

# Jamestown Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://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 <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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

<b>School Name</b>	Jamestown Elementary School
<b>Street</b>	18299 5th Avenue
<b>City, State, Zip</b>	Jamestown, CA 95327
<b>Phone Number</b>	(209) 984-5217
<b>Principal</b>	Mrs. Sarah Gillum
<b>Email Address</b>	sgillum@jespanthers.org
<b>School Website</b>	www.jespanthers.org
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	55-72363-6054902

## 2025-26 District Contact Information

<b>District Name</b>	Jamestown School District
<b>Phone Number</b>	209-984-4058
<b>Superintendent</b>	Contessa Pelfrey
<b>Email Address</b>	cpelfrey@jespanthers.org
<b>District Website</b>	www.jespanthers.org

## 2025-26 School Description and Mission Statement

### District Mission Statement

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

### Vision Statement

The vision of Jamestown School District is to provide every student with the opportunity to flourish in an inclusive, supportive, and connected learning community. We are committed to academic rigor,

## 2025-26 School Description and Mission Statement

social-emotional wellness, and expanded learning experiences that spark curiosity and engagement. By ensuring that students are known, valued, and connected, we cultivate resilient learners prepared for lifelong well-being and meaningful relationships for a successful future.”

### 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, reading and math intervention support, a behavior and attendance support assistant to promote social skills and promote positive behaviors and counseling services available through two on-site school counselors five days a week. The district 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 5th grades and a Early Head Start Toddler Center.

The District operates an After School Program on the main campus to support both school site programs and a Jamestown Family Resource Center which is connected to the Jamestown School campus. Students enjoy an elementary sports program and after school club opportunities. Band and classroom music as well as visual arts are taught by credentialed specialist teachers. In the 2024-2025 school year, Jamestown Elementary School served 440 students in Transitional Kindergarten through eighth grade.

# About this School

## 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	36
Grade 2	44
Grade 3	42
Grade 4	29
Grade 5	37
Grade 6	45
Grade 7	43
Grade 8	47
<b>Total Enrollment</b>	<b>409</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	57
Male	43
American Indian or Alaska Native	2.2
Asian	0.2
Black or African American	0.7
Hispanic or Latino	27.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	4.4
White	64.5
English Learners	9.5
Foster Youth	0.7
Homeless	11
Socioeconomically Disadvantaged	72.1
Students with Disabilities	17.6

## **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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.4	57.35	13.5	61.43	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	6	30.11	6	27.22	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.5	7.53	1.5	6.81	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1	5.02	1	4.54	15831.9	5.67
<b>Total Teaching Positions</b>	19.9	100	22	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.7	69.68	15.9	72.69	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1	5.05	1	4.55	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	10.11	2	9.1	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	5.05	1	4.55	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	2	10.11	2	9.1	14303.8	5.15
<b>Total Teaching Positions</b>	19.7	100	21.9	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.3	62.52	15.5	66.03	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	1	4.68	1	4.25	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4	18.72	4	16.99	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2	9.36	2	8.49	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1	4.68	1	4.25	13705.8	4.91
<b>Total Teaching Positions</b>	21.3	100	23.5	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	3.00	0	3
<b>Misassignments</b>	3.00	2	1
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	6.00	2	4

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	1
<b>Local Assignment Options</b>	1.50	1	1
<b>Total Out-of-Field Teachers</b>	1.50	1	2

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	25	18.1	7.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Jamestown School District held a Public Hearing on 10/8/2025 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 which includes digitally. 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.

**Year and month in which the data were collected**

August 21, 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK-5 Grades: Houghton Mifflin "Journeys" 2016, 6-8 Grades: Houghton Mifflin "Collections" 2016; Most recent adoption	0.0
<b>Mathematics</b>	TK-5 Pearson Math 2017, 6-8 Cengage Big Ideas 2018; Most recent adoption	0.0
<b>Science</b>	TK-5 Amplify Science 2022, 6-8 STEMscopes Accelerate Learning inc. 2022; Most recent adoption	0.0
<b>History-Social Science</b>	TK-5: Studies Weekly 2019, 6-8 National Geographic Cengage 2019; Most recent adoption	0.0
<b>Foreign Language</b>	N/A	N/A
<b>Health</b>	N/A	N/A
<b>Visual and Performing Arts</b>	N/A	N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	

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

## School Facility Conditions and Planned Improvements

Jamestown School District takes special pride in the safety, adequacy, and cleanliness of its facilities. The 24-25 FIT overall rating was 95.51%.

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. TK/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 meeting all safety and compliance regulations.

A team of custodians ensures classrooms, restrooms, the cafeteria, and campus grounds are kept clean and safe. Classrooms are cleaned on a daily basis and follow all health and safety guidelines for cleaning and disinfecting. 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. More thorough cleaning and major facility updates take place during holiday breaks and the summer months. The school's campus is inspected regularly and school maintenance staff repair any unsafe conditions. Facility inspection reports are presented to the Board of Trustees and maintained in the school district office for review.

**Year and month of the most recent FIT report**

10/9/25, 11/19/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No deficiencies noted
<b>Interior:</b> Interior Surfaces		X		No deficiencies noted
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			No deficiencies noted
<b>Electrical</b>	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		88.45% Settling and cracks in the wall of the District Office staff room; Repair railing at JFRC
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			92.31% Sidewalk in front of district office needs replacing and drainage support; Grind some cement areas on sidewalks.

## Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	26	33	28	35	47	48
<b>Mathematics</b> (grades 3-8 and 11)	23	27	25	30	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	256	244	95.31	4.69	33.20
Female	156	152	97.44	2.56	38.82
Male	100	92	92.00	8.00	23.91
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	65	65	100.00	0.00	30.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	172	162	94.19	5.81	34.57
English Learners	20	20	100.00	0.00	5.00
Foster Youth	--	--	--	--	--
Homeless	25	21	84.00	16.00	38.10
Military	0	0	0	0	0
Socioeconomically Disadvantaged	164	153	93.29	6.71	30.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	52	94.55	5.45	15.38

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	254	242	95.28	4.72	26.86
Female	155	151	97.42	2.58	27.15
Male	99	91	91.92	8.08	26.37
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	65	65	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	171	161	94.15	5.85	30.43
English Learners	20	20	100.00	0.00	5.00
Foster Youth	--	--	--	--	--
Homeless	25	21	84.00	16.00	9.52
Military	0	0	0	0	0
Socioeconomically Disadvantaged	162	151	93.21	6.79	23.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	52	94.55	5.45	1.92

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	14.47	16.05	14.46	17.24	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	86	85	98.84	1.16	17.86
<b>Female</b>	50	50	100.00	0.00	14.00
<b>Male</b>	36	35	97.22	2.78	23.53
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	25	25	100.00	0.00	16.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	53	52	98.11	1.89	17.31
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	52	51	98.08	1.92	14.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	20	95.24	4.76	10.00

## 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.

#### 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94.5	94.5	94.5	100	100
Grade 7	97.6	95.3	95.3	95.3	97.6
Grade 9	N/A	N/A	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2025-26 Opportunities for Parental Involvement

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 or classroom communication platforms ( e.g. Class Dojo, HERO, Google Classroom) are used to send home important classroom and school information. A JSD monthly newsletter (provided

## 2025-26 Opportunities for Parental Involvement

both electronically and paper) gives parents important school information and educates them on parenting for school success. An activity calendar of upcoming events and family activities is provided at the beginning of the school year and for new enrollees. 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 is a Parent Resource Center with internet service located at the Jamestown Family Resource Center.

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

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	447	438	52	11.9
Female	252	249	24	9.6
Male	195	189	28	14.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	11	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	116	116	6	5.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	17	3	17.6
White	295	287	36	12.5
English Learners	41	41	0	0.0
Foster Youth	--	--	--	--
Homeless	57	54	6	11.1
Socioeconomically Disadvantaged	326	319	47	14.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	96	95	25	26.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### 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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.53	8.75	5.15	6.97	8.39	4.83	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.24	0.22	0	0.22	0.21	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.15	0.22
Female	2.78	0.00
Male	8.21	0.51
Non-Binary	0.00	0.00
American Indian or Alaska Native	27.27	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.10	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	7.02	0.00
Socioeconomically Disadvantaged	6.44	0.31
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.29	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

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 in the confidential school staff version. The plan also contains board policies and administrative regulations about threat assessment protocol, child abuse reporting, teacher notification procedures, sexual harassment procedures, anti-bullying procedures, dress code, and school rules and discipline protocols. The plan was last updated and Board approved on February 12, 2025 with an updated plan scheduled for February of 2026. Jamestown Elementary also has an Emergency Procedures Plan which contains disaster procedures for specific emergencies. The total Comprehensive Safety Plan was developed in consultation with both law enforcement and the fire department.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	21	1	1	0
1	25	0	1	0
2	16	2	0	0
3	18	2	0	0
4	18	1	0	0
5	26	0	1	0
6	18	1	1	0
Other	16	2	2	0

### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	14	2	1	0
1	17	1	1	0
2	20	1	1	0
3	15	2	0	0
4	17	1	1	0
5	29	1	1	0
6	15	1	1	0
Other	22	4	1	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	17	2	1	
1	23		1	
2	19	2		
3	21	1	1	
4	20	1		
5	22		1	
6	22	1	1	
Other	12	3	1	

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.6

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$21,393	\$2,725	\$18,668	\$72,301
<b>District</b>	N/A	N/A	\$18,668	\$87,763
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	-19.3
<b>State</b>	N/A	N/A	\$11,146	\$85,291
<b>Percent Difference - School Site and State</b>	N/A	N/A	50.5	-16.5

## Fiscal Year 2024-25 Types of Services Funded

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

Math intervention

Art, Music, STEAM

Counseling Services

EL instruction and support

Homeless and Foster Services

MTSS

Technology Services

Positive Behavioral Intervention Support

Summer School and Extended School Year

Family Resource Center

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$48,382	\$55,248
<b>Mid-Range Teacher Salary</b>	\$72,106	\$80,746
<b>Highest Teacher Salary</b>	\$96,971	\$109,655
<b>Average Principal Salary (Elementary)</b>	\$142,092	\$133,828
<b>Average Principal Salary (Middle)</b>		\$142,253
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>	\$155,000	\$155,954
<b>Percent of Budget for Teacher Salaries</b>	23.2%	25.26%
<b>Percent of Budget for Administrative Salaries</b>	7.4%	6.12%

## Professional Development

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 annually dedicates the equivalent of three days to staff development, weekly early release days for staff development and Professional Learning Community collaboration along with Response to Intervention (RtI) meetings with staff to analyze student academic performance and interventions, and provides teachers and other staff work release days to attend trainings related to curriculum and instruction development and the implementation of district goals. Support for teachers is implemented through in class observations and coaching, meetings with the principal. New teachers are paired with a teacher mentor.

In the 2024-2025 school year, staff development topics included:

- \*Math Curriculum
- \*Technology
- \*Benchmark data analysis
- \*Smarter Balance Assessment
- \*Social Emotional Learning
- \*Trauma informed Practices
- \*Get Safety Trained/COVID Health and Safety Training
- \*Response to Intervention (RtI)
- \*Multi-Tiered Systems of Support
- \*Behavior Management Strategies
- \*Inclusion Practices
- \*Special Education
- \* Professional Learning Communities
- \* Behavior intervention and response strategies

This table displays the number of school days dedicated to staff development and continuous improvement.

**Professional Development**

<b>Subject</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3