

# Jamestown Elementary

## 2024–25 School Accountability Report Card

### Reported Using Data from the 2024–25 School Year

California Department of Education

|                 |                                                |                    |                              |
|-----------------|------------------------------------------------|--------------------|------------------------------|
| <b>Address:</b> | 18299 Fifth Ave.<br>Jamestown, CA , 95327-9671 | <b>Principal:</b>  | Mrs. Sarah Gillum, Principal |
| <b>Phone:</b>   | (209) 984-4058                                 | <b>Grade Span:</b> | K-8                          |

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/>.

## About This School

### Mrs. Sarah Gillum, Principal

📍 Principal, Jamestown Elementary

#### Contact

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Jamestown Elementary  
18299 Fifth Ave.  
Jamestown, CA 95327-9671

Phone: (209) 984-4058  
Email: [cpelfrey@jespanthers.org](mailto:cpelfrey@jespanthers.org)

Contact Information (School Year 2025–26)

| District Contact Information (School Year 2025–26) |                                                                        | School Contact Information (School Year 2025–26) |                                                                      |
|----------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------|
| District Name                                      | Jamestown Elementary                                                   | School Name                                      | Jamestown Elementary                                                 |
| Phone Number                                       | (209) 984-4058                                                         | Street                                           | 18299 Fifth Ave.                                                     |
| Superintendent                                     | Pelfrey, Contessa                                                      | City, State, Zip                                 | Jamestown, CA , 95327-9671                                           |
| Email Address                                      | <a href="mailto:cpelfrey@jespanthers.org">cpelfrey@jespanthers.org</a> | Phone Number                                     | (209) 984-4058                                                       |
| Website                                            | <a href="http://www.jespanthers.org">www.jespanthers.org</a>           | Principal                                        | Mrs. Sarah Gillum, Principal                                         |
|                                                    |                                                                        | Email Address                                    | <a href="mailto:cmartin@jespanthers.org">cmartin@jespanthers.org</a> |
|                                                    |                                                                        | Website                                          | <a href="http://jespanthers.org">http://jespanthers.org</a>          |
|                                                    |                                                                        | Grade Span                                       | K-8                                                                  |
|                                                    |                                                                        | County-District-School (CDS) Code                | 55723636054902                                                       |

School Description and Mission Statement (School Year 2025–26)

District Mission Statement

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

District 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, 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

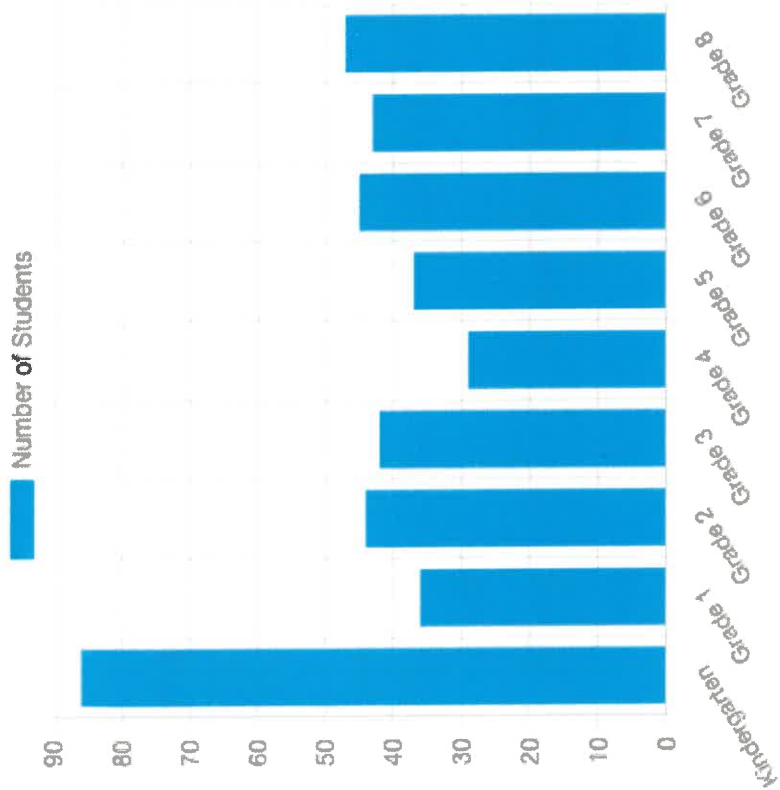
Jamestown School District was established in 1855. Jamestown School is nestled in the foothills of California's gold country. Jamestown School District is proud of their highly trained and respected staff who provide quality instructional experiences along with the utilization of regulation strategies 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 6th grades and a Early Head Start Toddler Center.

The District operates an After School Program on two campuses 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.

Student Enrollment by Grade Level (School Year 2024-25)

| 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                 |
| Total Enrollment | 409                |



Student Enrollment by Student Group (School Year 2024–25)

| Student Group                       | Percent of Total Enrollment | Student Group (Other)           | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Female                              | 57.00%                      | English Learners                | 9.50%                       |
| Male                                | 43.00%                      | Foster Youth                    | 0.70%                       |
| Non-Binary                          | 0.00%                       | Homeless                        | 11.00%                      |
| American Indian or Alaska Native    | 2.20%                       | Migrant                         | 0.00%                       |
| Asian                               | 0.20%                       | Socioeconomically Disadvantaged | 72.10%                      |
| Black or African American           | 0.70%                       | Students with Disabilities      | 17.60%                      |
| Filipino                            | 0.00%                       |                                 |                             |
| Hispanic or Latino                  | 27.10%                      |                                 |                             |
| Native Hawaiian or Pacific Islander | 0.20%                       |                                 |                             |
| Two or More Races                   | 4.40%                       |                                 |                             |
| White                               | 64.50%                      |                                 |                             |

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 Preparation and Placement (School Year 2021–22)

| Authorization/Assignment                                                                        | School<br>Number | School<br>Percent | District<br>Number | District<br>Percent | State<br>Number | State<br>Percent |
|-------------------------------------------------------------------------------------------------|------------------|-------------------|--------------------|---------------------|-----------------|------------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 11.40            | 57.35%            | 13.50              | 61.43%              | 234405.20       | 84.00%           |
| Intern Credential Holders Properly Assigned                                                     | 0.00             | 0.00%             | 0.00               | 0.00%               | 4853.00         | 1.74%            |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      | 6.00             | 30.11%            | 6.00               | 27.22%              | 12001.50        | 4.30%            |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         | 1.50             | 7.53%             | 1.50               | 6.81%               | 11953.10        | 4.28%            |
| Unknown/Incomplete/NA                                                                           | 1.00             | 5.02%             | 1.00               | 4.54%               | 15831.90        | 5.67%            |
| Total Teaching Positions                                                                        | 19.90            | 100.00%           | 22.00              | 100.00%             | 279044.80       | 100.00%          |

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.

Teacher Preparation and Placement (School Year 2022-23)

| Authorization/Assignment                                                                        | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|-------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 13.70         | 69.68%         | 15.90           | 72.69%           | 231142.40    | 83.24%        |
| Intern Credential Holders Properly Assigned                                                     | 1.00          | 5.05%          | 1.00            | 4.55%            | 5566.40      | 2.00%         |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      | 2.00          | 10.11%         | 2.00            | 9.10%            | 14938.30     | 5.38%         |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         | 1.00          | 5.05%          | 1.00            | 4.55%            | 11746.90     | 4.23%         |
| Unknown/Incomplete/NA                                                                           | 2.00          | 10.11%         | 2.00            | 9.10%            | 14303.80     | 5.15%         |
| Total Teaching Positions                                                                        | 19.70         | 100.00%        | 21.90           | 100.00%          | 277698.00    | 100.00%       |

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.

Teacher Preparation and Placement (School Year 2023–24)

| Authorization/Assignment                                                                        | School<br>Number | School<br>Percent | District<br>Number | District<br>Percent | State<br>Number | State<br>Percent |
|-------------------------------------------------------------------------------------------------|------------------|-------------------|--------------------|---------------------|-----------------|------------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 13.30            | 62.52%            | 15.50              | 66.03%              | 230039.40       | 100.00%          |
| Intern Credential Holders Properly Assigned                                                     | 1.00             | 4.68%             | 1.00               | 4.25%               | 6213.80         | 2.23%            |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      | 4.00             | 18.72%            | 4.00               | 16.99%              | 16855.00        | 6.04%            |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         | 2.00             | 9.36%             | 2.00               | 8.49%               | 12112.80        | 4.34%            |
| Unknown/Incomplete/NA                                                                           | 1.00             | 4.68%             | 1.00               | 4.25%               | 13705.80        | 4.91%            |
| Total Teaching Positions                                                                        | 21.30            | 100.00%           | 23.50              | 100.00%             | 278927.10       | 100.00%          |

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.

Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA)

| Authorization/Assignment                              | 2021-22<br>Number | 2022-23<br>Number | 2023-24<br>Number |
|-------------------------------------------------------|-------------------|-------------------|-------------------|
| Permits and Waivers                                   | 3.00              | 0                 | 3.00              |
| Misassignments                                        | 3.00              | 2                 | 1.00              |
| Vacant Positions                                      | 0.00              | 0                 | 0.00              |
| Total Teachers Without Credentials and Misassignments | 6.00              | 2                 | 4.00              |

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

| Indicator                                              | 2021-22<br>Number | 2022-23<br>Number | 2023-24<br>Number |
|--------------------------------------------------------|-------------------|-------------------|-------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00              | 0                 | 1.00              |
| Local Assignment Options                               | 1.50              | 1                 | 1.00              |
| Total Out-of-Field Teachers                            | 1.50              | 1                 | 2.00              |

Class Assignments

| Indicator                                                                                                                                        | 2021–<br>22 | 2022–<br>23 | 2023–<br>24 |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|
|                                                                                                                                                  | Percent     | Percent     | Percent     |
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              | 25%         | 18.1%       | 7.10%       |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0%          | 0%          | 0.00%       |

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

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)**

Jamestown School District held a Public Hearing on 10-8-25 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: September 2025

Year and month in which the data were collected: September 2025

| Subject                | List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption             |  | Percent Students Lacking Own Assigned Copy |
|------------------------|------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------|
|                        |                                                                                                                        |  |                                            |
| Reading/Language Arts  | ?TK-5 Grades: Houghton Mifflin "Journeys" 2016, 6-8 Grades: Houghton Mifflin "Collections" 2016; Most recent adoption? |  | 0                                          |
| Mathematics            | ?TK-5 Pearson Math 2017, 6-8 Cengage Big Ideas 2018; Most recent adoption?                                             |  | 0                                          |
| Science                | ?TK-5 Amplify Science 2022, 6-8 STEMscopes Accelerate Learning inc. 2022; Most recent adoption?                        |  | 0                                          |
| History-Social Science | ?TK-5: Studies Weekly 2019, 6-8 National Geographic Cengage 2019; Most recent adoption?                                |  | 0                                          |
| Foreign Language       | N/A                                                                                                                    |  | 0                                          |

| Subject                         | List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Health                          | N/A                                                                                                        | 0                                          |
| Visual and Performing Arts      | N/A                                                                                                        | 0                                          |
| Science Lab Eqpmt (Grades 9-12) | N/A                                                                                                        | 0                                          |

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 25-26 FIT overall rating was 95.51%, GOOD.

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.



School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2025

| System Inspected                                                | Rating | Repair Needed and Action Taken or Planned                                                                                                       |
|-----------------------------------------------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer                      | Good   | 100% No deficiencies noted                                                                                                                      |
| Interior: Interior Surfaces                                     | Fair   | 83.3% Patch and Paint a couple of rooms; replace door jam and finish drywall in the plaza staff bathroom; replace upper girls' bathroom mirror. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation       | Good   | 100% No deficiencies noted                                                                                                                      |
| Electrical: Electrical                                          | Good   | 100% No deficiencies noted                                                                                                                      |
| Restrooms/Fountains: Restrooms, Sinks/Fountains                 | Good   | 100% No deficiencies noted                                                                                                                      |
| Safety: Fire Safety, Hazardous Materials                        | Good   | 100% No deficiencies noted                                                                                                                      |
| Structural: Structural Damage, Roofs                            | Fair   | 88.45% Settling and cracks in District office building; Repair railing at JFRC                                                                  |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good   | 92.31% Repair /Replace sidewalk in front of district office; Grind some cement areas on sidewalks.                                              |

**Overall Facility Rate**

Year and month of the most recent FIT report: October 2025

|                |      |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

## 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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.

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

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

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.

Note: 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent    |                 |
|-------------------------------------|------------------|---------------|----------------|------------|-----------------|
|                                     |                  |               |                | Not Tested | 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%          |

| Student Group                                 | Total      | Number | Percent | Percent | Percent    |
|-----------------------------------------------|------------|--------|---------|---------|------------|
|                                               | Enrollment | Tested | Tested  | Tested  | Not Tested |
| Students Receiving Migrant Education Services | 0          | 0      | 0%      | 0%      | 0%         |
| Students with Disabilities                    | 55         | 52     | 94.55%  | 5.45%   | 15.38%     |

Note: ELA 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.

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.

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 for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

| Student Group                    | Total      | Number | Percent | Percent    | Percent         |
|----------------------------------|------------|--------|---------|------------|-----------------|
|                                  | Enrollment | Tested | Tested  | Not Tested | 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                            | --         | --     | --      | --         | --              |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent    |                 |
|-----------------------------------------------|------------------|---------------|----------------|------------|-----------------|
|                                               |                  |               |                | Not Tested | Met or Exceeded |
| 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%           |

Note: 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.

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.

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 High School  
Percentage of Students Meeting or Exceeding the State Standard**

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

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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.

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 by Student Group**  
**Grades Five, Eight and High School (School Year 2024–25)**

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent    |                 |
|-------------------------------------|------------------|---------------|----------------|------------|-----------------|
|                                     |                  |               |                | Not Tested | Met or Exceeded |
| All Students                        | 86               | 85            | 98.84%         | 1.16%      | 17.86%          |
| Female                              | 50               | 50            | 100.00%        | 0.00%      | 14.00%          |
| Male                                | 36               | 35            | 97.22%         | 2.78%      | 23.53%          |
| American Indian or Alaska Native    | --               | --            | --             | --         | --              |
| Asian                               | 0                | 0             | 0%             | 0%         | 0%              |
| Black or African American           | 0                | 0             | 0%             | 0%         | 0%              |
| Filipino                            | 0                | 0             | 0%             | 0%         | 0%              |
| Hispanic or Latino                  | 25               | 25            | 100.00%        | 0.00%      | 16.00%          |
| Native Hawaiian or Pacific Islander | 0                | 0             | 0%             | 0%         | 0%              |
| Two or More Races                   | --               | --            | --             | --         | --              |
| White                               | 53               | 52            | 98.11%         | 1.89%      | 17.31%          |
| English Learners                    | --               | --            | --             | --         | --              |
| Foster Youth                        | --               | --            | --             | --         | --              |
| Homeless                            | --               | --            | --             | --         | --              |
| Military                            | 0                | 0             | 0%             | 0%         | 0%              |
| Socioeconomically Disadvantaged     | 52               | 51            | 98.08%         | 1.92%      | 14.00%          |

| Student Group                                 | Total      | Number | Percent | Percent    | Percent |
|-----------------------------------------------|------------|--------|---------|------------|---------|
|                                               | Enrollment | Tested | Tested  | Not Tested |         |
| Students Receiving Migrant Education Services | 0          | 0      | 0%      | 0%         | 0%      |
| Students with Disabilities                    | 21         | 20     | 95.24%  | 4.76%      | 10.00%  |

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.

Not Applicable

Career Technical Education (CTE) Participation (School Year 2024–25)

Not applicable

| Measure                                                                                                                 | CTE Program Participation |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Number of Pupils Participating in CTE                                                                                   | --                        |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma                                            | --                        |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | --                        |

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

Not applicable

| UC/CSU Course Course Measure                                              |  | Percent |
|---------------------------------------------------------------------------|--|---------|
| 2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission          |  |         |
| 2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission |  |         |

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)  
Percentage of Students Participating in each of the five Fitness Components

|   | Component 1:<br>Aerobic<br>Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor and<br>Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|---|-------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------|-----------------------------|
| 5 | 94.5%                               | 94.5%                                                  | 94.5%                                                             | 100%                                                    | 100%                        |
| 7 | 97.6%                               | 95.3%                                                  | 95.3%                                                             | 95.3%                                                   | 97.6%                       |

Note: The administration of the PFT requires only participation results for these five fitness areas.

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: 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

### Opportunities for Parental Involvement (School Year 2025–26)

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 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.

### State Priority: Pupil Engagement

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

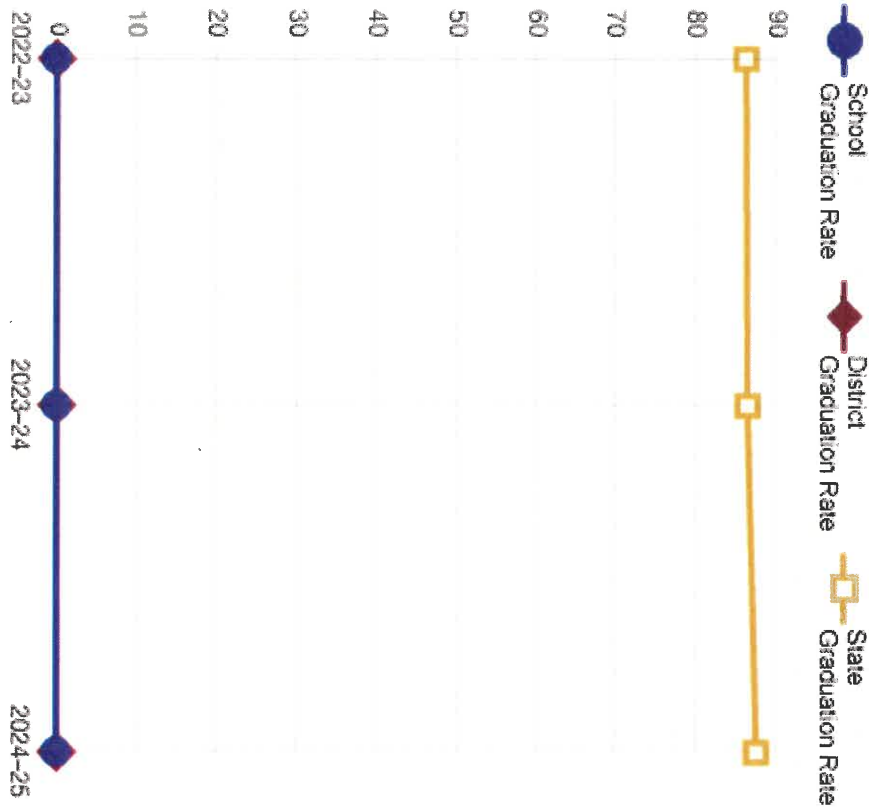
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

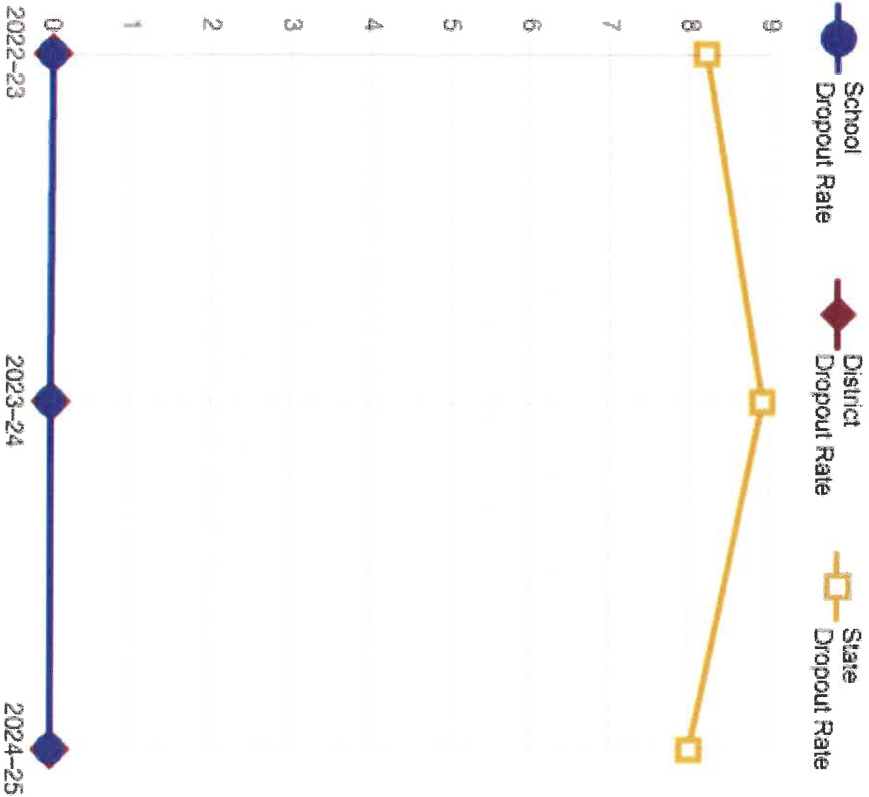
| Indicator       | School<br>2022-23 | School<br>2023-24 | School<br>2024-25 | District<br>2022-23 | District<br>2023-24 | District<br>2024-25 | State<br>2022-23 | State<br>2023-24 | State<br>2024-25 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Graduation Rate |                   |                   |                   |                     |                     |                     | 86.2%            | 86.4%            | 87.5%            |
| Dropout Rate    | 0.03%             | 0%                |                   | 0.03%               | 0%                  | 0%                  | 8.2%             | 8.9%             | 8.0%             |

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

Graduation Rates



Dropout Rates





Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

| Student Group                                 | Number of<br>Students<br>in Cohort | Number of<br>Cohort<br>Graduates | Cohort<br>Graduation<br>Rate |
|-----------------------------------------------|------------------------------------|----------------------------------|------------------------------|
| All Students                                  | 0.0                                | 0.0                              | 0.0%                         |
| Female                                        | 0.0                                | 0.0                              | 0.0%                         |
| Male                                          | 0.0                                | 0.0                              | 0.0%                         |
| Non-Binary                                    | 0.0                                | 0.0                              | 0.0%                         |
| American Indian or Alaska Native              | 0.0                                | 0.0                              | 0.0%                         |
| Asian                                         | 0.0                                | 0.0                              | 0.0%                         |
| Black or African American                     | 0.0                                | 0.0                              | 0.0%                         |
| Filipino                                      | 0.0                                | 0.0                              | 0.0%                         |
| Hispanic or Latino                            | 0.0                                | 0.0                              | 0.0%                         |
| Native Hawaiian or Pacific Islander           | 0.0                                | 0.0                              | 0.0%                         |
| Two or More Races                             | 0.0                                | 0.0                              | 0.0%                         |
| White                                         | 0.0                                | 0.0                              | 0.0%                         |
| English Learners                              | 0.0                                | 0.0                              | 0.0%                         |
| Foster Youth                                  | 0.0                                | 0.0                              | 0.0%                         |
| Homeless                                      | 0.0                                | 0.0                              | 0.0%                         |
| Socioeconomically Disadvantaged               | 0.0                                | 0.0                              | 0.0%                         |
| Students Receiving Migrant Education Services | 0.0                                | 0.0                              | 0.0%                         |

| Student Group              |  | Number of<br>Students<br>in Cohort | Number of<br>Cohort<br>Graduates | Cohort<br>Graduation<br>Rate |
|----------------------------|--|------------------------------------|----------------------------------|------------------------------|
| Students with Disabilities |  | 0.0                                | 0.0                              | 0.0%                         |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

| 7/6/26, 11:35 AM                    |  | School Accountability Report Card |                                         |                           | Chronic Absenteeism by Student Group (School Year 2024–25) |  |  |
|-------------------------------------|--|-----------------------------------|-----------------------------------------|---------------------------|------------------------------------------------------------|--|--|
| 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%                                                      |  |  |

| Student Group                                 | Chronic Absenteeism   |                     | Chronic Absenteeism |       | Chronic Absenteeism |  |
|-----------------------------------------------|-----------------------|---------------------|---------------------|-------|---------------------|--|
|                                               | Cumulative Enrollment | Eligible Enrollment | Count               | Rate  |                     |  |
| 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.

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<br>2022-23 | School<br>2023-24 | School<br>2024-25 | District<br>2022-23 | District<br>2023-24 | District<br>2024-25 | State<br>2022-23 | State<br>2023-24 | State<br>2024-25 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 7.53              | 8.75              | 5.15              | 6.97                | 8.39                | 4.83                | 3.60             | 3.28             | 2.94             |
| Expulsions  | 0.00              | 0.24              | 0.22              | 0.00                | 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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

| Student Group                                 | Suspensions<br>Rate | Expulsions<br>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%              |

| Student Group              | Suspensions<br>Rate | Expulsions<br>Rate |
|----------------------------|---------------------|--------------------|
| 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.

**School Safety Plan (School Year 2025–26)**

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 in February of 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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| K           | 21.00              | 1                       | 1                        | 0                      |
| 1           | 25.00              | 0                       | 1                        | 0                      |
| 2           | 16.00              | 2                       | 0                        | 0                      |
| 3           | 18.00              | 2                       | 0                        | 0                      |
| 4           | 18.00              | 1                       | 0                        | 0                      |
| 5           | 26.00              | 0                       | 1                        | 0                      |
| 6           | 18.00              | 1                       | 1                        | 0                      |
| Other**     | 16.00              | 2                       | 2                        | 0                      |

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| K           | 14.00              | 2                       | 1                        | 0                      |
| 1           | 17.00              | 1                       | 1                        | 0                      |
| 2           | 20.00              | 1                       | 1                        | 0                      |
| 3           | 15.00              | 2                       | 0                        | 0                      |
| 4           | 17.00              | 1                       | 1                        | 0                      |
| 5           | 29.00              | 1                       | 1                        | 0                      |
| 6           | 15.00              | 1                       | 1                        | 0                      |
| Other**     | 22.00              | 4                       | 1                        | 0                      |

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| K           | 17.00              | 2                       | 1                        |                        |
| 1           | 23.00              |                         | 1                        |                        |
| 2           | 19.00              | 2                       |                          |                        |
| 3           | 21.00              | 1                       | 1                        |                        |
| 4           | 20.00              | 1                       |                          |                        |
| 5           | 22.00              |                         | 1                        |                        |

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| 6           | 22.00              | 1                       | 1                        |                        |
| Other**     | 12.00              | 3                       | 1                        |                        |

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

| Subject               | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts | 0.00               | 0                       | 0                        | 0                      |
| Mathematics           | 0.00               | 0                       | 0                        | 0                      |
| Science               | 0.00               | 0                       | 0                        | 0                      |
| Social Science        | 0.00               | 0                       | 0                        | 0                      |

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

| Subject               | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts | 0.00               | 0                       | 0                        | 0                      |
| Mathematics           | 0.00               | 0                       | 0                        | 0                      |
| Science               | 0.00               | 0                       | 0                        | 0                      |
| Social Science        | 0.00               | 0                       | 0                        | 0                      |

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

| Subject               | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts |                    |                         |                          |                        |
| Mathematics           |                    |                         |                          |                        |
| Science               |                    |                         |                          |                        |
| Social Science        |                    |                         |                          |                        |

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

| Title                         | Ratio |
|-------------------------------|-------|
| 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.

Student Support Services Staff (School Year 2024-25)

| Title                                                         | Number of FTE* Assigned to School |
|---------------------------------------------------------------|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.20                              |
| Library Media Teacher (Librarian)                             | 0.00                              |
| Library Media Services Staff (Paraprofessional)               | 0.80                              |
| Psychologist                                                  | 0.80                              |
| Social Worker                                                 | 0.00                              |
| Nurse                                                         | 0.00                              |
| Speech/Language/Hearing Specialist                            | 1.40                              |
| Resource Specialist (non-teaching)                            | 0.00                              |
| Other**                                                       | 0.80                              |

\* 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.

\*\* "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

| Level                                         | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$21393.00                   | \$2725.00                           | \$18668.00                            | \$72301.00             |
| District                                      | N/A                          | N/A                                 | \$18784.00                            | \$87763.00             |
| Percent Difference – School Site and District | N/A                          | N/A                                 | .70%                                  | 17.7%                  |
| State                                         | N/A                          | N/A                                 | \$11146.18                            | \$85291.00             |
| Percent Difference – School Site and State    | N/A                          | N/A                                 | 40.3%                                 | 2.9%                   |

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

Types of Services Funded (Fiscal Year 2024–25)

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

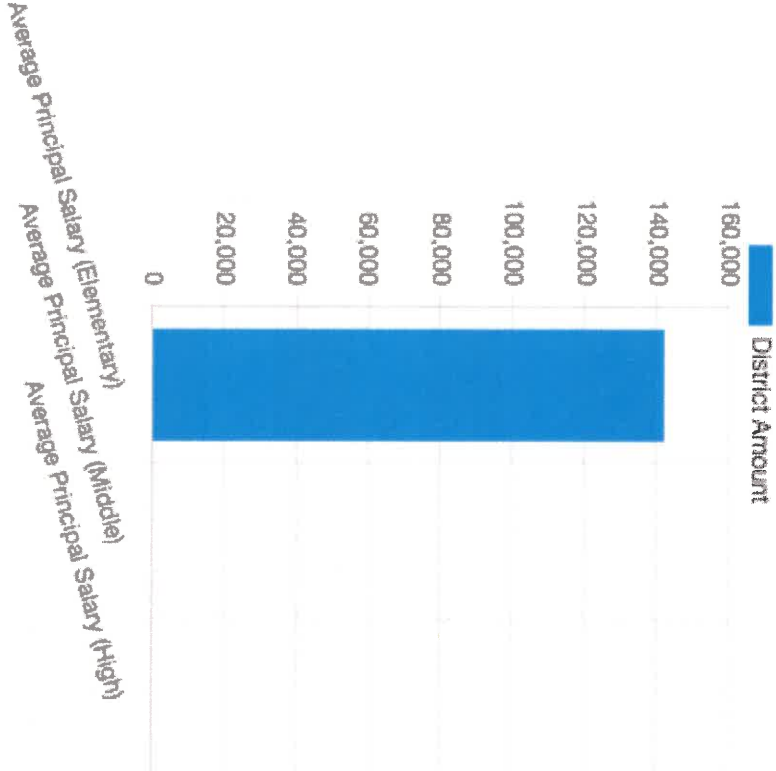
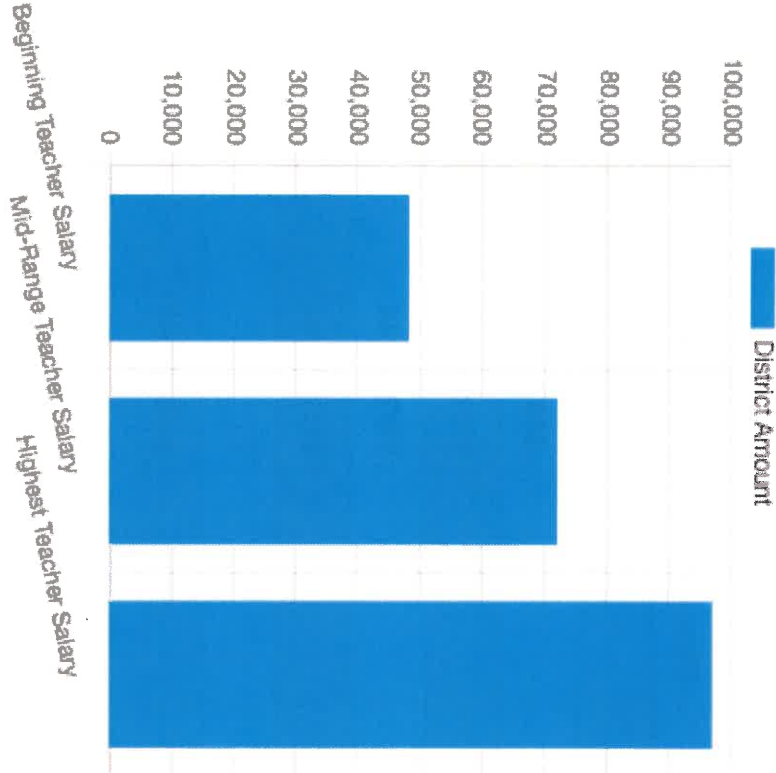




Teacher and Administrative Salaries (Fiscal Year 2023--24)

| Category                                      | District Amount | State Average For Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary                      | \$48382.00      | \$55247.70                                   |
| Mid-Range Teacher Salary                      | \$72106.00      | \$80745.76                                   |
| Highest Teacher Salary                        | \$96971.00      | \$109655.38                                  |
| Average Principal Salary (Elementary)         | \$142092.00     | \$13828.44                                   |
| Average Principal Salary (Middle)             | \$0.00          | \$142253.44                                  |
| Average Principal Salary (High)               | \$0.00          | --                                           |
| Superintendent Salary                         | \$155000.00     | \$155953.89                                  |
| Percent of Budget for Teacher Salaries        |                 |                                              |
| Percent of Budget for Administrative Salaries |                 |                                              |

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



Advanced Placement (AP) Courses (School Year 2024–25)

Not applicable

Percent of Students in AP Courses %

| Subject                   | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science          | 0                             |
| English                   | 0                             |
| Fine and Performing Arts  | 0                             |
| Foreign Language          | 0                             |
| Mathematics               | 0                             |
| Science                   | 0                             |
| Social Science            | 0                             |
| Total AP Courses Offered* | 0                             |

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

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.

| Measure                                                                         | 2023-24 | 2024-25 | 2025-26 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3       | 3       | 3       |