

Jamestown Elementary School

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)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Jamestown Elementary School |
| Street | 18299 Fifth Avenue |
| City, State, Zip | Jamestown, CA 95327 |
| Phone Number | (209) 984-5217 |
| Principal | Mrs. Contessa Pelfrey |
| E-mail Address | cpelfrey@jespanthers.org |
| Web Site | http://www.jamestown.k12.ca.us |
| CDS Code | 55-72363-6054902 |

| District Contact Information | |
|-------------------------------------|---------------------------|
| District Name | Jamestown School District |
| Phone Number | 209-984-4058 |
| Superintendent | Dr. Brenda J. Chapman |
| E-mail Address | www.jespanthers.org |
| Web Site | www.jamestown.k12.ca.us |

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

District Mission Statement

Jamestown School District offers a healthy, safe, enriching, learning environment to help each child grow and achieve.

Community & School Profile

Jamestown School District was established in 1855. Jamestown School is nestled in the foothills of California's gold country. Jamestown School District is proud of their highly trained and respected staff who provide quality instructional experiences for Jamestown's children. The school includes a library, an art studio/room, a science lab, a computer lab, 1:1 technology for all students, a gymnasium/cafeteria, and a reading intervention support room. The district also has 2 part time counselors and is proud to have partnerships with local community agencies that support a full and comprehensive education for Jamestown students, including a English/Spanish Dual Immersion Program for students in grades kindergarten to 2nd grades and a Toddler Center.

The District operates an After School Academy on two campuses and the Jamestown Family Resource Center, connected to the Jamestown School campus. Students enjoy a strong elementary sports program. Band and classroom music and visual arts are taught by credentialed specialist teachers.

In the 2015-2016 school year, Jamestown Elementary School served 298 students in grades Transitional Kindergarten through eight.

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

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 45 |
| Grade 1 | 36 |
| Grade 2 | 23 |
| Grade 3 | 29 |
| Grade 4 | 40 |
| Grade 5 | 22 |
| Grade 6 | 38 |
| Grade 7 | 32 |
| Grade 8 | 32 |
| Total Enrollment | 297 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.7 |
| American Indian or Alaska Native | 2 |
| Asian | 0.3 |
| Filipino | 1.3 |
| Hispanic or Latino | 26.9 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 66.3 |
| Two or More Races | 2.4 |
| Socioeconomically Disadvantaged | 77.1 |
| English Learners | 9.8 |
| Students with Disabilities | 12.8 |
| Foster Youth | 2.4 |

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 | 17 | 15 | 17 | 19 |
| Without Full Credential | 1 | 1 | 1 | 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 | 100.0 | 0.0 |
| High-Poverty Schools in District | 100.0 | 0.0 |
| Low-Poverty Schools in District | 0.0 | 0.0 |

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: June 8, 2016

Jamestown School District held a Public Hearing on 10-12-16 and determined that each school within the district has sufficient and good quality textbooks or instructional materials pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects of math, English Language Arts, science, and history/social science, for use in the classroom and to take home. Textbooks in all subject areas are aligned with the California State Content Standards and Frameworks and are selected from the state’s most recent list of standards-based materials. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------|---|
| Reading/Language Arts | TK-5 Grades: Houghton Mifflin "Journeys" 2016, 6-8 Grades: Houghton Mifflin "Collections" 2016 | Yes | 0 |
| Mathematics | McDougal Littell 2010, Scott Foresman 2009 Eureka Math 2014 | No | 0 |
| Science | Glencoe/McGraw Hill 2007, Harcourt 2007 | Yes | 0.0 |
| History-Social Science | Harcourt 2006, MacMillan/McGraw Hill 2006, McDougal Littell 2006 | Yes | 0.0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Jamestown School District takes special pride in the safety, adequacy, and cleanliness of its facilities.

Most of the school was built in 1954. There are a number of portables, the majority of which were installed when class size reduction was implemented in 1996. Playground equipment consists of tetherball standards, a swing set with four swings, four and one-half full-size basketball courts, and a giant multi-use toy. Kindergarten classes use a separate fenced facility with a swing set, merry-go round, and a small multi-use toy. All toys are maintained in safe and proper condition.

A team of custodians ensures classrooms, restrooms, the cafeteria, and campus grounds are kept clean and safe. Classrooms are cleaned on a daily basis. More thorough cleaning takes place during the summer. Restrooms are cleaned thoroughly at the end of each day, and at mid-day a custodian checks the supplies and general condition of each restroom. The school’s campus is inspected regularly and school maintenance workers repair any unsafe conditions. Reports are presented to the Board of Trustees and maintained in the school district office for review.

Although there is no longer a requirement to set aside funds for deferred maintenance, the district has a 5 year Deferred Maintenance Plan, to plan for expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Deferred maintenance projects scheduled for this school for the 2016-17 school year include floor covering, replacement of the surveillance system, fencing the front of the school and replacing the school office floor. The district's complete deferred maintenance plan is available at the district office.

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: 10/20/2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | No deficiencies noted. |
| Interior: Interior Surfaces | | X | | Room 26 needs counter top replaced. Room 25 needs the cupboard reattached. Gym and computer lab need ceiling tile replaced. School Office floor needs replaced. Computer lab interior needs painted. Rooms 8, 27, and 27 need carpet. Room 8 needs white boards replaced. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | No deficiencies noted. |
| Electrical: Electrical | X | | | 3 light bulbs and ballasts need repair in library. Computer lab needs 2 bulbs and ballasts replaced, Room 4 needs 4 light bulbs, and Room 2 needs an outlet replaced and 4 light bulbs. School office supply room needs light cover. |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | Girls' restroom window is cracked and needs replaced. |
| Safety: Fire Safety, Hazardous Materials | X | | | No deficiencies noted. |
| Structural: Structural Damage, Roofs | | X | | Need to replace roll up door on supply room and siding replaced. A handrail needs to be installed on the district porch. Room 23 and 24 need trim replaced. Room 28 needs siding replaced and trim fixed. Rooms 27 and 25 need ramp repaired/replaced. Room 29 needs two loose panels repaired. Room 30 needs decked fixed and blinds replaced. Leak in gym overhang needs repaired and gym needs re-stuccoed. Computer lab roof leak needs repaired. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | Bike path in kindergarten needs patching. Fencing behind Room 25 needs repaired. Sidewalk in front of district office needs replaced. 2 boards on the bleachers need replaced. |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 10/20/2016 | | | | |
|--|-----------|------|------|------|
| 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 |
| English Language Arts/Literacy | 24 | 33 | 25 | 33 | 44 | 48 |
| Mathematics | 22 | 21 | 21 | 21 | 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 | 28 | 28 | 100.0 | 28.6 |
| | 4 | 39 | 37 | 94.9 | 40.5 |
| | 5 | 26 | 24 | 92.3 | 33.3 |
| | 6 | 37 | 37 | 100.0 | 16.2 |
| | 7 | 34 | 34 | 100.0 | 35.3 |
| | 8 | 35 | 35 | 100.0 | 45.7 |
| Male | 3 | 14 | 14 | 100.0 | 21.4 |
| | 4 | 21 | 19 | 90.5 | 42.1 |
| | 5 | 16 | 14 | 87.5 | 21.4 |
| | 6 | 18 | 18 | 100.0 | 5.6 |
| | 7 | 23 | 23 | 100.0 | 34.8 |
| | 8 | 18 | 18 | 100.0 | 27.8 |
| Female | 3 | 14 | 14 | 100.0 | 35.7 |
| | 4 | 18 | 18 | 100.0 | 38.9 |
| | 6 | 19 | 19 | 100.0 | 26.3 |
| | 7 | 11 | 11 | 100.0 | 36.4 |
| | 8 | 17 | 17 | 100.0 | 64.7 |
| Hispanic or Latino | 6 | 11 | 11 | 100.0 | |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| White | 3 | 18 | 18 | 100.0 | 33.3 |
| | 4 | 26 | 24 | 92.3 | 45.8 |
| | 5 | 17 | 17 | 100.0 | 23.5 |
| | 6 | 25 | 25 | 100.0 | 20.0 |
| | 7 | 21 | 21 | 100.0 | 38.1 |
| | 8 | 23 | 23 | 100.0 | 47.8 |
| Socioeconomically Disadvantaged | 3 | 24 | 24 | 100.0 | 25.0 |
| | 4 | 31 | 29 | 93.5 | 24.1 |
| | 5 | 20 | 19 | 95.0 | 31.6 |
| | 6 | 29 | 29 | 100.0 | 6.9 |
| | 7 | 24 | 24 | 100.0 | 25.0 |
| | 8 | 25 | 25 | 100.0 | 40.0 |

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 | 28 | 28 | 100.0 | 14.3 |
| | 4 | 39 | 37 | 94.9 | 29.7 |
| | 5 | 25 | 24 | 96.0 | 8.7 |
| | 6 | 37 | 37 | 100.0 | 2.7 |
| | 7 | 34 | 34 | 100.0 | 20.6 |
| | 8 | 34 | 34 | 100.0 | 20.6 |
| Male | 3 | 14 | 14 | 100.0 | 28.6 |
| | 4 | 21 | 19 | 90.5 | 26.3 |
| | 5 | 15 | 14 | 93.3 | 15.4 |
| | 6 | 18 | 18 | 100.0 | |
| | 7 | 23 | 23 | 100.0 | 21.7 |
| | 8 | 23 | 23 | 100.0 | 21.7 |
| Female | 3 | 14 | 14 | 100.0 | |
| | 4 | 18 | 18 | 100.0 | 33.3 |
| | 6 | 19 | 19 | 100.0 | 5.3 |
| | 7 | 11 | 11 | 100.0 | 18.2 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | 8 | 11 | 11 | 100.0 | 18.2 |
| Hispanic or Latino | 6 | 11 | 11 | 100.0 | |
| White | 3 | 18 | 18 | 100.0 | 11.1 |
| | 4 | 26 | 24 | 92.3 | 33.3 |
| | 5 | 17 | 17 | 100.0 | 11.8 |
| | 6 | 25 | 25 | 100.0 | |
| | 7 | 21 | 21 | 100.0 | 28.6 |
| | 8 | 21 | 21 | 100.0 | 28.6 |
| Socioeconomically Disadvantaged | 3 | 24 | 24 | 100.0 | 12.5 |
| | 4 | 31 | 29 | 93.5 | 24.1 |
| | 5 | 19 | 19 | 100.0 | 11.1 |
| | 6 | 29 | 29 | 100.0 | 3.5 |
| | 7 | 24 | 24 | 100.0 | 12.5 |
| | 8 | 24 | 24 | 100.0 | 12.5 |

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) | 58 | 45 | 70 | 58 | 43 | 63 | 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 | 60 | 57 | 95.0 | 70.2 |
| Male | 33 | 30 | 90.9 | 73.3 |
| Female | 27 | 27 | 100.0 | 66.7 |
| Hispanic or Latino | 11 | 10 | 90.9 | 70.0 |
| White | 40 | 39 | 97.5 | 66.7 |
| Socioeconomically Disadvantaged | 44 | 42 | 95.5 | 66.7 |

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 |
| 5 | 4.8 | 4.8 | 57.1 |
| 7 | 12.1 | 24.2 | 39.4 |

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)

Parents are invited and always welcome to assist the school. The following are examples of how they might become involved:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Classroom Parent Volunteers • Chaperones • Parent Teacher Organization • School Site Council/Title 1 Committee • LCAP Input | <ul style="list-style-type: none"> • Speciality Projects • Parent Education Nights • Family Fun Nights • Fundraisers |
|---|--|

Communication with parents is a high priority. Monday notices are sent home with primary grade students. Panther Prints, a monthly newsletter (provided both electronically and paper), invites parents to family activities, educates them on parenting for school success, and keeps them informed about school programs and events. Parent-Teacher conferences are held in the first trimester and are available at any time based on student need or parent interest. Parents are invited to bring their children to a “fun” family event each month. There are two Parent Resource Centers with internet, one at the Jamestown Family Resource Center and one in the school library.

For more information about how to become involved with Jamestown School, please contact the Principal at 984-5217 X 3150 or the PTO at 984-5217 X 3152.

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 | 6.5 | 8.1 | 8.0 | 4.0 | 5.1 | 5.1 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.3 | 0.9 | 0.0 | 0.2 | 0.6 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2016-17)

Jamestown School District's Comprehensive District Safety Plan addresses disaster procedures, safe ingress and egress, and overall safety of the school campus. Appropriate maps showing evacuation routes and collection sites are included. The plan also contains board policies and administrative regulations about child abuse reporting, teacher notification procedures, sexual harassment procedures, dress code, and school rules. The plan was last updated and Board approved in November 2016 and is reviewed annually. Jamestown Elementary also has an Emergency Procedures Plan which contains disaster procedures for specific emergencies. It was updated in November 2016.

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 | In PI | In PI |
| First Year of Program Improvement | 2011-2012 | 2011-2012 |
| Year in Program Improvement* | Year 2 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 2 |
| Percent of Schools Currently in Program Improvement | N/A | 100.0 |

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 | 19 | 2 | | | 22 | | 2 | | 22 | | 2 | |
| 1 | 20 | 1 | | | 16 | 1 | | | 16 | 1 | | |
| 2 | 20 | 2 | | | 17 | 1 | | | 17 | 1 | | |
| 3 | 24 | | 2 | | 22 | | 1 | | 22 | | 1 | |
| 4 | 29 | | 1 | | 23 | | 2 | | 23 | | 2 | |
| 5 | 20 | 1 | 1 | | 30 | | 1 | | 30 | | 1 | |
| 6 | 29 | | 1 | | 30 | | 1 | | 30 | | 1 | |
| Other | | | | | 13 | 2 | | | 13 | 2 | | |

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 | 0 |
| Counselor (Social/Behavioral or Career Development) | 1.4 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | .6 | N/A |
| Psychologist | .4 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0 | N/A |
| Speech/Language/Hearing Specialist | .4 | N/A |
| Resource Specialist | 0 | 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 | \$12,904 | \$2,372 | \$10,531 | \$63,255 |
| District | N/A | N/A | \$10,569 | \$63,255 |
| Percent Difference: School Site and District | N/A | N/A | -0.4 | 0.0 |
| State | N/A | N/A | \$5,677 | \$60,985 |
| Percent Difference: School Site and State | N/A | N/A | 85.5 | 3.7 |

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to general state funding, Jamestown School District receives state and federal funding for the following categorical funds and other support programs:

- After School Program
- Home-to-School Transportation
- Instructional Materials
- Special Education
- Title I
- Title II
- REAP
- Lottery
- Supplemental and Concentration

Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$38,528 | \$41,085 |
| Mid-Range Teacher Salary | \$56,268 | \$59,415 |
| Highest Teacher Salary | \$74,488 | \$75,998 |
| Average Principal Salary (Elementary) | \$83,114 | \$100,438 |
| Average Principal Salary (Middle) | | \$101,868 |
| Superintendent Salary | \$134,000 | \$116,069 |
| Percent of Budget for Teacher Salaries | 31% | 33% |
| Percent of Budget for Administrative Salaries | 11% | 7% |

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)

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year. They share their experience and knowledge with colleagues. The district dedicates the equivalent of three days to staff development annually, weekly early release days for staff development and collaboration, and provides teachers and other staff work release days to attend trainings related to district goals.

In the 2015-2016 school year, staff development topics included:

- Data Analysis-Benchmarks
- Smarter Balance Assessment/Interim and Summative
- SBAC Interim Assessments
- Response to Intervention
- Google Platforms
- Eureka Math
- Positive Behavior and Intervention Support