is required to issue an annual "School Accountability Report Card." We are proud of Harmon Johnson Elementary School and welcome this opportunity to tell you more about us.

Johnson Elementary School has an ongoing tradition of academic excellence. We are dedicated to building a strong connection between our school and our parents. It is this partnership between students, parents, staff and the community which will ensure success for all students.

The staff at Johnson Elementary School believes each child is unique and deserving of a rich education environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science, and social science.

Mission Statement

Our mission is to create a comprehensive and relevant learning culture that involves all students achieving proficiency based on the state standards.

Our support system will include interventions and will empower the learning community creating goals, understanding assessments, and meeting the standards.

Within a school climate of respect, safety, and positive character traits, we will support all students' learning while strengthening relationships, and providing tools for success.

District & School Profile

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Starting in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 34 elementary schools, six junior high schools, five high schools, six charter schools, and seven alternative education schools.

Johnson Elementary School had a beginning enrollment of 447 students in grades kindergarten through six for the 2007-08 school year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	10.3%
American Indian	1.6%
Asian	11.4%
Caucasian	5.6%
Filipino	0.0%
Hispanic or Latino	68.5%
Pacific Islander	1.8%
Multiple or No Response	0.9%

Discipline & Climate for Learning

Students at Johnson Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy, "Be Safe, Be Respectful, Be Responsible," promotes a safe school and a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Johnson Elementary School's discipline program, BEST Practices (Building Effective Schools Together) is a philosophical framework for ensuring that all students receive the support needed to experience behavioral success. Johnson Elementary School believes that children should be taught to be responsible citizens at school. They should realize that freedom and responsibility go hand in hand and that they have a responsibility to themselves and to others in their school relationships.

Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks. Student uniforms contribute to the school's learning environment, and help remove distractions that may deter students from focusing on class work.

The Suspensions and Expulsions table illustrates the unduplicated number of students suspended as well as the percentage of enrollment (students suspended divided by enrollment). Expulsions occur only when required by law or when all other alternatives are exhausted. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

	Suspensions & Expulsions		
	School		
	05-06	06-07	07-08
Suspensions	14	30	45
Suspension Rate	3.1%	6.8%	10.1%
Expulsions	0	0	1
Expulsion Rate	0.0%	0.0%	0.2%

Recognition Programs

Johnson Elementary School's comprehensive student recognition program contributes to the positive environment of the school, and includes classroom and school-wide awards. Honor Roll assemblies are held each trimester. Each month attendance awards are acknowledged and a Student of the Month is selected from each class. Classes are rewarded with a Perfect Attendance Party for excellent attendance. Behavior Certificates are given to students exhibiting good citizenship in the cafeteria during lunch periods.

Extracurricular Activities

Johnson Elementary School recognizes that extracurricular activities enrich the educational and social development and experiences of students. The district encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program. During the 2007-08 school year the extracurricular activities included: Basketball, Student Council (3rd-6th grades), Soccer, an Annual Spring Carnival and Holiday Dinner, Instrumental Music, and monthly Family Nights.

Homework

At Johnson Elementary School homework is a fundamental part of the learning process which helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students.

Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child. The START (Students Today Achieving Results for Tomorrow) after-school program is available at Johnson Elementary School.

School Attendance & Enrollment

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Johnson Elementary School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Regular attendance at Johnson Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis and will send letters home if absences become a problem. Johnson Elementary School encourages regular attendance by giving out periodic awards for perfect attendance and treating classrooms to parties. Senate Bill 65 established a new school-level position, known as the Outreach Consultant, to reduce school dropout rates by promoting school success and coordinating school and community resources to meet the needs of high-risk students at the school.

Johnson Elementary School utilizes a School Attendance Review Team (SART) as an intervention for students displaying the initial signs of difficulty with attendance or behavior. Every effort is made to reach a solution through the school's resources, prior to a referral to the district's School Attendance Review Board (SARB). Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. The SARB is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. The members of the SARB, the referred student, and their parents or guardians meet regularly to work collaboratively to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems. This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	59	62	57
1st	65	71	59
2nd	66	58	59
3rd	70	59	59
4th	65	73	76
5th	62	55	73
6th	72	62	64

Class Size

Johnson Elementary School maintained a schoolwide average class size of 19.5 students and a pupil-to-teacher ratio of 18.2 for the 2007-08 school year. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
K	19	20	19	3	3	3	-	-	-	-	-	-
1	19	19	20	3	3	3	-	-	-	-	-	-
2	19	17	20	4	3	4	-	-	-	-	-	-
3	18	18	20	5	4	3	-	-	-	-	-	-
4	17	25	19	3	1	3	1	2	1	-	-	-
5	17	23	18	2	1	4	1	1	-	-	-	-
6	28	26	21	-	-	-	2	3	3	-	-	-
K-3	12	17	-	3	3	-	-	-	-	-	-	-
4-8	14	28	-	2	-	-	-	1	-	-	-	-

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Johnson Elementary School began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

CSR Participation

	2005-06	2006-07	2007-08
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

Curriculum Development

All curriculum development at Johnson Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Curriculum planning is accomplished through a careful analysis of the state frameworks, district policies, the needs of students, assessment results, and research.

The construction and implementation of the curriculum is an on-going process. Johnson Elementary School utilizes various specialized programs to support its curriculum. The Santillana program is a program that is vocabulary rich and grade-level specific. Curriculum is designed for English Language Learners (ELL) and based on each student's ability level. In addition, thirty minutes a day are set aside specifically for English Language Development instruction.

Bilingual para-professionals, and BCLAD (Bilingual, Crosscultural, Language and Academic Development) certified teachers provide instruction to ELL students.

Instructional Materials

Twin Rivers Unified School District held a public hearing in June 2008, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	English/ Language Arts	Open Court	2002	Yes	0.0%
K-6	Mathematics	Houghton Mifflin	2002	Yes	0.0%
4th-5th	Science	Harcourt Brace	2004	Yes	0.0%
6th	Science	McGraw-Hill	2004	Yes	0.0%
K-3	Science	Open Court	2004	Yes	0.0%
6th	Social Science/ History	MacMillan/ McGraw Hill	2006	Yes	0.0%
K-5	Social Science/ History	Scott Foresman	2006	Yes	0.0%

Library Information

Johnson Elementary School's library is stocked with thousands of text, supplemental and recreational reading books that are available for students and parents to check out. The library is staffed by a classified librarian. A full video library is also available for teachers to check out for classroom use. Computer resources within the library are connected to the Internet so students are able to access resources and information online to improve their research skills. For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Sacramento.

Computer Resources

Johnson Elementary School has four computers in each classroom, and a computer lab with 25 workstations for student use. Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Software includes programs to develop critical thinking skills, technological skills and mathematical proficiency.

Computer Resources

	05-06	06-07	07-08
Computers	72	97	130
Students per computer	6.4	4.5	3.4
Classrooms connected to Internet	21	22	31

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch.

Counseling & Support Staff

It is the goal of Johnson Elementary School to assist students in their social and personal development as well as academics. The goal is to help students deal with problems and assist them to reach positive goals. When students require additional assistance, the support staff are available according to the full-time equivalent indicated in the chart.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Bilingual Professional	6	6.0
Communication Liason	1	1.0
English Language Resource Teacher	1	1.0
Language Resource Teacher	2	1.5
Learning Coordinator	1	1.0
Librarian	1	1.0
Nurse	1	0.4
Outreach Consultant	1	1.0
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
Speech and Language Specialist	1	0.5

Johnson Elementary School utilizes supplemental instruction and Resource Specialists for students with special needs. A Speech & Language Therapist provides additional support outside of traditional classrooms.

Students needing assistance in learning English receive special instruction from an English Language Resource teacher and Bilingual Para-professionals. A student is classified as fluent English speaking when he/she is able to progress in the instructional program without further language assistance.

A Gifted and Talented Education (GATE) program is available for those students who qualify, where students receive challenging supplemental instruction.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district. For results on course specific tests, please see <http://star.cde.ca.gov>.**

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts															Math															Science				
	2			3			4			5			6			2			3			4			5			6			5				
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07
	All Students																																		
School	23	28	37	14	11	16	22	20	34	23	25	26	13	26	35	30	18	40	37	21	24	28	32	38	22	37	35	29	23	33	5	15	24		
State	47	48	48	36	37	38	49	51	55	43	44	48	41	42	47	59	59	59	58	58	61	54	56	61	48	49	51	41	42	44	32	37	46		
	Males																																		
School	18	19	33	7	15	17	24	14	33	17	30	21	18	16	33	21	15	34	40	19	30	30	32	30	22	42	34	32	21	39	4	27	29		
State	43	44	44	33	33	35	46	48	52	40	41	46	38	40	44	59	59	61	58	58	62	54	56	61	48	48	51	42	42	44	34	38	48		
	Females																																		
School	27	34	41	21	8	16	21	24	33	26	19	30	10	33	35	36	19	48	34	21	19	25	32	43	21	30	35	28	25	26	5	0	19		
State	50	53	51	39	41	40	54	55	59	47	48	52	44	45	50	57	58	58	56	57	60	55	58	62	48	49	52	41	41	43	30	35	45		
	Socioeconomically Disadvantaged																																		
School	23	28	37	15	11	16	23	20	33	23	25	26	13	26	34	30	17	41	37	21	24	28	32	38	21	37	35	29	23	33	5	15	23		
State	33	35	35	22	23	24	35	36	41	28	29	34	26	27	32	48	48	49	46	47	51	42	45	51	35	36	40	28	28	30	18	22	32		
	Asian																																		
School	*	27	*	*	*	*	*	*	*	*	*	*	18	*	*	*	9	*	*	*	*	*	*	*	*	*	*	36	*	*	*	*	*		
State	70	73	74	59	60	61	73	73	77	67	68	72	66	67	71	81	81	82	82	82	84	81	83	86	76	77	78	72	72	75	54	60	69		
	Hispanic or Latino																																		
School	22	25	34	13	10	13	24	19	28	20	19	23	13	29	32	27	20	45	38	25	26	24	33	30	20	28	35	29	27	34	4	13	19		
State	33	35	35	22	23	24	35	37	42	29	30	34	26	28	33	47	48	49	46	48	52	43	46	51	36	37	40	29	29	31	18	23	32		
	English Learners																																		
School	14	15	30	8	7	8	15	8	23	14	9	10	0	3	15	25	13	37	42	24	17	23	28	34	19	24	27	21	12	29	2	3	10		
State	27	30	32	15	15	17	24	24	26	13	14	17	8	9	13	45	46	47	41	42	46	36	39	43	24	25	28	14	14	16	7	11	17		

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Federal Intervention Programs

	School
Program Improvement (PI) Status	In PI
First Year in PI	2006-2007
Year in PI (2008-09)	Year 3
# of Schools Currently in PI	-
% of Schools Identified for PI	-

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Adequate Yearly Progress (AYP)		
School		
Met Overall AYP		
No		
Met AYP Criteria	English - Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
API School Rate	Yes	
Grauation Rate	N/A	

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Physical Fitness

In the spring of each year, Harmon Johnson Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ). During the 2007-08 school year, 10.4% of fifth grade students were in the HFZ.

Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Harmon Johnson Elementary School had 26 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Teacher Credential Status			
	School		
	05-06	06-07	07-08
Fully Credentialed	28	28	26
Without Full Credentials	1	0	0
Working Outside Subject	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies			
	06-07	07-08	08-09
	Misassignments of Teachers of English Learners	0	1
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	1	0
Vacant Teacher Positions	0	0	1

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	2	1	1	
Similar Schools Rank	3	2	3	
All Students				
Actual Growth	-9	29	36	702
Socioeconomically Disadvantaged				
Actual Growth	-9	29	36	702
Asian				
Actual Growth	-	-	-	-
Hispanic or Latino				
Actual Growth	-8	41	37	696
English Learners				
Actual Growth	-8	28	20	671

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, and Developing as a Professional Educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers 12 staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

School Leadership

Leadership at Johnson Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties for the past three years are assumed by principal David Nevarez.

The education of children is a joint effort of home and school. Students, parents and teachers meet each trimester to plan, discuss and evaluate student objectives. These objectives enable teachers to adjust their teaching to the unique needs of every class. Staff and parents are encouraged to participate in a wide variety of leadership teams. Opportunities for leadership include:

- School Site Council
- English Language Advisory Committee
- Student Study Team.
- Leadership Team

The Leadership Team is the primary body assigned to developing, refining, and implementing the school plan. This team is responsible for planning and monitoring the effectiveness of the school curriculum.

School Facilities & Safety

The current facilities were built in 1958, and consist of 11 permanent classroom, 16 portable classrooms, one multipurpose room, one library, three administrative buildings, one computer lab, one staff room, and one playground.

Teachers supervise students on campus before and after school and during recess, and noon-duty supervisors monitor students during lunchtime. All visitors must sign in at the principal's office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their pass at all times.

Johnson Elementary School's Safety Plan is revised annually in Spring by the Site Safety Committee, which is comprised of the principal and teaching staff. Emergency drills are held on a regular basis; fire drills are held once a month; earthquake and lockdown drills are held once a trimester.

The table shows the results of the most recent school facilities inspection (as of January 2009). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Two full-time and one part-time custodians ensure that all classrooms and facilities are in adequate condition.

NCLB Compliant Teachers

School	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
	100.0%	0.0%

School Facility Conditions

Date of Last Inspection: 08/21/2008

Overall Summary of School Facility Conditions: Exemplary

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of latrines are in complete working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving and floor systems. For the 2008-09 school year, the district has budgeted \$1,200,000 for the deferred maintenance program. This represents 0.5% of the district’s general fund budget. Please see the district for a complete list of deferred maintenance projects.

Parent & Community Involvement

Parents and the community are very supportive of the educational programs in the Twin Rivers School District. The Parent Teacher Organization (PTO) plays an active role in the community and at each school site through fundraising and special activities. Parents also have the opportunity to participate in education programs such as English as a Second Language, Parenting, and Computer Education held after school and evenings on campus. Contributions by Doubletree Hotel and the Robertson Center add to the programs available at Johnson Elementary School.

Contact Information

Parents who wish to participate in Johnson Elementary School’s leadership teams, school committees, school activities, or become a volunteer, may contact the school’s office at (916) 263-8388.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements). **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Average Teacher Salaries	
School	
School	\$63,133
School & State	
All Unified School Districts	\$63,458
Percentage of Variation	0.51%

Teacher & Administrative Salaries

Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.

Expenditures & Services Funded

Based on 2006-07 FY audited financial statements, the table provides a comparison of a school’s per pupil funding from unrestricted sources with other schools throughout the state. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,278
From Restricted Sources	\$1,586
From Unrestricted Sources	\$3,692
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	30.34%

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- Title I
- School and Library Improvement Block Grant
- High Priority School Grant
- After-School Intervention
- English Language Resource Program
- Discretionary Block Grant
- Charter School Fund
- Comprehensive Student Support
- Medi-Cal
- Targeted Instruction Improvement Block Grant
- Gifted and Talented Education
- EIA-LEP
- School Counselor Program
- Parent Outreach Workers
- Parent Involvement
- State Compensatory Education
- Quality Education Investment Act
- Healthy Start
- SIP
- Head Start
- EIA-SCE
- State Lottery
- PE Block Grant
- Neil Soto Grant
- Title IV
- ELAP
- Reading First

Data Sources

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.