

Johnstonville Elementary School District

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page 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.

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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Johnstonville Elementary School District
Street	704-795 Bangham Lane
City, State, Zip	Susanville, California 96130
Phone Number	(530) 257-2471
Principal	Dr. Scott Smith
Email Address	ssmith@johnstonville.org
School Website	www.johnstonville.org
Grade Span	K-8
County-District-School (CDS) Code	18641136010748

2025-26 District Contact Information

District Name	Johnstonville Elementary School District
Phone Number	(530) 257-2471
Superintendent	Dr. Scott Smith
Email Address	ssmith@johnstonville.org
District Website	www.johnstonville.org

2025-26 School Description and Mission Statement

Our Guiding Principle:

ALL Grizzlies are ENGAGED, EMPATHETIC, EMPOWERED, and EDUCATED.

Mission Statement:

The Johnstonville Elementary School District, in partnership with parents and the community, will ensure that all students are competent in the basic skill areas, demonstrate continuous achievement toward educational excellence, and reach their highest

2025-26 School Description and Mission Statement

potential as productive, responsible citizens.

Message from the Superintendent:

Dear Grizzly Families,

Welcome to the Johnstonville Elementary School, where our work is grounded in helping students become engaged, empathetic, empowered, and educated. Those four words are more than a message on paper. They reflect how we teach, how we lead, and how we create a school culture where students are encouraged to learn, contribute, and grow.

We strive to cultivate a learning community that supports the whole child through strong instruction and meaningful relationships. That means high expectations and consistent routines. It means classrooms where students are encouraged to think deeply, ask questions, and take healthy risks. It also means intentionally teaching the social and emotional skills that help children collaborate, manage feelings, solve problems, and treat others with respect. We want students to grow into capable learners and kind people, and we recognize that both outcomes require a strong partnership between school and home.

Sincerely,
Scott Smith Ph.D.
Superintendent/Principal

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	18
Kindergarten	17
Grade 1	20
Grade 2	19
Grade 3	23
Grade 4	28
Grade 5	22
Grade 6	25
Grade 7	23
Grade 8	16
Total Enrollment	211

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.5
Asian	0.5
Black or African American	0.9
Filipino	0.9
Hispanic or Latino	16.6
Two or More Races	3.3
White	77.3
English Learners	1.9
Foster Youth	0.9
Homeless	4.3
Socioeconomically Disadvantaged	55.5
Students with Disabilities	15.6

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8	100	8	100	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0	0	0	0	15831.9	5.67
Total Teaching Positions	8	100	8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6	75	6	75	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	25	2	25	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	8	100	8	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4	46.57	4	46.57	230039.4	100
Intern Credential Holders Properly Assigned	1	11.64	1	11.64	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.6	30.27	2.6	30.27	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	11.64	1	11.64	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	8.5	100	8.5	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0	0	2.6
Misassignments	0	2	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	2	2.6

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0	0	1
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	25	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On September 11, 2025, the Johnstonville Elementary School District Board of Trustees conducted a public hearing to verify that all students, including unduplicated students, are provided with adequate textbooks and instructional materials. Following the hearing, the Johnstonville Elementary School District Board of Trustees adopted Resolution #2025-2006-3 in compliance with Education Code §60119. This resolution confirms both that every student in the district has access to a textbook or instructional material to use in class and that these materials are aligned with academic content standards and adhere to the state's curriculum frameworks in English/Language Arts, Mathematics, Science, and History-Social Science. Johnstonville Elementary School District does not utilize homework that would require a textbook or instructional materials. In accordance with the Williams Act, every student has access to their own set of textbooks and supporting materials.

All textbooks and supplemental resources are selected from the list of state-approved materials and adopted by the California State Board of Education. In addition, the Johnstonville Elementary School District follows the state's guidelines and adoption cycles for all instructional materials. The Johnstonville Elementary School District Curriculum Council, an ad hoc committee, includes the Superintendent/Principal, teacher representatives, and parents/community members. The council puts forth a recommendation regarding curriculum adoptions. Proposed materials are made available at the district office for parent review prior to adoption.

The information that follows provides an updated list of currently adopted instructional materials and their availability as of December 2025.

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Creative Curriculum (TK) Adopted 2022	100
	Wonders (K-5) Adopted 2016	
	Study Sync (6-8) Adopted 2016	
Mathematics	The Creative Curriculum (TK) Adopted 2022	100
	California Math -- Expressions -- Common Core (K-5) Adopted 2014	
	Big Ideas -- Math (6-8)	

	Adopted 2014	
Science	The Creative Curriculum (TK) Adopted 2022 Inspire Science (K-8) Adopted 2022	100
History-Social Science	The Creative Curriculum (TK) Adopted 2022 Social Studies Weekly (K-5) Adopted 2021 National Geographic Social Studies (6-8) Adopted 2021	100

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

School Facility Conditions and Planned Improvements

Johnstonville School's campus spans 7¼ acres, providing ample space for our students to learn, play, and grow. The main school facility was rebuilt in 1961, and while its age presents certain challenges, it stands as a testament to the dedication and care of our maintenance and custodial staff. Maintaining a clean, safe, and comfortable learning environment requires consistent effort, and our staff consistently meet these demands with excellence. Their commitment ensures that students, families, and staff enjoy a welcoming and secure learning environment every day, and their hard work merits sincere recognition and appreciation.

As part of our ongoing commitment to maintaining a safe campus, we have identified the need to update the aging roof on the 300 building and resurface our playground blacktops. These projects will protect instructional spaces from weather related impacts and help ensure outdoor areas remain safe, functional, and accessible for daily student use. We are committed to completing these improvements efficiently and responsibly so that our facilities continue to meet the needs of students, staff, and families now and into the future.

Year and month of the most recent FIT report

November 11, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Some classrooms need some paint touch-ups.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Ventilation fans require repair and/or replacement in the 100 building
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		The 300 building has some roof leaks and will need to be replaced. In addition, the 200 building needs some gutter repairs.

School Facility Conditions and Planned Improvements				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Some repairs need to be conducted on two of the blacktop playground surfaces. Some exterior surfaces also need some paint touch-ups or repainting.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	<h2>State Priority: Pupil Achievement</h2> <p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <h3>Statewide Assessments</h3> <p>(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none">1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). <h3>College and Career Ready</h3> <p>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.</p>

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	33	41	33	41	47	48
Mathematics (grades 3-8 and 11)	27	30	27	30	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	126	124	98.41	1.59	41.13
Female	65	64	98.46	1.54	45.31
Male	61	60	98.36	1.64	36.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	18	100.00	0.00	27.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	98	96	97.96	2.04	43.75
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	63	98.44	1.56	30.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	15.79

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	126	124	98.41	1.59	29.84
Female	65	64	98.46	1.54	31.25
Male	61	60	98.36	1.64	28.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	18	100.00	0.00	22.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	98	96	97.96	2.04	31.25
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	64	63	98.44	1.56	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	5.26

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	22.5	24.24	22.5	24.24	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	35	33	94.29	5.71	24.24
Female	24	22	91.67	8.33	13.64
Male	11	11	100.00	0.00	45.45
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	23	92.00	8.00	17.39
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	20	90.91	9.09	15.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	N/A	N/A	N/A	N/A	N/A

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
<p>At Johnstonville Elementary School District, we recognize parents and guardians as critical partners in their children’s education. Meaningful family engagement strengthens student learning, builds trust, and helps us make better decisions as a school community. To nurture an enriching learning environment, we provided multiple opportunities for families to connect with staff, celebrate student learning, and stay informed throughout the year.</p> <p>We hosted a variety of events designed to enhance engagement and communication, including Back-to-School Night, our winter and spring concert programs, and parent teacher conferences. These events created consistent touchpoints for families to learn about grade level expectations, classroom routines, and student progress, while also giving staff the opportunity to listen and respond to family questions and priorities.</p> <p>In addition to these ongoing engagement opportunities, we intentionally gathered community input to inform several critical district plans. Families and staff were invited to provide feedback to help guide the Expanded Learning Opportunities Plan (ELOP), the Local Control Accountability Plan (LCAP), and the Comprehensive Safety Plan. These engagement efforts were designed to include a wide range of stakeholders, including parents and guardians, teachers, classified and support staff, families of students with disabilities, and families of students experiencing homelessness or foster care. When appropriate, we also sought student perspectives to better understand their experiences and needs.</p> <p>To gather meaningful feedback, we used multiple methods and settings to reach people with different schedules and preferences. These included family and staff surveys, staff meetings, School Site Council and leadership council meetings, and virtual community forums. Input gathered through these channels was reviewed and used to identify priorities, strengthen program design, and improve district planning processes. Opportunities to participate were promoted through the district website, social media channels such as Facebook and Instagram, ClassDojo messages, and internal communications. This outreach strategy helped ensure that families and staff were aware of engagement opportunities and could contribute in ways that were accessible and practical.</p> <p>Through these efforts, Johnstonville continues to strengthen two-way communication and shared decision making, ensuring</p>

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	217	216	26	12.0
Female	106	106	12	11.3
Male	111	110	14	12.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	36	4	11.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	168	167	21	12.6
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	131	130	19	14.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	39	39	7	17.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.77	3.29	1.38	3.77	3.29	1.38	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.38	0.00
Female	1.89	0.00
Male	0.90	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.78	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.19	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.53	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.56	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Johnstonville Elementary School District remains committed to maintaining a safe, healthy, and positive learning environment for all students and staff. Our Comprehensive School Safety Plan is developed with input from school personnel, parents, Susan River Fire Protection District personnel, and Lassen County Sheriff Office personnel to ensure that best practices are in place. Key elements of our safety plan include emergency response procedures, designated evacuation routes, processes for parent pick-up and student reunification in the event of an emergency, and the location of on-campus emergency supplies. Additionally, we regularly conduct fire drills, along with annual earthquake and intruder drills. Finally, the Johnstonville Elementary School learning community strengthens students’ social emotional development through a part time school counselor and a weekly social emotional learning curriculum that helps students develop the skills they need to manage emotions, build positive relationships, and make responsible decisions. A copy of the plan is kept in the school office for community review, upon request.

The Johnstonville School Site Council reviews and updates the safety plan annually, and the most recent revision occurred on December 10, 2025. Following this review, the plan is scheduled for approval by the Board prior to March 1, 2025 deadline in accordance with California Education Code requirements. Members of the community, and other stakeholders, are welcome to attend both the site council and board meetings to provide input.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	2	0	0
1	20	1	0	0
2	26	0	1	0
3	24	0	1	0
4	22	0	1	0
5	13	2	0	0
6	16	1	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	0	0
1	20	1	0	0
2	18	1	0	0
3	25	0	1	0
4	9	2	0	0
5	23	0	1	0
6	30	0	1	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1		
1	20	1		
2	19	1		
3	23		1	
4	28		1	
5	22		1	
6	25		1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,429	\$3,804	\$8,625	\$75,885
District	N/A	N/A	0	0
Percent Difference - School Site and District	N/A	N/A	0.0	21.1
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-22.1	-4.5

Fiscal Year 2024-25 Types of Services Funded

Johnstonville Elementary School benefits from multiple funding sources that enhance our educational programs and support student achievement. As a Title I school, we receive dedicated federal funds aimed at improving the academic performance of students from socio-economically challenged households. Guided by our Local Control and Accountability Plan (LCAP), and with the approval of our School Site Council, these Title I funds are used to employ a qualified instructional aide who works in our early primary grade classroom, assisting the teacher by providing supports in English Language Arts, mathematics, and reading intervention.

Beyond these public funding sources, we are fortunate to receive support from our parent organization, the Johnstonville School and Community Association (JSCA). This dedicated group of families contribute resources for extra-curricular activities, field trips, and other classroom supports that enrich classroom experiences.

Finally, our school continues to benefit from grants that strengthen student success. These funds have increased access to school counseling to address students' social emotional needs, supported our music program, and enhanced our Expanded Learning Opportunities Program (ELOP). Together, these resources promote academic growth and meaningful enrichment,

Fiscal Year 2024-25 Types of Services Funded

helping us provide a well rounded educational experience for every Johnstonville Elementary School student.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,724	\$55,248
Mid-Range Teacher Salary	\$65,548	\$80,746
Highest Teacher Salary	\$105,803	\$109,655
Average Principal Salary (Elementary)		\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$141,295	\$155,954
Percent of Budget for Teacher Salaries	26.74%	25.26%
Percent of Budget for Administrative Salaries	9.61%	6.12%

Professional Development

At Johnstonville School, we are committed to continually strengthening teaching and learning through intentional, job embedded, professional development. Before the start of each new school year, our teaching staff returns two days early to refine instructional practices, align expectations, and focus on student engagement. Throughout the year, teachers also meet in Professional Learning Communities (PLCs) to analyze student data and adjust instruction with purpose. A key focus this year has been deepening staff understanding and use of universal screeners in both ELA and math, so that instructional decisions are grounded in timely, consistent information and students are identified early for intervention or enrichment.

In addition, our professional learning has emphasized serving students with specific needs and removing barriers to access. Teachers received training focused on meeting the unique needs of students experiencing homelessness and students in foster care, with attention to stability, confidentiality, and practices that promote connection and belonging. We also introduced, and began implementing, a new social emotional learning curriculum, Wayfinder, to strengthen a shared approach to skill building across the entire school. This work supports consistent language and routines around self awareness, relationship skills, responsible decision making, and positive classroom culture.

Recognizing the essential role instructional aides play in student safety and daily operations, we provided targeted professional development focused on logistics, playground supervision, student safety procedures, and FERPA requirements. These sessions reinforced clear expectations for supervision and communication, strengthened understanding of student privacy, and supported cohesive practices across campus. Finally, all staff members were offered the opportunity to become Red Cross CPR, AED, and First Aid certified, strengthening our overall preparedness and ensuring adults across the campus are equipped to respond confidently in the event of a medical emergency.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	42	41	41