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Twin Rivers Unified School District

Harmon Johnson

Elementary School

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2008-09 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. Started 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 413 students in grades kindergarten through six for the 2008-09 school year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2008-09	
	<u>Percentage</u>
African American	5.8%
American Indian	1.2%
Asian	12.3%
Caucasian	5.3%
Filipino	0.0%
Hispanic or Latino	72.4%
Pacific Islander	0.2%
Multiple or No Response	2.7%

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 two of 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			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	30	45	18	0	0	10898
Suspension Rate	6.8%	10.1%	4.4%	0.0%	0.0%	35.2%
Expulsions	0	1	0	0	0	64
Expulsion Rate	0.0%	0.2%	0.0%	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. At Johnson Elementary 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

	2006-07	2007-08	2008-09
K	62	57	58
1st	71	59	56
2nd	58	59	60
3rd	59	59	55
4th	73	76	53
5th	55	73	65
6th	62	64	66

Class Size

Average class sizes vary by grade level and subject area taught. 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

	Average Class Size		Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
	07	08	09	07	08	09	07	08	09	07	08	09
K	20	19	20	3	3	3	-	-	-	-	-	-
1	19	20	19	3	3	3	-	-	-	-	-	-
2	17	20	23	3	4	2	-	-	1	-	-	-
3	18	20	19	4	3	3	-	-	-	-	-	-
4	25	19	19	1	3	2	2	1	1	-	-	-
5	23	18	21	1	4	-	1	-	3	-	-	-
6	26	21	17	-	-	4	3	3	-	-	-	-
K-3	17	-	-	3	-	-	-	-	-	-	-	-
4-8	28	-	-	-	-	-	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			
	2006-07	2007-08	2008-09
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	67%
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 October 2009, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and 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 teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators.



All teachers have the opportunity to review the materials. 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%
6th	History/Social Studies	MacMillan/ McGraw Hill	2006	Yes	0.0%
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-6	Mathematics	Pearson Scott Foresman	2009	Yes	0.0%
6th	Science	Houghton Mifflin	2007	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2007	Yes	0.0%

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 Paraeducators	3	3.0
Instructional Coach	1	1.0
Nurse	1	0.66
Outreach Consultant	1	1.0
Psychologist	1	0.33
Reading Coach	1	1.0
Resource Specialist	1	1.0
RSP Aide	1	0.75
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 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 two of 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)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	22	30	33	*	*	38	43	46	50
Mathematics	26	34	39	*	*	35	40	43	46
Science	15	23	20	*	*	34	38	46	50
History/Social Science	*	*	*	*	*	25	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	45	35	*	*
American Indian	*	*	*	*
Asian	21	39	*	*
Filipino	*	*	*	*
Hispanic or Latino	31	37	15	*
Pacific Islander	*	*	*	*
Caucasian	52	70	*	*
Males	27	38	18	*
Females	39	41	21	*
Socioeconomically Disadvantaged	34	39	20	*
English Learners	15	24	8	*
Students with Disabilities	11	26	*	*
Migrant Education	*	*	*	*

*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 two of 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	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2006-2007	-
Year in PI (2009-10)	Year 4	-
# of Schools Currently in PI	-	25
% of Schools Identified for PI	-	40.98%

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. *SSince the district opened in the 2008-09 school year there is no district data reported for two of 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		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

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 2008-09 school year, 32.8% of fifth grade students were in the HFZ.

Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Harmon Johnson Elementary School had 24 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	28	26	24	1489
Without Full Credentials	0	0	0	36
Working Outside Subject	0	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		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	1	0	0
Vacant Teacher Positions	0	1	0

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.

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.

	API School Results			
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	1	1	2	
Similar Schools Rank	2	3	4	
All Students				
Actual Growth	29	36	7	709
Socioeconomically Disadvantaged				
Actual Growth	29	36	7	709
Hispanic or Latino				
Actual Growth	41	37	-5	692
English Learners				
Actual Growth	28	20	8	680

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	97.4%	2.6%
High-Poverty Schools in District	98.4%	1.6%
Low-Poverty Schools in District	0.0%	0.0%

Evaluations are conducted by an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Demonstrates Effective Instructional Techniques and Strategies, Establishes and Maintains Suitable Learning Environment, Adherence to District Curricular Objectives, Demonstrates Effective Instructional Techniques and Strategies, Promotes Students' Progress Toward District Standards of Expected Student Achievement, Fulfills Instructional Duties and Professional Responsibilities.

Teachers and other certificated staff members build teaching skills and develop educational concepts through participation in conferences and workshops throughout the year. In the 2008-2009 school year, the Twin Rivers District offered 3 non-student professional development days for elementary teachers and 5 non-student days for secondary teachers. The professional development sessions focused on a broad range of topics including California state core subjects, research-based differentiated teaching strategies, technology and increasing student achievement.

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 four 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. 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 custodian ensures that all classrooms and facilities are in adequate condition.

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 2009-10 school year, the district has budgeted \$950,000.00 for the deferred maintenance program. This represents 0.39% of the district's general fund budget. Please see the district for a complete list of deferred maintenance projects.

School Facility Conditions				
Date of Last Inspection: 07/17/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior		X		Room 4 - Hole in wall near door.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical			X	Room 7 - One light bulb out. Room 20 - One light bulb out. Room 25 - One light bulb out. Girls RR - One light fixture not working. Room 19 - Two bulbs out. Room 6 - One light bulb out.
Restrooms/Fountains		X		Room 25 - Low water pressure in faucet.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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 2007-08 financial statements). *Since the district opened in the 2008-09 school year there is no district data reported for two of 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 & District	
School	\$60,948
District	-
Percentage of Variation	-
School & State	
All Unified School Districts	-
Percentage of Variation	-

Teacher & Administrative Salaries

Since the district opened in the 2008-09 school year there is no district data reported for two of 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 2007-08 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 two of 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.*

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:

- Targeted Instruction Improvement Block Grant**
 - PE Block Grant**
 - School and Library Improvement Block Grant**
 - EIA-LEP
 - Gifted and Talented Education
 - EIA-SCE
 - Comprehensive Student Support
 - Healthy Start
 - Quality Education Investment Act
 - Medi-Cal
 - After School Education & Safety
 - Head Start
 - School Counselor Program
 - State Lottery
 - English Language Acquisition Program
 - Title IV
 - Parent Involvement
 - Title I
 - Charter School Fund
 - Title III
 - Reading First
 - State Compensatory Education
 - Pupil Retention Block Grant
- **Effective 08/09

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,667
From Restricted Sources	\$1,854
From Unrestricted Sources	\$3,813
District	
From Unrestricted Sources	\$3,442
Percentage of Variation between School & District	10.77%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	30.83%

Data Sources

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2008-09 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.