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Twin Rivers Unified School District Harmon Johnson Elementary School

CDS Code: 34-76505-6033393

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2014-15 School Accountability Report Card Published in 2015-16 School Year

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Principal's Message

A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. Community schools offer a personalized curriculum that emphasizes real-world learning and community problem solving. Schools become centers of the community and are open to everyone - all day, every day, evening and weekends.

Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities. Partners work to achieve these results: Children are ready to enter school; students attend school consistently; students are actively involved in learning and their community; families are increasingly involved with their children's education; schools are engaged with families and communities; students succeed academically; students are healthy - physically, socially, and emotionally; students live and learn in a safe, supportive, and stable environment, and communities are desirable places to live.

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 (School Year 2015-16)

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 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

Enrollment By Ethnicity Or Student Group (School Year 2015-16)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	8.7%
American Indian or Alaska Native	0.3%
Asian	11.6%
Filipino	0.2%
Hispanic or Latino	71.6%
Native Hawaiian or Pacific Islander	0.8%
White	4.1%
Two or More Races	2.7%
English Learners	54.5%
Socioeconomically Disadvantaged	99.2%
Students with Disabilities	10.6%
Foster Youth	0.2%

School Enrollment & Attendance (School Year 2014-15)

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 the school. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

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.

Students are referred to the School Attendance Review Board (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.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
3rd	157	161	178
4th	137	134	156
5th	139	155	153
6th	145	129	154

Conditions of Learning

State Priority: Basic

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

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

Highly Qualified Teachers (School Year 2015-16)

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". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	97.1%	2.9%
All Schools in District	78.5%	21.5%
High-Poverty Schools in District	78.5%	21.5%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status		
	School		
	13-14	14-15	15-16
Fully Credentialed	0	32	31
Without Full Credentials	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

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

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 semester or year.

Misassignments/Vacancies			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	1	3	0



Instructional Materials (School Year 2015-16)

Twin Rivers Unified held a public hearing on October 6, 2015, 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 collected in June 2015, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
3rd-6th	English/ Language Arts	MacMillan/ McGraw-Hill CA Treasures	2010	Yes	0.0%
6th	History/ Social Studies	MacMillan/ McGraw Hill	2007	Yes	0.0%
3rd-5th	History/ Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
3rd-6th	Mathematics	Houghton Mifflin	2015	Yes	0.0%
6th	Science	Houghton Mifflin	2007	Yes	0.0%
3rd-5th	Science	Pearson Scott Foresman	2007	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765056033393Textbooks_1.pdf

School Facilities & Safety (School Year 2015-16)

The current facilities were built in 1952 and consists of 37 permanent classrooms, one multipurpose room, one library, one administrative building, two computer labs, one staff room, one playground and one gym.

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. One full-time and one half-time custodian ensures that all classrooms and facilities are in adequate condition.

A work order process is used to ensure efficient service that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms 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 2015-16 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.60% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 09/16/2015				
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 31 - there is one stained ceiling tile. Teacher reports HVAC is working good.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Gym - the outside light needs a light cover, and there are twenty lights out.
Restrooms/Fountains	X			Girls Restroom Near Room 35 - there is one damaged faucet. Gym - there is one drinking fountain with no water pressure.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	26	26	44
Mathematics (Grades 3-8 and 11)	29	21	33

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

California Assessment of Student Performance and Progress - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	177	171	96.6	50	33	14	2	173	97.7	42	33	21	5
Male	177	80	45.2	54	29	15	3	81	45.8	37	33	22	7
Female	177	91	51.4	47	37	13	2	92	52	46	33	20	2
Black or African American	177	13	7.3	46	38	15	0	13	7.3	38	54	8	0
American Indian or Alaska Native	177	1	0.6	--	--	--	--	1	0.6	--	--	--	--
Asian	177	18	10.2	44	33	22	0	18	10.2	39	33	11	17
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	177	119	67.2	50	36	11	3	121	68.4	42	30	24	4
Native Hawaiian or Pacific Islander	177	1	0.6	--	--	--	--	1	0.6	--	--	--	--
White	177	9	5.1	--	--	--	--	9	5.1	--	--	--	--
Two or More Races	177	7	4	--	--	--	--	7	4	--	--	--	--
Socioeconomically Disadvantaged	177	168	94.9	51	33	14	2	170	96	42	33	21	4
English Learners	177	102	57.6	51	38	10	1	103	58.2	45	30	20	5
Students with Disabilities	177	10	5.6	--	--	--	--	10	5.6	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	157	156	99.4	54	23	17	6	157	100	36	33	20	11
Male	157	94	59.9	60	21	15	4	94	59.9	32	38	16	14
Female	157	62	39.5	45	26	19	8	63	40.1	43	25	25	6
Black or African American	157	7	4.5	--	--	--	--	7	4.5	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	157	16	10.2	44	19	25	13	16	10.2	31	6	50	13
Filipino	157	1	0.6	--	--	--	--	1	0.6	--	--	--	--
Hispanic or Latino	157	117	74.5	56	23	15	5	118	75.2	35	39	15	11
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	157	8	5.1	--	--	--	--	8	5.1	--	--	--	--
Two or More Races	157	2	1.3	--	--	--	--	2	1.3	--	--	--	--
Socioeconomically Disadvantaged	157	151	96.2	55	24	17	4	152	96.8	37	34	19	10
English Learners	157	95	60.5	66	23	9	1	95	60.5	43	40	15	2
Students with Disabilities	157	23	14.6	74	17	9	0	23	14.6	65	30	4	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	153	146	95.4	36	27	24	13	150	98	33	33	17	17
Male	153	84	54.9	43	25	24	8	86	56.2	29	33	21	17
Female	153	62	40.5	27	29	24	19	64	41.8	38	33	13	17
Black or African American	153	12	7.8	33	33	17	17	12	7.8	42	17	25	17
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	153	19	12.4	16	37	32	16	19	12.4	21	26	21	32
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	153	104	68	39	23	25	13	108	70.6	32	34	18	16
Native Hawaiian or Pacific Islander	153	1	0.7	--	--	--	--	1	0.7	--	--	--	--
White	153	6	3.9	--	--	--	--	6	3.9	--	--	--	--
Two or More Races	153	2	1.3	--	--	--	--	2	1.3	--	--	--	--
Socioeconomically Disadvantaged	153	144	94.1	36	27	24	13	148	96.7	32	33	18	17
English Learners	153	87	56.9	46	26	25	2	91	59.5	40	36	18	7
Students with Disabilities	153	18	11.8	83	6	6	6	18	11.8	72	6	17	6
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	161	155	96.3	47	23	26	5	155	96.3	46	28	14	12
Male	161	82	50.9	56	16	26	2	81	50.3	51	28	10	11
Female	161	73	45.3	37	30	26	7	74	46	42	27	18	14
Black or African American	161	16	9.9	56	19	25	0	16	9.9	56	25	19	0
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	161	16	9.9	44	6	38	13	16	9.9	44	19	13	25
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	161	108	67.1	48	24	24	4	108	67.1	45	31	13	11
Native Hawaiian or Pacific Islander	161	2	1.2	--	--	--	--	2	1.2	--	--	--	--
White	161	5	3.1	--	--	--	--	5	3.1	--	--	--	--
Two or More Races	161	7	4.3	--	--	--	--	7	4.3	--	--	--	--
Socioeconomically Disadvantaged	161	152	94.4	46	23	26	5	151	93.8	46	28	14	13
English Learners	161	61	37.9	75	18	7	0	62	38.5	71	26	2	2
Students with Disabilities	161	14	8.7	79	7	14	0	14	8.7	79	7	7	7
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Standards Test

The California Standards Test (CST), a component of the CAASPP 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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	37	38	31	43	47	43	59	60	56

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

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	43
School	31
Asian	52
Hispanic or Latino	27
Males	34
Females	28
Socioeconomically Disadvantaged	32
English Learners	17

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

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2014-15)

In the spring of each year, Twin Rivers Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. 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).

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.3%	25.2%	33.8%

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

Engagement

State Priority: Parental Involvement

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

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

Parent & Community Involvement (School Year 2015-16)

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 and cooking classes. A variety of community members 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) 566-3480. They may also go to our web site at <http://johnson.twinriversusd.org>.

State Priority: School Climate

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

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

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.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	10.2%	8.4%	7.9%	0.0%	0.0%	0.0%
District	9.3%	8.8%	7.7%	0.0%	0.1%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

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

Johnson Elementary School's Safety Plan is revised annually in the Spring by the Site Safety Committee, which is comprised of the principal and teaching staff. Revisions are then shared with the entire staff. Emergency drill are held on a regular basis; fire drills are held once a month, earthquake and lockdown drills are held once a trimester. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

Other SARC Information

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

Adequate Yearly Progress (School Year 2014-15)

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.
- 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, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

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 (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.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2006-07	2010-11
Year in PI (2015-16)	Year 5	Year 3
# of Title I Schools Currently In PI	-	51
% of Title I Schools Currently In PI	-	100%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
13	14	15	13	14	15	13	14	15	13	14	15	
By Grade Level												
3	17	20	20	9	-	9	-	1	-	-	-	-
4	23	19	22	-	-	-	6	6	7	-	-	-
5	23	22	17	-	1	3	6	6	6	-	-	-
6	22	21	19	1	1	1	6	5	7	-	-	-
Other	-	8	-	-	1	-	-	-	-	-	-	-

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 eight 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 at Harman Johnson Elementary School include:

- School Site Council
- Parent Teacher Organization
- English Language Advisory Committee
- Student Study Team
- Leadership Team

The Leadership Team and School Site Council are the primary bodies assigned to developing, refining, and implementing the school plan. These teams are responsible for planning and monitoring the effectiveness of the school curriculum.

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.

Counseling & Support Staff (School Year 2014-15)

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. The school counselor provides counseling to the students as well as supervises counseling interns who provide additional support to the school. When students require additional assistance, support staff are available according to the full-time equivalent indicated in the chart.

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.

Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Paraeducators	3	3.0
Library Technician	1	0.75
Nurse	1	0.20
Psychologist	1	0.33
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.75
Speech and Language Specialist	1	0.33
Student Learning Coach	1	1.0



Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as 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 an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are adapted from the California Standards for the Teaching Profession and address the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2014-2015 school year, Twin Rivers Unified School District offered 5 non-student professional development days for teachers. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on Transitioning/Implementation of the Common Core Standards for all grade levels, 21st Century Learning Skills, and Implementation of PLCs. For the 2014-2015 year, the district supported approximately 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

Curriculum Development

All curriculum development at Johnson Elementary School revolves around the California State Common Core Standards. 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.

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. Recognitions begin with student recognition of personal achievement. Johnson Elementary celebrates students each trimester for academic achievement in the classroom. Students are acknowledged for all A's (Principal's Award), a mix of any A's and B's (Honor Roll), making improvements/effort (PAW Award), completion of 100% ST Math, Accelerated Reader goal achievement (25%, 50%, 75%, and 100%), as well as acknowledgement of students who are reclassified as English Proficient. Student success begins with each student being at school in a timely manner on a daily basis, so we celebrate our students who have perfect attendance for each trimester as well as for the entire year. Teachers also provide classroom level recognition of programs, behaviors, and expectations.

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, extracurricular activities include:

- Basketball
- Soccer
- 100 Mile Club
- Garden Program
- Volley Ball
- Annual Fall Carnival and Holiday Dinner
- After School GATE Academy
- Youth Aviation Program
- Student Council (3rd-6th grades)
- Ballet Folklorico
- STEAM Program

School Site Teacher Salaries (Fiscal Year 2013-14)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$74,593
District	\$71,162
Percentage of Variation	4.8%
School & State	
All Unified School Districts	\$72,971
Percentage of Variation	2.2%

Teacher & Administrative Salaries (Fiscal Year 2012-13)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2013-14		
	District	State
Beginning Teachers	\$40,800	\$43,165
Mid-Range Teachers	\$55,607	\$68,574
Highest Teachers	\$84,942	\$89,146
Elementary School Principals	\$100,560	\$111,129
Middle School Principals	\$105,080	\$116,569
High School Principals	\$114,809	\$127,448
Superintendent	\$205,358	\$234,382
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	38.0%
Administrative Salaries	5.0%	5.0%

Expenditures & Services Funded (Fiscal Year 2013-14)

Based on 2013-14 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.

Supplemental/Restricted expenditures come from money that is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,421
From Supplemental/Restricted Sources	\$2,688
From Basic/Unrestricted Sources	\$4,732
District	
From Basic/Unrestricted Sources	\$5,201
Percentage of Variation between School & District	-9.0%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-11.5%

District Revenue Sources (Fiscal Year 14-15)

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
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Head Start
- State Lottery
- English Language Acquisition Program
- Title II
- CA Partnership Academies
- Title I
- Charter School Fund
- Title III
- Special Education
- Pupil Retention Block Grant