

Johnsondale Elementary School

HOT SPRINGS SCHOOL DISTRICT

2007-2008 School Accountability Report Card

Star Route 1, Box 104 Kernville, CA 93238

(760) 376-2427

I.J. Blevens, Superintendent/Principal

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Johnsongdale Elementary at (760) 376-2427.

School Profile

Johnsongdale Elementary School, with an average population of five students, is located at R-Ranch in the Sequoia National Monument about 30 miles north of Kernville and 25 miles northeast of Hot Springs School on Mountain Road 56. The vision of Johnsongdale School is to make steady, sustained progress toward academic excellence. We teach to build foundations for future learning and academic growth. While our primary function is to academically educate, we also would like to equip our students with moral and emotional stability and integrity with a stimulated interest in education and the world around. Johnsongdale uses a child-centered, self-motivating approach to create active learners. Due to the small student to staff ratio, we can provide individualized program instruction" (IPI) for every student. Thereby, enabling every student to progress at his or her own individual rate in each subject. A high value is placed on enhancing a child's positive self-image and development of self-discipline and self-motivation.

Parent Involvement

With one teacher, all events are dependent on parental support. The Johnsongdale teacher encourages volunteers in the classroom and participation in homework assignments. Parents can participate in the Hot Springs School District site council.

Enrollment By Grade

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

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Discipline & Climate for Learning

The Student and Parent/Guardian Handbook for the Hot Springs School District 2007-2008 are followed to enforce district wide rules which will allow all of our students to be safe and free of distraction in our schools. We encourage all students to practice respect for themselves and others in order to avoid any disciplinary issues. It is never wrong to "do the right thing!"

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	0.0%
American Indian	0.0%
Asian	0.0%
Caucasian	100.0%
Filipino	0.0%
Hispanic or Latino	0.0%
Pacific Islander	0.0%
Multiple or No Response	0.0%

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
4th	1	1	1
5th		1	1
6th		1	1
7th			1
8th	2		

Class Size Distribution

Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	06	07	08	06	07	08	06	07	08			
Other	3	5	7	1	1	1	-	-	-	-	-	-

Suspensions & Expulsions

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0	0	0	4	1	3
Suspension Rate	0.0%	0.0%	0.0%	16.0%	3.7%	9.7%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Instructional Materials

Hot Springs School District held a Public Hearing on August 8, 2008, and determined that the school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students 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 State 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
4th-8th	History/Social Science	Houghton Mifflin	2006	Yes
4th-8th	Mathematics	Houghton Mifflin	2002	Yes
4th-8th	Reading/ Language Arts	Houghton Mifflin	2003	Yes
4th-8th	Science	Holt	2001	Yes

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Tulare County public libraries located in Pixley, which contain numerous computer workstations.

Teacher Assignment

Hot Springs Elementary recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Johnsondale Elementary had one fully credentialed teacher who met all credential requirements in accordance with State of California guidelines.

	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	1	1	1	2
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2008-09 school year, the most current data are reported.

	Misassignments/Vacancies		
	06-07	07-08	08-09
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	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

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

Counseling & Support Staff

The Tulare County Office of Education through a county-wide SELPA program and Library Media contract provides the Hot Springs School District with personnel as needed.

Curriculum Development

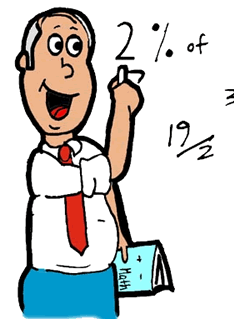
Johnsondale Elementary School students benefit from curriculum and instruction that develops critical thinking skills. All curriculums build conceptually and sequentially across the grades and are coordinated within grades. Hot Springs School District's language arts program integrates reading, writing, phonics, and spelling and our math program emphasizes a balance of conceptual understanding, basic facts and skills, and problem solving.

Staff Development

Teachers and staff at Hot Springs School attend one mandatory staff development days each year that are provided by the District. Additionally, teachers are encouraged to enroll in professional development classes. The School Site Council has identified staff development as a top priority and approves time and training every year.

Physical Fitness

In the spring of each year, Johnsondale Elementary is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test. Due to the small number of students tested, no scores are available.



Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

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

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Science (available for grade 5). For results on course specific tests, please see <http://star.cde.ca.gov>. *Scores are not disclosed when fewer than ten students are tested in a subgroup.

School Facilities

Johnsondale is a one-room school with bathroom and storage area. The district rents the room from R-Ranch. The facility is located within the R-Ranch boundaries.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. If there is a decision to use the Deferred Maintenance Account, the maintenance item must be within the five year plan and on resources from the restricted Deferred Maintenance Account are used.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. 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.

School Facility Conditions				
Date of Last Inspection: 07/30/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds			X	area 1 - Need to add "soft material" under equipment. Not owned by school district.
Overall Cleanliness	X			

Safe School Plan

Johnsondale School has developed a comprehensive school safety plan that meets state requirements. The safety plan includes assignment of basic responsibilities, disaster procedures, and a discipline policy. Our school Safety Plan was reviewed and revised by staff/parents/community members and adopted by the site council on August 13, 2008.

The purpose of our School Safety Plan is as follows: Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Safe schools are characterized by: sensitivity and respect for individuals; an environment of nonviolence; clear behavior expectations; consistent and fairly administered discipline policies; support and recognition for positive behavior and a sense of community.

District Expenditures

Hot Springs School District spent an average of \$14,379 to educate each student, based on 06-07 audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

District Revenue Sources

Hot Springs School District pays for county services (i.e.: nurse, psychologist, and speech therapist). Categorical funds provide us with monies for school improvement, economic impact aid, Title I, Title II, Title IV, Title VI and class size reduction. Each year the site council makes a decision on the most beneficial use of these funds. Hot Springs School District is a school-wide district and these funds benefit all students.

Teacher & Administrative Salaries as a Percentage of Total Budget

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.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$49,773
District	
Percentage of Variation	0%
School & State	
All Elementary School Districts	\$54,322
Percentage of Variation	8.38%

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$14,379
From Restricted Sources	\$4,892
From Unrestricted Sources	\$9,487
District	
From Unrestricted Sources	\$9,487
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	79.00%

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	-	\$37,322
Mid-Range Teachers	-	\$53,824
Highest Teachers	-	\$67,700
Elementary School Principals	-	\$85,507
Middle School Principals	-	\$91,421
High School Principals	-	-
Superintendent	-	\$104,993
Salaries as a Percentage of Total Budget		
Teacher Salaries	24.4%	37.6%

Data Sources

Data within the SARC was provided by Hot Springs Elementary School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

