

# Agnes J. Johnson Elementary

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Agnes J. Johnson Elementary
<b>Street</b>	73 School Road, P.O. Box 280
<b>City, State, Zip</b>	Weott, Ca 95571
<b>Phone Number</b>	707-946-2347
<b>Principal</b>	Catherine Scott
<b>E-mail Address</b>	cscott@sohumusd.com
<b>Web Site</b>	<a href="http://apps.humboldt.k12.ca.us/sohumwp/ajj/">http://apps.humboldt.k12.ca.us/sohumwp/ajj/</a>
<b>CDS Code</b>	12-63040-6008221

District Contact Information	
District Name	Southern Humboldt Unified School District
Phone Number	707-943-1789
Superintendent	Catherine Scott
E-mail Address	cscott@sohumusd.com
Web Site	<a href="http://apps.humboldt.k12.ca.us/sohumwp/">http://apps.humboldt.k12.ca.us/sohumwp/</a>

### School Description and Mission Statement (School Year 2016-17)

#### School Vision and Mission

Our mission is to provide a safe learning environment for our students, so that they attain the skills that will enable them to discover and develop their own strengths and special abilities. In partnership with parents, the students, the school staff, and the community, we are firmly committed to our mission and to these goals:

- Providing a safe learning environment for all students, staff, parents, and the community;
- Creating a positive and caring learning atmosphere that fosters the development of high self-esteem in students which enables them to take responsibility for their actions and learning;
- Maintaining high expectations for students so that they may be successful at achieving the California State Standards and District Benchmarks;
- Developing a systematic approach to assessment that will enable the school and community to ensure the success of every student;
- Encouraging parents, community members, and outside organizations to contribute time and energy to enhance our curricular goals;
- Providing students with the educational and social skills needed for achieving their full potential in later education and life.

#### Specific Goals for Our Students:

- Students will develop healthy behaviors by choosing appropriate actions, displaying respect for themselves, their peers, their parents, the school staff, and the community in which they live;
- Students will come to school willing to listen, learn, and complete their assignments on a regular basis;
- Students will learn to use problem-solving and communications skills meeting academic, real-life, and social challenges.

#### School Profile

Agnes J. Johnson (AJJ) Elementary School is located in an idyllic setting of ancient redwood trees, bordered by the Eel River in the small community of Weott. AJJ provides an elementary education to a rural population in an economically challenged area. The physical beauty of the school combined with its relatively modest size and unusually dedicated staff provide a pleasant backdrop for a positive and inspirational experience.

AJJ is the northern most school in the 773 square mile Southern Humboldt Unified School District.

AJJ is currently a K-6 elementary school. Seventh grade students go on to Miranda Junior High and finish at South Fork High School.

Site facilities include an impressive computer lab that serves all students 5 days/week, an art room that serves all students 1 day/week, a music room that serves all students 1 day/week, and a library. In addition ancient redwood trees of the Humboldt Redwoods State Park border the small campus of AJJ. The school's corridors are lined with student murals and mosaics illustrating student pride and achievement. There are two large playing fields, a full-sized basketball court, and a well-equipped playground providing a wide range of physical activities.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	10
Grade 1	8
Grade 2	15
Grade 3	12
Grade 4	11
Grade 5	9
Grade 6	15
<b>Total Enrollment</b>	<b>80</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0
Asian	1.3
Filipino	0
Hispanic or Latino	15
Native Hawaiian or Pacific Islander	3.8
White	75
Two or More Races	1.3
Socioeconomically Disadvantaged	53.8
English Learners	6.3
Students with Disabilities	8.8
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	3	4	4	44
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of 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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	71.9	28.1
High-Poverty Schools in District	91.4	8.6
Low-Poverty Schools in District	63.4	36.6

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic Reach	Yes	0%
Mathematics	EnVision	Yes	0%
Science	Foss Science	No	0%
History-Social Science	Scott-Foresman K-5 History Alive! 6	No	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

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

During the summer of 2016, Bond monies were used to replace the underground systems such as water, sewage, storm drains. High Speed internet was also added thanks to the BIIG grant.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			With financial support of Prop 39 Funds, new lighting and a new heating system will be installed during the 2016-2017 school year.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains			X	New underground was installed during the summer of 2016
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	39	36	33	35	44	48
<b>Mathematics</b>	26	38	27	29	34	36

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	12	12	100.0	50.0
	4	12	11	91.7	54.5
	6	14	14	100.0	21.4
White	6	12	12	100.0	25.0

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	12	12	100.0	66.7
	4	12	11	91.7	54.5
	6	14	14	100.0	21.4
White	6	12	12	100.0	25.0

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	23	--	65	55	50	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2016-17)**

We have a very active Booster Club which is run by parents. The Boosters Club raises money to help provide additional staffing and funding for additional student activities. We also encourage parent volunteers.

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.0	19.5	18.7	8.7	11.7	10.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

The Safe School Plan is reviewed and updated annually and presented to the Site Council and Board of Trustees for approval.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	20.0

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

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

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	13	1			6	2						
1	13	1			9	1						
2	9	1			15	1						
3	6	1			8	1						
4	9	1			7	1						
5	9	1			14	1						
6	7	1			8	1						

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

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	.4	N/A
Other	0	N/A

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

\*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.



**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,276.00	\$1,006.00	\$5,270.00	\$57,708.00
District	N/A	N/A	\$5,398	\$50,942
Percent Difference: School Site and District	N/A	N/A	-2.4	13.3
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	-7.2	-4.9

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

**Types of Services Funded (Fiscal Year 2015-16)**

Agnes J. Johnson Elementary School is not in Program Improvement so no SES is provided.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,981	\$40,430
Mid-Range Teacher Salary	\$51,800	\$58,909
Highest Teacher Salary	\$66,560	\$77,358
Average Principal Salary (Elementary)	\$80,294	\$94,634
Average Principal Salary (Middle)	\$86,502	\$97,839
Average Principal Salary (High)	\$86,502	\$100,453
Superintendent Salary	\$106,050	\$123,728
Percent of Budget for Teacher Salaries	28%	32%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

Two days of paid time are paid prior to the school year and one day after. Staff interested in attending conferences are encouraged to do so.

Staff representing all school sites attended conferences on the Common Core, Technology, Discipline, Positive Behavior Support and Intervention, Envision Math, National Geographic Reach

Professional Development is a priority for the district.