

# Jamestown Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Jamestown Elementary School
<b>Street</b>	18299 Fifth Avenue
<b>City, State, Zip</b>	Jamestown, CA 95327
<b>Phone Number</b>	(209) 984-5217
<b>Principal</b>	Mr. Bart Taylor
<b>E-mail Address</b>	btaylor@jespanthers.org
<b>Web Site</b>	<a href="http://www.jespanthers.org">http://www.jespanthers.org</a>
<b>CDS Code</b>	55-72363-6054902

<b>District Contact Information</b>	
<b>District Name</b>	Jamestown School District
<b>Phone Number</b>	209-984-4058
<b>Superintendent</b>	Contessa Pelfrey
<b>E-mail Address</b>	cpelfrey@jespanthers.org
<b>Web Site</b>	www.jespanthers.org

### School Description and Mission Statement (School Year 2017-18)

#### 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 along with the utilization of regulation strategies and trauma informed approaches for Jamestown's children. The school includes a library, an art studio/room, a science lab, 1:1 technology for all students, a gymnasium/cafeteria, and a reading intervention support room, and counseling services available through an onsite school counselor four days a week with an additional counselor one day a week for individual/family counseling. The district is proud to have partnerships with local community agencies that support a full and comprehensive education for Jamestown students, including an English/Spanish Dual Immersion Program for students in grades kindergarten to 3rd grades and an Early Head Start 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 as well as visual arts are taught by credentialed specialist teachers.

In the 2016-17 school year, Jamestown Elementary School served 298 students in grades Transitional Kindergarten through eight.

#### Student Enrollment by Grade Level (School Year 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	60
<b>Grade 1</b>	34
<b>Grade 2</b>	32
<b>Grade 3</b>	21
<b>Grade 4</b>	28
<b>Grade 5</b>	30
<b>Grade 6</b>	22
<b>Grade 7</b>	37
<b>Grade 8</b>	34
<b>Total Enrollment</b>	298

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	3
Asian	0.3
Filipino	1.3
Hispanic or Latino	28.2
Native Hawaiian or Pacific Islander	0
White	61.4
Two or More Races	2.7
Socioeconomically Disadvantaged	79.9
English Learners	9.7
Students with Disabilities	12.1
Foster Youth	0

## 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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	15	17	17	
Without Full Credential	1	1	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

**Year and month in which data were collected:** June 8, 2017

Jamestown School District held a Public Hearing on 10-11-17 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 provided 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	TK-5 Pearson Math 2017 ( Recent adoption), 6-8 Scott Foresman 2009	Yes	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 and major facility updates take place during the summer months. 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. Facility inspection 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 2017-18 school year include gutter repair, siding and trim repair, carpet replacement, exterior painting, the addition of handrails to the district office steps, 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)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/3/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No deficiencies noted.
<b>Interior:</b> Interior Surfaces			X	Room 26 needs countertop replaced. Gym and computer lab need ceiling tile replaced. School Office floor needs replaced. Computer lab interior needs painted. Rooms 8, 27, and 28 need carpet. Room 8 needs a white board replacement. Patch holes in IT room and room 33 needs cupboard replacement.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			No deficiencies noted
<b>Electrical:</b> Electrical	X			No deficiencies noted
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			No deficiencies noted
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No deficiencies noted.
<b>Structural:</b> Structural Damage, Roofs			X	Need to replace roll up door on supply room as well as gutter and siding replaced. Handrails needs to be installed on the district porch. Repair dry rot on a few areas on overhang roof behind 36. Room 24 needs roof trim replaced gutter, siding and ramp repair. Room 28 needs siding replaced and trim fixed. Rooms 27-30 need ramp repaired/replaced. Room 29 needs two loose panels repaired. Room 30 needs decked fixed and blinds replaced. Gym needs re-stuccoed. Rooms 34 needs outside walls painted. Repair leaking gutters in front of classrooms 16-19.
<b>External:</b> 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: 10/3/2017				
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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	33	32	33	36	48	48
Mathematics (grades 3-8 and 11)	21	21	21	24	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	168	164	97.62	31.9
Male	97	95	97.94	31.91
Female	71	69	97.18	31.88
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	51	50	98.04	32
White	101	98	97.03	29.9
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	133	129	96.99	28.91
English Learners	24	23	95.83	13.04
Students with Disabilities	28	28	100	3.57

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	168	165	98.21	21.21
Male	97	97	100	21.65
Female	71	68	95.77	20.59
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	51	51	100	21.57
White	101	98	97.03	21.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	133	130	97.74	19.23
English Learners	24	24	100	8.33
Students with Disabilities	28	27	96.43	7.41

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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	45	70	43	63	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.5	6.5	48.4
7	23.5		35.3

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 State priority: Parental Involvement (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 2017-18)

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

- Classroom Parent Volunteers
- Chaperones
- Parent Teacher Organization
- School Site Council/Title 1 Committee
- LCAP Input
- 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 events throughout the school year. There are two Parent Resource Centers with internet, one located at the Jamestown Family Resource Center and another 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 State priority: School Climate (Priority 6):

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	8.13	7.96	6.42	5.13	5.13	4.11	3.79	3.65	3.65
<b>Expulsions</b>	0.9	0	1.22	0.55	0	0.78	0.09	0.09	0.09

### School Safety Plan (School Year 2017-18)

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 2017 and is reviewed annually. Jamestown Elementary also has an Emergency Procedures Plan which contains disaster procedures for specific emergencies. It was updated in November 2017.

## 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 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2011-2012	2011-2012
<b>Year in Program Improvement*</b>	Year 2	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	2
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100

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

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

Grade Level	2014-15				2015-16				2016-17			
	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+
<b>K</b>	22		2		20	1	2		18	2	2	
<b>1</b>	16	1			18	1						
<b>2</b>	17	1			21		1		20	2	1	
<b>3</b>	22		1		28		1		19	1		
<b>4</b>	23		2		19	1	1		27		1	
<b>5</b>	30		1		27		1		23		1	
<b>6</b>	30		1		36			1	25		1	
<b>Other</b>	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 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1.2	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,116	\$1,803	\$11,363	\$59,278
District	N/A	N/A	\$11,060	\$62,769
Percent Difference: School Site and District	N/A	N/A	2.7	-5.6
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	72.8	-4.3

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

**Types of Services Funded (Fiscal Year 2016-17)**

Jamestown School provides the following programs and services:

- After School Program
- Home-to-School Transportation
- State Adopted Curriculum and Instructional Materials
- Special Education
- Reading Intervention
- Art, Music, STEM
- Counseling Services
- EL instruction and support
- Homeless and Foster Services
- MTSS
- Technology Services
- Positive Behavioral Intervention Support
- Library Services

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,000	\$42,598
Mid-Range Teacher Salary	\$57,584	\$62,232
Highest Teacher Salary	\$77,444	\$80,964
Average Principal Salary (Elementary)	\$86,464	\$102,366
Average Principal Salary (Middle)		\$104,982
Average Principal Salary (High)		
Superintendent Salary	\$142,784	\$117,868
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	13%	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 along with Response to Intervention (RtI) meetings with staff to analyze student academic performance and interventions every 6-8 weeks, and provides teachers and other staff work release days to attend trainings related to curriculum and instruction development and the implementation of district goals. In addition, for the 2017-18 school year the district contracted with a behavioral specialist for individual in-class coaching and mentoring for specific student behavior needs and classroom environment strategies.

In the 2016-2017 school year, staff development topics included:

- ELA textbook adoption training
- Data Analysis-Benchmarks
- Smarter Balance Assessment
- Response to Intervention
- STEM
- PRIME Institute Math Grant
- Positive Behavior and Intervention Support
- Multi-Tiered Systems of Support
- Trauma informed Practices
- Inclusion Practices