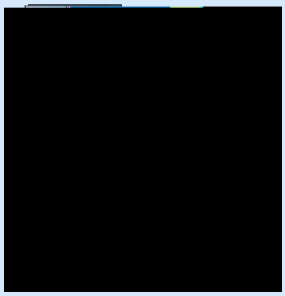
Johnson Elementary

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



2022-23 School Contact Information

School Name	Johnson Elementary
Street	500 W Madison Avenue
City, State, Zip	El Cajon, CA 92020
Phone Number	619-588-3139
Principal	Christine Sphar
Email Address	spharc@cajonvalley.net
School Website	https://www.cajonvalley.net/johnson
County-District-School (CDS) Code	37-67991-6037675

2022-23 District Contact Information

District Name	Cajon Valley Union School District
Phone Number	619-588-3000
Superintendent	David Miyashiro
Email Address	miyashirod@cajonvalley.net
District Website Address	www.cajonvalley.net

2022-23 School Overview

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
American Indian or Alaska Native	0.2
Asian	7.7
Black or African American	15.2
Filipino	0.5
Hispanic or Latino	45.0
Native Hawaiian or Pacific Islander	1.4
Two or More Races	1.5
White	27.9
English Learners	50.0
Foster Youth	1.1
Homeless	4.8
Migrant	0.0
Socioeconomically Disadvantaged	70.9
Students with Disabilities	14.8

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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Reading/Language Arts	LANGUAGE ARTS and ELD TK Robert-Leslie Publishing: The InvestiGator Club - Let's Investigate, Adopted 2022 TK, Avenues, Pre-K, (Teacher's Edition only), Hampton Brown, Adopted 2005 TK Houghton Mifflin: HSP California Excursions 2010, (Spanish) Houghton Mifflin Harcourt, Adopted 2012 K-5 Bilingual: Maravillas & Wonders ELA/ELD, Houghton Mifflin, Adopted 2003 K-5 NatGeo-Reach for Reading ELA/ELD, Cengage Learning, Adopted 2018 1-5 Everyday Spelling 2000 (Spanish), Scott Foresman Addison Wesley, Adopted 2000 4-8, REACH - Intervention, SRA, Adopted 2005 4-8, Read 180 - Intervention, Scholastic, Adopted 2005 6-8 StudySync ELA/ELD, McGraw Hill Education, Adopted 2018 6-8, Inside: Language, Literacy, & Content 2009, National Geographic/Hampton Brown, Adopted 2010 (ELA/ELD for Newcomers) 6-8 Holt Literature & Language Arts 2000 (Spanish), Holt, Adopted 2003	Yes	0
Mathematics	MATHEMATICS TK Robert-Leslie Publishing: The InvestiGator Club - Let's Investigate, Adopted 2022 TK Hands-On Standards Mathematics (translated), ETA Cuisinaire, Adopted 2012 K-5, California GoMath, Houghton Mifflin Harcourt, Adopted 2015 K-8, California GoMath (Spanish Edition), Houghton Mifflin Harcourt, Adopted 2015 6-8, California GoMath, Houghton Mifflin Harcourt, Adopted 2014 Digital Supplemental Curriculum Materials: TK-8 Math, ST Math, Hampton Brown, Adopted 2014	Yes	0
Science	SCIENCE TK Robert-Leslie Publishing: The InvestiGator Club - Let's Investigate, Adopted 2022 TK Hands-On Standards Science (translated) Spanish, ETA Cuisinaire, Adopted 2012 K California Science 2008 (Spanish Edition) [Teacher flip chart only], MacMillan McGraw-Hill, Adopted 2007 K-5, California Science 2008, Macmillan McGraw-Hill, Adopted 2007 1-5 California Science 2008 (Spanish Edition), MacMillan McGraw-Hill, Adopted 2007 6-8, Amplify Science, Amplify Education, Inc., Adopted 2020	Yes	0
History-Social Science	HISTORY-SOCIAL SCIENCE	Yes	0

School Facility Conditions and Planned Improvements

General
The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on 05/06/2022 and is available at the Facilities, Maintenance and Operations office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Facilities Description
This school has 27 permanent classrooms and 11 portable classrooms, a library, a multipurpose room, and an administration building. The main campus was built in 1954, and a new administration building was built in 1988. The school was modernized in 1996. The library, restrooms, and work room were modernized in 2005.

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

Cleaning Process and Schedule
The school is cleaned every other night by a district cleaning crew. Work performed includes: sweeping, vacuuming, and mopping floors, emptying trash, cleaning sinks, filling dispensers, and dusting rooms, as scheduled. Grounds are maintained by District groundskeeping staff. There is one full-time day custodian. The day custodian is responsible for daily restroom cleaning, cleaning eating and food preparation areas, daily grounds clean up, minor facility repairs, and special emergency clean ups. Carpets are shampooed and tile flooring is cleaned and refinished every winter, spring, and summer break. A thorough deep cleaning of all areas is done every summer. District administration works daily with custodial and grounds supervisors to ensure a clean, safe school.

Deferred Maintenance Budget
The District allocates funds for completion of deferred maintenance projects which consist of major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior paint, and floor systems. These funds were recently used to repaint the school’s exterior.

Overall Facility Rate

Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

2021-22 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 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.

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	358	326	91.06	8.94	19.94
Female	177	162	91.53	8.47	24.07
Male	181	164	90.61	9.39	15.85
American Indian or Alaska Native	--	--	--	--	--
Asian	25	20	80.00	20.00	20.00
Black or African American	55	55	100.00	0.00	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	159	150	94.34	5.66	16.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	104	89	85.58	14.42	26.97
English Learners	187	160	85.56	14.44	8.75
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	308	284	92.21	7.79	17.61
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	72	68	94.44	5.56	4.41

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grade 3 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 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.

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	359	350	97.49	2.51	11.71
Female	177	175	98.87	1.13	8.57
Male	182	175	96.15	3.85	14.86
American Indian or Alaska Native	--	--	--	--	--
Asian	25	24	96.00	4.00	12.50
Black or African American	55	55	100.00	0.00	5.45
Filipino	--	--	--	--	--
Hispanic or Latino	160	157	98.13	1.87	12.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	104	101	97.12	2.88	15.84
English Learners	188	185	98.40	1.60	8.11
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	309	303	98.06	1.94	10.23
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities					

CAASPP Test Results in Science for All Students

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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20

2022-23 School Safety Plan

Johnson School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical,

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	24		3	
1	26		2	
2	25		2	
3	25		1	
4	34			1
5	34			1
6				
Other	25	2	14	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	22	1	5	
1	19	5		
2	22	1	3	
3	22		4	

2021-22 Types of Services Funded

A variety of supplemental services are available at Johnson School, funded by the school's budgets, and by grant opportunities:

Title I, Supplemental Concentration, Basic, Donation, and Alternative Supports fund a variety of services. These extra support services include small group instruction with a support teacher, some tutoring, school counseling services, an Instructional Coach, parent workshops, and professional learning for teachers.

In addition to accessing the classroom teacher to meet their academic needs, Johnson students have access to a variety of adaptive online software. Students can access Imagine Learning, RazKids, ST Math, iReady, Heggerty Phonemic Awareness Videos, and SmartyAnts. The aim of the adaptive software is to supplement daily teacher instruction, and to provide students an opportunity to participate in rigorous practice at their individual level.

Along with the academic supplemental services, Johnson School offers support programs for students and families. Johnson has a full-time counselor who addresses the social and emotional needs of students through universal counseling lessons, targeted counseling groups, and individual check-ins and supports. Lessons and groups address topics such as peer interactions, making appropriate decisions, peer conflict resolution, growth mindset, and goal setting. A part-time Guidance Technician works under the School Counselor in order to support the school counseling program. In each class, teachers focus on character development through the Sanford Harmony social-emotional curriculum.

We welcome our Family and Community Engagement Team who focuses on building strong bonds between parents and the school. They host a multitude of workshops for parents, and this year they will be focusing on the tools parents need to support their students at home on our digital platforms: ST Math, Achieve 3000, Imagine Learning, and more. We use our funding to have our own Community Liaison who can direct this work onsite and be available to parents on a regular basis.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$48,026	$52,641
Mid-Range Teacher Salary	$82,200	$83,981
Highest Teacher Salary	$111,899	$107,522
Average Principal Salary (Elementary)	$139,373	$136,247
Average Principal Salary (Middle)	$139,373	$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$334,265	$242,166
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2