

Lloyd G. Johnson Junior High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/k/>.
- 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).

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.



Jessica Geierman, Principal

Principal, Lloyd G. Johnson Junior High

About Our School

At JJH we value every student! It is our goal to provide your student with a quality education that is conscientious, meaningful and built on the foundation of relationships and purposeful instruction. I truly believe it is important to focus on the education of the whole child by supporting their academic, social and emotional needs. The transitional junior high years can be difficult for both students and parents alike, so we strive to support students and parents by providing the resources and encouragement necessary to raise up successful, productive and emotionally healthy young members of the community.

In addition to having high academic standards for our students, we also strive to promote a sense of community and positive culture on our campus. We have an inclusive Associated Study Body that focuses on school spirit, kindness towards one another, and student involvement on the school campus. Our teachers host a variety of after school clubs that provide students with an opportunity to learn a new set of skills or further develop their passion for interests including music, art and theater. Every one of our staff members are committed to the well being of each of our students and our students are also supported by a caring and dedicated community. With such incredible support from all of our school community members, I look forward to a wonderful and optimistic school year. Go Cougars!

Contact

Lloyd G. Johnson Junior High
938 Wildwood Rd.
Arbuckle, CA 95912-9714

Phone: 530-476-3261

E-mail: jgeierman@perce.k12.ca.us

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Pierce Joint Unified
Phone Number	(530) 476-2892
Superintendent	Carol Geyer
E-mail Address	cgeyer@pierce.k12.ca.us
Web Site	www.pierce.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Lloyd G. Johnson Junior High
Street	938 Wildwood Rd.
City, State, Zip	Arbuckle, Ca, 95912-9714
Phone Number	530-476-3261
Principal	Jessica Geierman, Principal
E-mail Address	jgeierman@pierce.k12.ca.us
Web Site	https://jjh.pierce.k12.ca.us
County-District-School (CDS) Code	06616146103576

Last updated: 1/8/2019

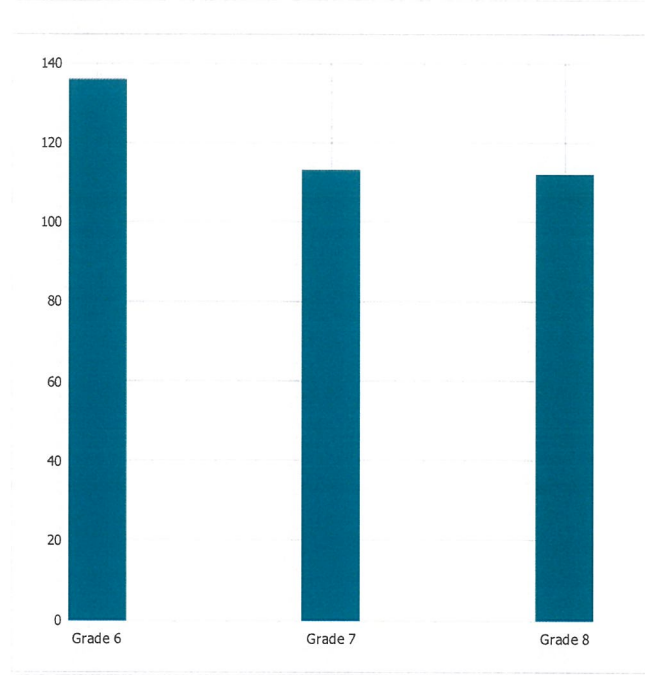
School Description and Mission Statement (School Year 2018—19)

Lloyd G. Johnson Junior High School is a school whose staff is dedicated to meeting the academic, social and emotional needs of our students. Our goal is to provide students with a challenging and rigorous curriculum while simultaneously supporting their social and emotional development. We provide a safe and welcoming environment in which staff and parents partner together to accomplish our goal: success for every student. In order to give each student the best opportunity for success, we keep the district vision of "Students First" in all that we do. By putting students first and developing strong partnerships with our parents and community, we are able to provide the education, support and community needed to prepare our students for success in high school and beyond.

Last updated: 1/8/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 6	136
Grade 7	113
Grade 8	112
Total Enrollment	361



Last updated: 1/8/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	1.1 %
American Indian or Alaska Native	%
Asian	1.4 %
Filipino	%
Hispanic or Latino	72.9 %
Native Hawaiian or Pacific Islander	0.3 %
White	23.3 %
Two or More Races	1.1 %
Other	-0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	70.1 %
English Learners	17.7 %
Students with Disabilities	14.1 %
Foster Youth	1.4 %

A. Conditions of Learning

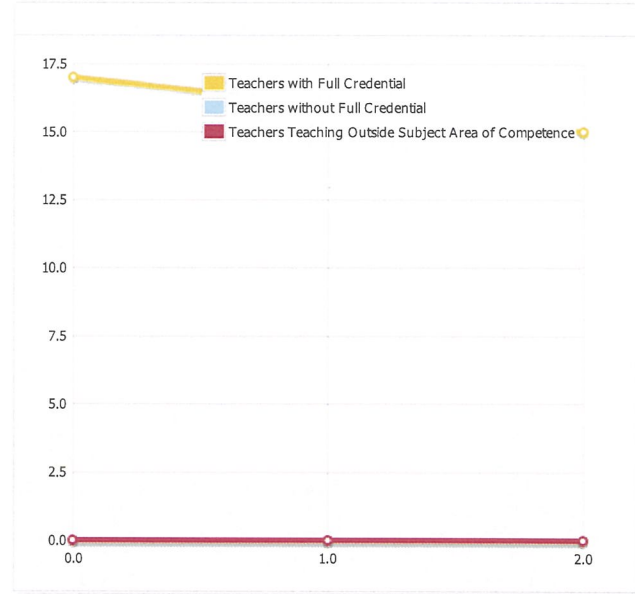
State Priority: Basic

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

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

Teacher Credentials

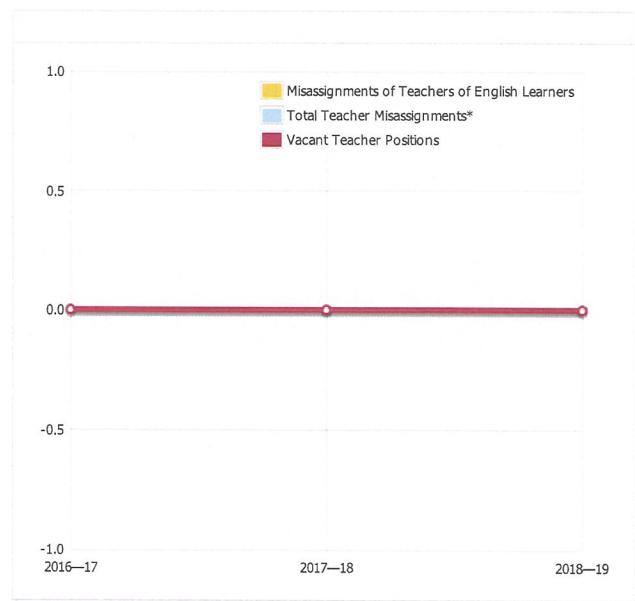
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	17	16	15	70
Without Full Credential	0	0	0	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3



Last updated: 1/8/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/8/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2015-2016 Study Sync grades 6-8	Yes	0.0 %
Mathematics	2014-2015 Go Math Program	Yes	0.0 %
Science	2014-2015 Interactive Science- Pearson	Yes	0.0 %
History-Social Science	11 year sufficient	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/8/2019

School Facility Conditions and Planned Improvements

Annual FIT inspection dated 6/26/18 indicated an overall campus average of 94.86% (GOOD Rating) on the scale of 0%-100%. Fifteen categories were evaluated with noted deficiencies noted in only five of these categories. The types of deficiencies ranged from ADA compliance issues for drinking fountains, restroom plumbing fixture leaks and exterior cracking of the CMU walls. Also, the MPR building's roof was also identified as requiring minor repairs and two HVAC units were reported as reaching the end of their service life.

The MPR's roof and various gutter systems were recently repaired that corrected long reported roof leak issues. Many of the girl's restroom plumbing fixtures were replaced to address issues identified in the 2018 FIT report. During the upcoming winter break, two HVAC units will be upgraded/replaced along with low voltage energy management system. Site fencing has been added to re-direct visitors to the main office to promote student safety.

Older drinking fountain units are being planned for replacement to accommodate ADA compliance and to promote bottle-filling use by students. The site is in need of exterior painting and more outside student benches to relieve crowding during inclement weather.

Last updated: 1/8/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	During the winter break, two HVAC units will be upgraded/replaced along with low voltage energy management system.
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Many of the girl's restroom plumbing fixtures were replaced to address issues identified in the 2018 FIT report. Older drinking fountain units will be replaced to accommodate ADA compliance and to promote bottle-filling use by students. Girl's restroom requires new floor and exterior door replacement.
Safety: Fire Safety, Hazardous Materials	Good	Fire alarm in Building 100 has open trouble fault.
Structural: Structural Damage, Roofs	Fair	The Multi Purpose Room's roof and various gutter systems were recently repaired that corrected long reported roof leak issues. Exterior cracks are visible at CMU in buildings 400 and 700.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Site fencing has been added to re-direct visitors to the main office to promote student safety. In-wall cafeteria tables have minor damage.

Overall Facility Rate

Year and month of the most recent FIT report: June 2018

Overall Rating	Good
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Last updated: 1/8/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	32.0%	32.0%	35.0%	39.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	27.0%	25.0%	28.0%	30.0%	37.0%	38.0%

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

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

Last updated: 1/8/2019

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	367	358	97.55%	31.84%
Male	210	203	96.67%	22.66%
Female	157	155	98.73%	43.87%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	265	261	98.49%	25.67%
Native Hawaiian or Pacific Islander	--	--	--	
White	88	85	96.59%	51.76%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	259	252	97.30%	25.40%
English Learners	166	166	100.00%	16.87%
Students with Disabilities	45	45	100.00%	
Students Receiving Migrant Education Services	13	13	100.00%	
Foster Youth	--	--	--	

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Last updated: 1/8/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	367	357	97.28%	25.21%
Male	210	203	96.67%	22.66%
Female	157	154	98.09%	28.57%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	265	261	98.49%	18.77%
Native Hawaiian or Pacific Islander	--	--	--	
White	88	84	95.45%	45.24%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	259	251	96.91%	18.73%
English Learners	166	166	100.00%	13.25%
Students with Disabilities	45	45	100.00%	
Students Receiving Migrant Education Services	13	13	100.00%	15.38%
Foster Youth	--	--	--	

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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Last updated: 1/8/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Last updated: 1/8/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/8/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	19.6%	29.5%	34.8%

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.

Last updated: 1/8/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

There are many opportunities for parents to be involved in their child's educational experiences at JJH. The School Site Council meets monthly to provide parents an advisory voice to the site administrator. District-wide safety and health committee meetings are open to all parents interested in discussing concerns with district and site administrators. The site ELAC committee provides a venue for parents of bilingual students to voice their concerns, especially those concerns regarding the academic progress of their English Language Learner students. Parents can also request, through the school, a Student Study Team meeting if they have concerns regarding their child's learning. When a teacher requests an SST, the parent is always invited and is an integral part of the meeting. Parents are informed of various informational meetings throughout the school year in mailings from the school office and the use of a Facebook page. Parents are also encouraged to be involved in their child's educational experiences by visiting classes, through Open House and Back to School Night. JJH promotes parent communication through the Facebook page, Aeries, the school website and school messenger.

State Priority: Pupil Engagement

Last updated: 1/8/2019

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

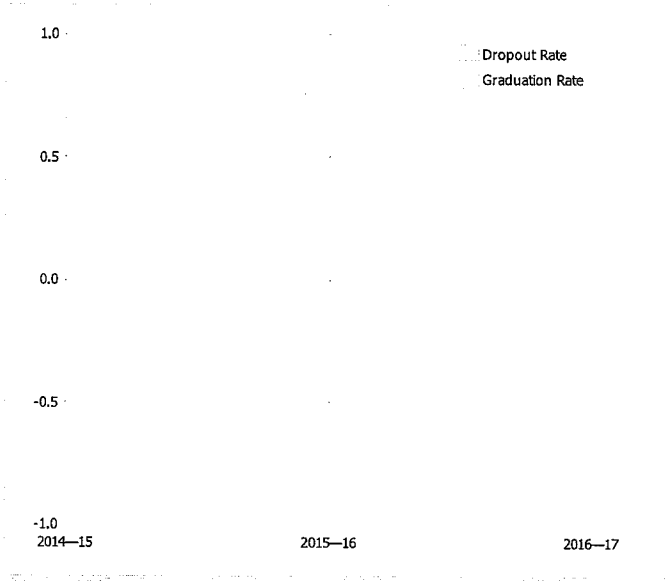
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	1.2%	4.1%	10.7%	9.7%
Graduation Rate	--	--	98.8%	95.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	1.8%	9.1%
Graduation Rate	--	94.5%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/8/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

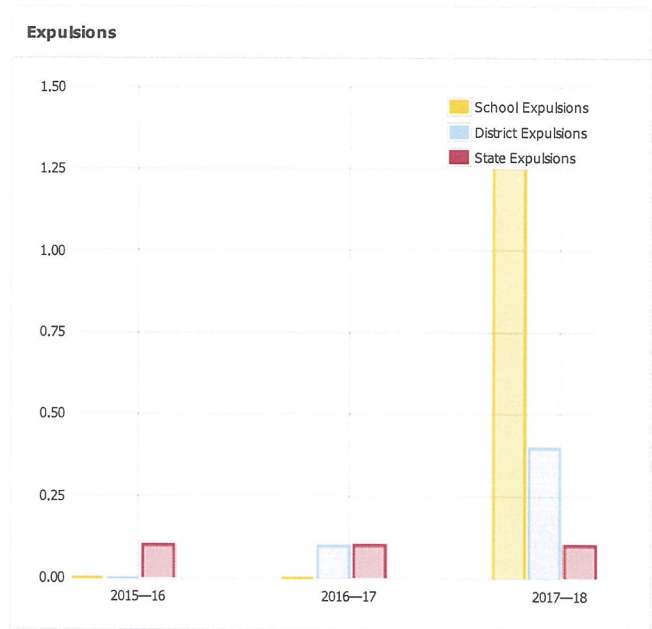
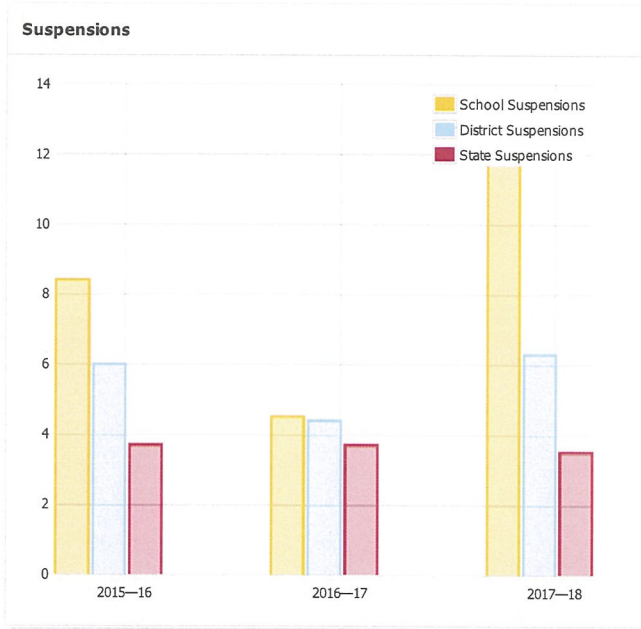
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	8.4%	4.5%	11.9%	6.0%	4.4%	6.3%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	1.3%	0.0%	0.1%	0.4%	0.1%	0.1%	0.1%



Last updated: 1/8/2019

School Safety Plan (School Year 2018—19)

The comprehensive school safety plan was developed for JJH with the number one goal of student and staff safety in mind. Drills and practices for emergencies such as: earthquake, fire, and intruder on campus are practiced regularly throughout the school year. Evacuation drills are also practiced during the after school program time. All teachers have emergency bags that are filled with safety supplies and other miscellaneous emergency necessities. Teachers are required to carry their emergency bags, student rosters, and green and red signs to all practices to indicate that they are prepared, know where their students are, and to let administration know if they need help. Staff also utilizes the application "Raptor" for smart phones, to instantaneously account for the whereabouts of all students and staff. This application gives the most up to date information regarding important student information such as class schedule, medical information and parent contacts. Student and staff emergency information is kept readily available in the school office in case of emergency. The site secretary notifies the local law enforcement officials, the pre-school (located on school property), and the neighboring high school when JJH has a practice drill or other real emergency. Local Colusa County Sheriff's officers are called for school fights and other site situations such as drugs or weapons on campus. Mental health workers and the site psychologist are available for emergency counseling with students. The site administrator monitors during lunch recess to help support staff and students as well as two other campus supervisors. JJH houses 27 strategically placed cameras throughout the campus to help deter vandalism and to help identify participants in any inappropriate behaviors or any person of suspicion on campus without permission. JJH has a guidance counselor that is on site three days per week. Students that need counseling services now have the opportunity for a weekly meeting with our counselor. The plan was approved at the November 16, 2017 School Board Meeting.

Last updated: 1/8/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015–16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	26.0	2	2	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016–17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	29.0	2	20	2
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2017–18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	32.0	2	26	3
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	18.0	6	7	
Mathematics	21.0	5	7	
Science	19.0	5	4	
Social Science	20.0	10	3	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	7	5	
Mathematics	19.0	8	5	
Science	21.0	7	6	
Social Science	24.0	1	8	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	8	5	
Mathematics	20.0	8	4	
Science	20.0	7	4	
Social Science	25.0	1	8	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/8/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	405.0
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (Librarian)	0.3	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other		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.

Last updated: 1/8/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6637.7	\$319.0	\$6318.7	\$66598.0
District	N/A	N/A	\$8679.1	\$69467.0
Percent Difference – School Site and District	N/A	N/A	-37.0%	-4.0%
State	N/A	N/A	\$6574.0	\$63590.0
Percent Difference – School Site and State	N/A	N/A	-4.0%	5.0%

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

Last updated: 1/9/2019

Types of Services Funded (Fiscal Year 2017—18)

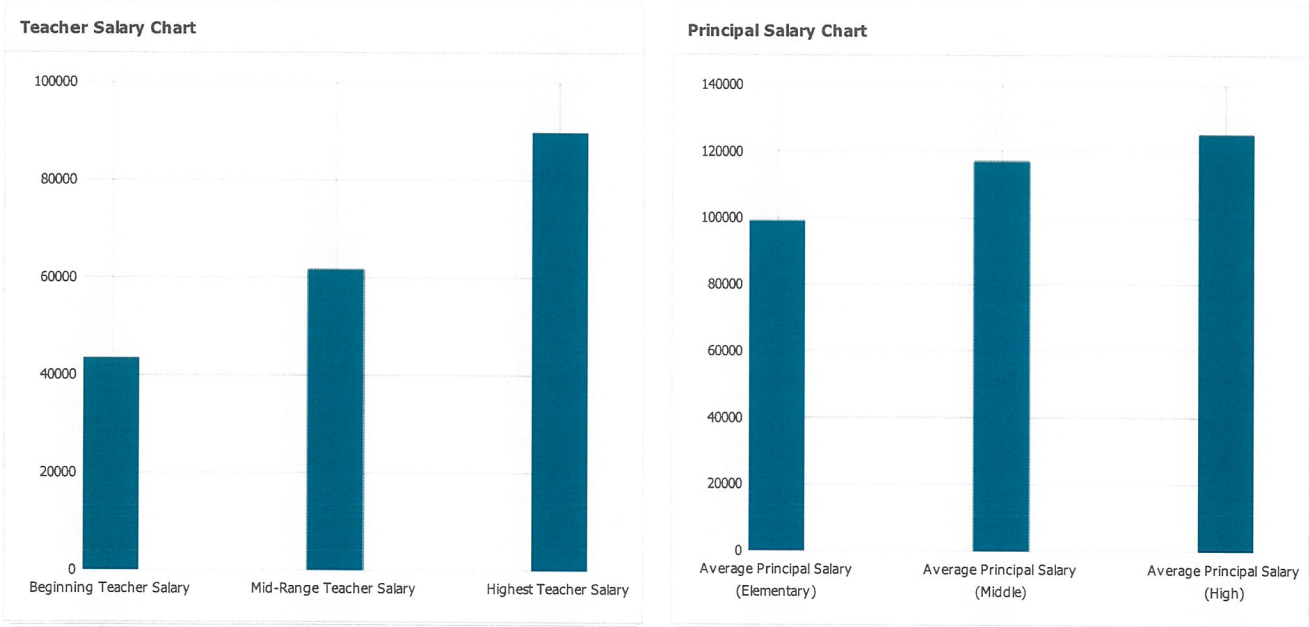
Students at JJH are offered academic assistance, recreational activities, and time to work on their homework through the ASES grant. Summer School has been offered yearly for those students who need assistance to reach grade level proficiency. Many English Language learner students get extra help during pull out time by an EL teacher to work on English skills and support the learning in the ELA classes.

Last updated: 1/8/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,384	\$42,990
Mid-Range Teacher Salary	\$61,614	\$61,614
Highest Teacher Salary	\$89,705	\$85,083
Average Principal Salary (Elementary)	\$99,148	\$100,802
Average Principal Salary (Middle)	\$117,172	\$105,404
Average Principal Salary (High)	\$125,241	\$106,243
Superintendent Salary	\$156,959	\$132,653
Percent of Budget for Teacher Salaries	35.0%	30.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



Last updated: 1/8/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/8/2019

Professional Development

Site administrator meets regularly with staff to assess school programs. The site administrator works diligently with students, their parents, and the staff to monitor student progress and address concerns. Early release Wednesdays allow teachers and site administration to work in grade level or content level groups to focus on specific needs of students. Three staff buy-back days are used to help keep educators abreast of changes in curriculum standards, current text adoptions, instructional materials, assessments, and standards alignment in order to meet the diverse needs of our student population. Early release Wednesdays also include basic staff development in EDI instructional strategies, the modeling of those, and how to better serve our students through our instruction. Teachers participated in ten after school sessions on Common Core implementation in ELA and Math by several trainers from SCOE. Teachers are also invited to attend training and conferences throughout the school year and to share the information from those trainings with the staff. On site and other district staff also help train other staff members in the use of Illuminate, computer technology, Reading Counts, etc. Classified staff are encouraged to attend regular district offered training in CPR and required site meetings to discuss expectations for serving students needs. The site secretary attends AERIES training, as well as others offered by various agencies that will train her in better management of student data and other related issues. Colusa County Office of Education also offers staff development for our Special Education teachers, para educators, and school psychologist. All teaching staff has had instruction in implementing Common Core Standards in their content area. Staff regularly uses the early release Wednesdays for analysis and reflection of student work and analyses assessment data to guide further staff development needs.

Training for the implementation StudySync was provided for both the 2016-17 and 2017-18 school years during the staff development days. Training was provided for NGSS during staff development days in the 2017-18 school year. The academic coaches for the district are facilitating meetings with the ELA and SS staff at JJH and PHS to introduce and support Rigorous Reading.

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