



# D. D. Johnston Elementary School

13421 S. Fairford Ave. • Norwalk, CA 90650 • (562) 210-3120 • Grades K-5

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Norwalk-La Mirada Unified School District

12820 Pioneer Blvd  
Norwalk, CA 90650  
(562) 868-0431  
www.nlmusd.org

#### District Governing Board

Karen Morrison  
**Board President**

Norma Amezcua

**Board Vice President**

Jude Cazares  
**Board Member**

Jose Rios  
**Board Member**

Chris Staples  
**Board Member**

Jorge Tirado  
**Board Member**

Jesse Urquidi  
**Board Member**

#### District Administration

John Lopez  
**Superintendent**

Dr. Patricio Vargas  
**Assistant Superintendent -  
Educational Services**

Estuardo Santillan  
**Assistant Superintendent, Business  
Services**

Dr. Michael Gotto  
**Assistant Superintendent, Human  
Resources**

#### School Description

We are the **Roadrunners** *running* the road to **high academic achievement** and **emotional well being**.

**Our SBAC Statewide Test Scores have increased 25% in the last three years in Reading and over 30% in Mathematics.**

We are dedicated to serving our students by providing them the best education possible.

D.D. Johnston is laying the foundation for intelligent, independent, socially responsible, artistic young people.

By **Building Great Character One Pillar At A Time**, we enrich our students with education in the Six Pillar of Character, which include **Trustworthiness, Respect, Responsibility, Caring, Fairness, and Citizenship**

We believe in providing all our students the building blocks that will assist them in becoming well-rounded citizens. Our dedicated staff is committed to creating an environment where every child feels safe and enjoys coming to school every day.

Each month, we focus on a pillar and discuss it in assemblies, classrooms, and select a Student of the Month. In addition, we are implementing Playworks Strategies at our school. Our Recess Coaches receiving ongoing training about the Power of Play and implement helpful strategies that create an inclusive environment for play and physical activity to build empathy, increase learning and improve behavior. Children are taught to play well together, share, resolve conflicts and develop leadership skills.

Our **ExCEL program**, which stands for **Excellence: A Commitment to Every Learner**, provides all students with enrichment and intervention in the area of English Language Arts and Mathematics. This is an additional block in reading and math to support students who are not quite at grade level yet and enrichment for those who are ready to move forward.

Through the Professional Learning Community (PLC) process, Johnston's staff strengthens core instruction, resulting in fewer students requiring intense interventions over time. Students are initially placed in groups based on the results of a universal screener. Teachers monitor students through 6-8 week cycles of inquiry using formative/summative assessments. We use ongoing data protocols, and analysis to guide instruction in order to provide fluidity for student movement. Annual summative state data shows program outcomes, program growth and helps determine our instructional focus for the following year.

In the spring of 2020, Johnston became one of the 278 schools recognized in this year's Top Los Angeles County Public Schools report for breaking down barriers that are faced by low-income students of color.

In October of 2020, Johnston received notification that we were a 2020 Golden Bell Award winner for our ExcEL program in the area of Equity and Access. ExCEL's objective is to identify the needs of students, specifically targeting students with multiple barriers to provide them with an equitable education. Our goals are to:

- Create a **data driven, collaborative culture** of educators **committed to the belief** that all students can learn with access to high quality education programs and emotional supports.
- Ensure all students receive well-rounded instruction with **strategically targeted** support services using an **equitable distribution** of resources.
- Provide **inclusive**, high-quality literacy instruction to meet the **learning needs of students at all academic levels, including the advancement of proficient students.**
- Have **Tier 3 students** make more than one year's growth toward grade level reading standards in order to close the achievement gap.
- Increase the percentage of all students Meeting Standards on the English Language Arts Statewide Assessment by at least 3% annually.

D.D. Johnston Elementary supports our districtwide literacy initiative and teachers collaborate to provide our students the best instruction possible. Our School Site Council (SSC) provides resources to support this initiative. We also provide students the opportunity to many online resources at no cost to our families. Students have free access to an online academic support computer program (i-Ready) in ELA and Math both at school and at home. Students are assessed on a consistent basis and parents are provided progress reports on a regular basis. Students in Kindergarten through 5th grade take an assessment 3 times a year via the computer program i-Ready in the area of Reading and Mathematics. Students then receive individualized instruction specific to their areas of needs and strengths. They are also recognized for the achievement on the diagnostic test as well as the amount of lessons completed on i-Ready.

At Johnston, we are proud to offer a variety of programs that meet our students' academic, social, and behavioral needs. Our academic programs are aligned to the Common Core State Standards and our teachers are continuously receiving training and collaborating together to fulfill the needs of our students. Johnston students are assessed on a regular basis to make sure they have attained proficiency of the standards and making adequate progress.

Since 2016, Johnston Elementary has implemented  
**AVID - Advancement Via Individual Determination**  
at  
**Johnston**

**AVID's Mission is to close the achievement gap by preparing ALL students for college readiness and success in a global society.**

Our Visual and Performing Arts Programs include a variety of amazing experiences for all of students Kindergarten through 5<sup>th</sup> grade. As young as Kindergarten and 1<sup>st</sup> grade, students are singing choir and learn Elementary Percussion.

D.D. Johnston's 2<sup>nd</sup> graders will continue their musical experience by learning how to play the Handbells.

Our 3<sup>rd</sup> and 4<sup>th</sup> graders will learn to play Recorders, and our 5<sup>th</sup> graders students will be learning World Percussion as well as choir.

They will be learning a variety of different percussion styles and rhythms. Each year, students' musical experiences will grow as they learn about rhythm, melody, harmony, intonation as well as read music and dive into what it means to appreciate and study music.

We are proud to have two Academic Support Classes to address the needs of students with special needs. Our Tk to 2nd grade and 3rd to 5th grade class teach Common Core Standards utilizing the Steps to Advance which provides explicit scaffolded instruction of grade-level skills with meaningful practice. Our program:

- Aligns to literary and informational reading standards
- Scaffolds learning to reach grade-level expectations
- Builds content vocabulary, language, and comprehension

The program integrates reading, writing, speaking, and listening instruction with a balanced approach, workshop model, and enables all students to have rigorous learning goals with the support of strong differentiated instruction and responsive teaching based upon ongoing assessments.

At **D.D. Johnston Elementary**, we are proud to call ourselves a **School Family** and we want to make our community a part of that family. Please be a part of our family by joining PTA – Parent Teacher Association, ELAC – English Language Advisory Committee, and SSC – School Site Council. Our Johnston Family participates in fun events such as 5th Grade Science Camp, Monster Mash, Movie Night, American Heart Association - Jump for Heart, Valentine's Dance and other wonderful activities.

The focus on learning, results, and collaboration at Johnston is tied to the belief that all students can learn at high levels. Data conversations with students instill a sense of self-efficacy and pride. These standards and practices have made this exemplary and innovative ExCEL model a reality, thereby solidifying our motto that our students were “Born for Greatness”.

“Every Student. Future Ready. Our Promise!” is the motto adopted by the school board of the Norwalk La Mirada Unified School District. This vision speaks to why Johnston Elementary is critical in addressing the needs of “every student”, including those students faced with academic challenges, socio-economic struggles, or inequalities due to race. Johnston's School Culture is a strong model to get our students “future ready” and with our collaborative culture, academic success and student growth have become “our promise” to our community.

### About the SARC

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	57
Grade 1	69
Grade 2	62
Grade 3	75
Grade 4	65
Grade 5	52
<b>Total Enrollment</b>	<b>380</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.5
Asian	3.7
Filipino	2.1
Hispanic or Latino	82.1
Native Hawaiian or Pacific Islander	1.3
White	3.2
Two or More Races	1.6
Socioeconomically Disadvantaged	87.9
English Learners	20.5
Students with Disabilities	17.4
Foster Youth	0.8
Homeless	53.2

### A. Conditions of Learning

#### State Priority: Basic

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

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

Teacher Credentials for D. D. Johnston	18-19	19-20	20-21
With Full Credential	19	17	17
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Norwalk-La Mirada	18-19	19-20	20-21
With Full Credential	◆	◆	830
Without Full Credential	◆	◆	8
Teaching Outside Subject Area of Competence	◆	◆	14

#### Teacher Misassignments and Vacant Teacher Positions at D. D. Johnston Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

#### Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-1 English-language Arts: Benchmark Advanced- My Shared Readings, adopted 2017 Grades 2-5 English-language Arts: Benchmark Advanced- Texts for Close Reading, adopted 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Grades K-5 Science: Mystery Science Inc - Mystery Science, adopted 2019 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Grades K-5 Social Science: Studies Weekly Inc – Studies Weekly CA Ed, adopted 2019 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Note: Cells with N/A values do not require data.

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Overall Rating: 98.59% - Good

#### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 02/08/2012

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	100%
<b>Interior:</b> Interior Surfaces	Good	100%
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	91.67%
<b>Electrical:</b> Electrical	Good	100%
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	100%
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	97.06%
<b>Structural:</b> Structural Damage, Roofs	Good	100%
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	100%
<b>Overall Rating</b>	<b>Good</b>	

## 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 grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	55	N/A	47	N/A	50	N/A
Math	42	N/A	35	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	26	N/A	20	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2020-21)

Johnston Elementary has many ways for parents to participate in the culture of our school, and we rely on parent participation to keep our programs running smoothly.

A very important group at our school is the (SSC) School Site Council. This is a group that assists with the development of the School's Plan for Student Achievement and school budget.

Parents of English learners are vital to our school and can be a part of the English Language Advisory Committee (ELAC) and carry out all duties and responsibilities assigned to it by policies/guidelines set forth by the California Department of Education. These duties include:

1. Advise the School Site Council (SSC) on the development of the School Plan for Student Achievement (SPSA)
2. Advise the principal and staff on the school's program for English Learners
3. Assist in the development of school's
4. Needs assessment
5. Efforts to make parents aware of the importance of regular school attendance

Parent volunteers help with special projects in the classroom and chaperone on field trips. The PTA sponsors annual fund-raisers, plan festive school events, and contribute to items to improve our school culture.

In addition, we are always looking for ways to enhance our parental involvement program. Annually, our parents are provided a Panorama survey where they can inform us on specific areas. This information is important to us and we take great pride in our results.

The engagement of parents and families at D.D. Johnston Elementary School will take the following actions to involve parents in developing and implementing the parental and family engagement policy:

Convene an annual meeting to inform parents and families of participating students of the requirements of Title I and their rights to be involved Offer a flexible number of meetings, such as meetings in the morning or evening, to encourage parents to attend the annual Title I meeting Involve parents of participating students in the planning, review, and improvements of its Title I programs and parental involvement policy through annual Title I meetings, annual Title I program review report, parent conferences, and parent surveys

Provide parents and families of participating students

- With timely information about Title I programs
- With an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet during Open House, parent conferences, Title I meetings, and other parent education workshops
- If requested, with opportunities for regular meetings to participate in decisions relating to the education of their children
- Regular School-wide Progress Reports in order to inform parents of academic and/or behavioral progress in between Trimesters.

**State Priority: School Climate**

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

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

**School Safety Plan (School Year 2020-2021)**

Staff monitors the school grounds for 15 minutes before and after school as well as at all recesses and at lunchtime. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. A schoolwide assembly to review school rules and conduct is presented twice a year (September and January). Visitors must enter the school through the main gate after being buzzed in for clearance and sign in at the office, where they receive a visitor's badge to wear throughout their stay.

We revise our School Safety Plan annually. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school Web site and keep copies in the office for parents. We share the plan with all staff during a schoolwide staff meeting. We conduct monthly schoolwide and districtwide drills three times a year. In addition we hold an annual training for staff on emergency preparedness. In addition, the school has a safety committee that is comprised of staff and parents in order to update the plan.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.7	0.5	3.7	3.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	0

\*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.



**Student Support Services Staff (School Year 2019-2020)**

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

\*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.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	26		2		18	1	3		16	1	2	
1	24		2		25		2		23		2	
2	16	2	3		23		3		24		2	
3	26		2		25		2		24		2	
4	30		2		30		1	1	31		1	
5	28	1		2	31		2		31		1	
Other**					13	1			22	2	4	

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	37

**Professional Development**

**On-site Professional Development:**

Every first and third Wednesday of the month, teachers are provided professional development in the areas of instruction, assessment, and collaborative culture. On-site professional development is mirrored to the district plan for instruction and assessment.

A minimum of one day a month, instructional support staff collaborates with the principal to ensure they are clear on the expectations and their role in supporting student achievement.

**Off-site Professional Development:**

The school district provides ongoing professional development at the District to teachers. This PD is provided to support teachers with the implementation of district wide initiatives.

Teachers and administrator attend conferences that support the growth in Professional Learning Communities and Interventions.

**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,842	\$52,484
Mid-Range Teacher Salary	\$85,033	\$81,939
Highest Teacher Salary	\$111,551	\$102,383
Average Principal Salary (ES)	\$140,662	\$129,392
Average Principal Salary (MS)	\$161,068	\$136,831
Average Principal Salary (HS)	\$144,834	\$147,493
Superintendent Salary	\$288,282	\$254,706

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	34.0
Administrative Salaries	6.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

At Johnston, the types of services funded include:

- Computer Tech Support
- Computer programs in reading and math
- Computers, SMART TV, i-Pads/Chromebooks
- Supplementary materials & supplies
- Teacher Training (teacher extra pay/sub coverage)
- Student data meetings with principal and all teachers
- Parent education classes (including ESL Classes)
- Math and Reading Tutors
- AVID Elementary

**DataQuest**

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

**California School Dashboard**

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

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	14362.62	4532.88	9829.74	99296.58
District	N/A	N/A	9878.33	\$92,057
State	N/A	N/A	\$7,750	\$84,577

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.5	7.6
School Site/ State	23.7	16.0

Note: Cells with N/A values do not require data.