



Twin Rivers Unified School District Harmon Johnson Elementary School

CDS Code: 34-76505-6033393

577 Las Palmas Avenue, Sacramento, CA 95815

(916) 566-3480

2015-16 School Accountability Report Card

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David Nevarez,
Principal
David.Nevarez@
twinriversusd.org



5115 Dudley Blvd.
McClellan, CA
95652

(916) 566-1600

Steven Martinez, Ed.D.
Superintendent
Steve.Martinez@
twinriversusd.org

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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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 2016-17)

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	
2015-16	
	Percentage
Black or African American	8.8%
American Indian or Alaska Native	0.2%
Asian	11.2%
Filipino	0.2%
Hispanic or Latino	69.1%
Native Hawaiian or Pacific Islander	0.8%
White	5.7%
Two or More Races	2.5%
EL Students	51.2%
Socioeconomically Disadvantaged	98.6%
Students with Disabilities	10.8%
Foster Youth	0.6%

School Enrollment & Attendance (School Year 2015-16)

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.

Harmon Johnson Elementary School had a beginning enrollment of 651 students in grades three through six for the 2015-16 school year.

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

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
3rd	161	178	139
4th	134	156	170
5th	155	153	179
6th	129	154	163

A. 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 2016-17)

Federal law 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.

Highly Qualified Teachers		
School	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	79.1%	20.9%
High-Poverty Schools in District	79.1%	20.9%
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			District
	14-15	15-16	16-17	16-17
Fully Credentialed	32	31	27	1257
Without Full Credentials	0	0	0	46
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	52

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			
	14-15	15-16	16-17
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	3	0	0

Instructional Materials (School Year 2016-17)

Twin Rivers Unified held a public hearing on October 4, 2016, 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 2016, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

School Facilities & Safety (School Year 2016-17)

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.

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 Facility Conditions

Date of Last Inspection: 03/22/2016

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		Office/Room 4 - carpet has waves/worn/trip hazard no entry; Office/Room 5 - carpet has waves/worn/trip hazard no entry; Boys Restroom - no soap dispensers; Room 23 - water stained ceiling tiles; Room 22 - water stained ceiling tiles; Girls Restroom - floor tiles are missing at entry/trip hazard; Room 35 - water stained ceiling tiles; Room 47 - water stained ceiling tiles; Room 59 - water stained ceiling tiles; Room 68 - water stained ceiling tiles; Room 42 - water stained ceiling tiles; Room 41/Staff Lounge - water stained ceiling tiles; Kitchen - trip hazard at serving area/cement pad.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			Library/Room 1 - light panel is loose/clip is broken.
Restrooms/Fountains	X			Custodial Office - dry rot on side of sink.
Safety (Fire Safety, Hazardous Materials)	X			Library/Room 1 - paint chipping on door; Room 24 - paint is chipping on door; Room 22 - paint is chipping on door; Room 47 - paint is chipping and dry rot on trim; Room 52 - dry rot on trim; Kitchen - paint is chipping on window frames.
Structural (Structural Damage, Roofs)	X			Room 56 - dry rot on trim; Room 51 - dry rot on trim/eaves. Room 52 - dry rot on trim.
External (Grounds, Windows, Doors, Gates, Fences)	X			Library/Room 1 - dry rot at base of door; Room 3 - door is splintering at base; Girls Restroom - door will not close properly; Room 64 - door will not close properly. Room 24 - trip hazard/water cover is missing on walkway; Room 45 - water cover is missing on walkway/trip hazard; Room 51 - trip hazard on asphalt walkway; Room 41/Staff Lounge - water cover is missing at walkway/trip hazard; Kitchen - water damage to ceiling office area.

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 2016-17 school year, the district has budgeted \$1,896,380.00 for the deferred maintenance program. This represents 0.61% of the district's general fund budget.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	26	26	--	28	31	--	44	48
Mathematics (Grades 3-8 and 11)	--	29	26	--	23	25	--	34	36
Science (Grades 5, 8, and 10)	38	31	24	47	43	40	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grade eight broken down by student group.

California Assessment of Student Performance and Progress - Science				
Science				
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	179	171	95.53	23.98
Male	107	101	94.39	28.71
Female	72	70	97.22	17.14
Black or African American	15	14	93.33	--
Asian	17	16	94.12	31.25
Hispanic or Latino	126	121	96.03	27.27
White	11	10	90.91	10
Socioeconomically Disadvantaged	176	169	96.02	23.67
English Learners	88	86	97.73	16.28
Students with Disabilities	30	29	96.67	20.69

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

California Assessment of Student Performance and Progress - Grade 3

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	145	142	97.93	31.69	143	98.62	38.46
Male	71	69	97.18	30.43	70	98.59	40
Female	74	73	98.65	32.88	73	98.65	36.99
Black or African American	16	15	93.75	20	15	93.75	20
Asian	18	18	100	55.56	18	100	55.56
Hispanic or Latino	93	92	98.92	28.26	93	100	36.56
Socioeconomically Disadvantaged	143	140	97.9	32.14	141	98.6	38.3
English Learners	73	73	100	20.55	73	100	31.51

California Assessment of Student Performance and Progress - Grade 4

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	166	161	96.99	14.29	161	96.99	18.63
Male	81	79	97.53	16.46	79	97.53	24.05
Female	85	82	96.47	12.2	82	96.47	13.41
Black or African American	12	11	91.67	--	11	91.67	9.09
Asian	18	18	100	22.22	18	100	27.78
Hispanic or Latino	117	113	96.58	13.27	113	96.58	18.58
Socioeconomically Disadvantaged	166	161	96.99	14.29	161	96.99	18.63
English Learners	87	85	97.7	10.59	85	97.7	12.94
Students with Disabilities	15	15	100	6.67	15	100	--

California Assessment of Student Performance and Progress - Grade 5

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	181	179	98.9	28.49	178	98.89	23.6
Male	109	108	99.08	28.7	107	99.07	28.04
Female	72	71	98.61	28.17	71	98.61	16.9
Black or African American	15	15	100	--	15	100	6.67
Asian	17	17	100	29.41	17	100	41.18
Hispanic or Latino	126	124	98.41	33.06	124	98.41	22.58
White	11	11	100	--	11	100	9.09
Socioeconomically Disadvantaged	178	177	99.44	27.68	176	99.44	22.73
English Learners	88	87	98.86	20.69	87	98.86	16.09
Students with Disabilities	30	30	100	6.67	30	100	10

California Assessment of Student Performance and Progress - Grade 6

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	160	159	99.38	30.82	159	99.38	26.42
Male	86	86	100	23.26	86	100	24.42
Female	74	73	98.65	39.73	73	98.65	28.77
Black or African American	13	13	100	23.08	13	100	30.77
Asian	19	19	100	42.11	19	100	31.58
Hispanic or Latino	113	112	99.12	28.57	112	99.12	25
Socioeconomically Disadvantaged	159	158	99.37	30.38	158	99.37	25.95
English Learners	79	79	100	12.66	79	100	10.13
Students with Disabilities	19	19	100	--	19	100	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

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			
2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.3%	13.0%	9.6%

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

C. 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 2016-17)

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. There is an after school parents school homework

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 and 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		
	13-14	14-15	15-16	13-14	14-15	15-16
School	8.0%	8.0%	8.0%	0.0%	0.0%	0.0%
District	9.0%	8.0%	8.0%	0.0%	0.0%	0.0%
State	4.0%	4.0%	4.0%	0.0%	0.0%	0.0%

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.

D. Other SARC Information

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

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.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. 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	2006-2007	2010-2011
Year in PI	Year 5	Year 3
# of Title I Schools Currently In PI	-	48
% of Title I Schools Currently In PI	-	90.6%

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			
14	15	16	14	15	16	14	15	16	14	15	16	
By Grade Level												
3	20	20	20	7	9	4	1	-	3	-	-	-
4	19	22	29	1	-	-	6	7	5	-	-	-
5	22	17	30	1	3	-	6	6	6	-	-	-
6	21	19	27	1	1	-	5	7	6	-	-	-
Other	8	-	-	1	-	-	-	-	-	-	-	-

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 Leadership

Leadership at Johnson Elementary School is a responsibility shared between all members of the teaching community. Primary leadership duties for the past nine 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 Harmon Johnson Elementary School include:

- School Site Council
- Instructional Leadership Team
- Professional learning Communities
- Parent Teacher Organization
- English Language Advisory Committee
- Student Study 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.

Counseling & Support Staff (School Year 2015-16)

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
Nurse	1	0.20
Psychologist	1	0.20
Resource Specialist Program (RSP) Teacher	2	2.0
RSP Aide	1	0.75
Speech and Language Specialist	1	0.50
Student Learning Coach	2	2.0

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations that are formal, non-formal, and non-evaluative observations are designed to promote high quality instruction for our students. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by trained administrators, and criteria is adapted from the California Standards for the Teaching Profession and addressing 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 Certificated support personnel work to build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2015-2016 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. 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 high quality instruction, restorative practices, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. For the 2015-2016 year, the district also supported over 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
- Volley Ball
- Student Council (3rd-6th grades)
- Soccer
- Annual Fall Carnival and Holiday Dinner
- Ballet Folklorico
- Sixth Grade Science Camp
- After School GATE Academy
- STEAM Program

School Site Teacher Salaries (Fiscal Year 2014-15)

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	\$69,162
District	\$71,399
Percentage of Variation	-3.1%
School & State	
All Unified School Districts	\$75,837
Percentage of Variation	-8.8%

Teacher & Administrative Salaries (Fiscal Year 2014-2015)

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 2014-15		
	District	State
Beginning Teachers	\$41,616	\$45,092
Mid-Range Teachers	\$54,748	\$71,627
Highest Teachers	\$88,311	\$93,288
Elementary School Principals	\$100,647	\$115,631
Middle School Principals	\$104,639	\$120,915
High School Principals	\$111,719	\$132,029
Superintendent	\$240,000	\$249,537
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	37.0%
Administrative Salaries	6.0%	5.0%

District Expenditures (Fiscal Year 2014-15)

Based on 2014-15 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	\$6,750
From Supplemental/Restricted Sources	\$1,870
From Basic/Unrestricted Sources	\$4,880
District	
From Basic/Unrestricted Sources	\$5,756
Percentage of Variation between School & District	-15.2%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	-14.0%

District Revenue Sources (Fiscal Year 2015-16)

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**
- EIA-LEP
- EIA-SCE
- Carl Perkins
- Quality Education Investment Act
- After School Education & Safety
- Head Start
- Title II
- Title I
- Title III
- Sustain Meaningful Arts
- School and Library Improvement Block Grant**
- Gifted and Talented Education
- Elementary and Secondary School Counseling Program
- Healthy Start
- Medi-Cal
- Arts in Education
- State Lottery
- CA Partnership Academies
- Charter School Fund
- Special Education
- Pupil Retention Block Grant