

Jamul Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Jamul Elementary School
Street	14567 Lyons Valley Rd.
City, State, Zip	Jamul, Ca, 91935-3324
Phone Number	619-669-7800
Principal	Yesenia Robinson, Principal
Email Address	yrobinson@jdusd.org
Website	www.jdusd.net/primary.cfm
County-District-School (CDS) Code	37681556038319

Entity	Contact Information
District Name	Jamul-Dulzura Union School District
Phone Number	(619) 669-7700
Superintendent	Elizabeth Bystedt
Email Address	lbystedt@jdusd.org
Website	www.jdusd.net

School Description and Mission Statement (School Year 2019-20)

Jamul Elementary School is a small TK-5 school set in the rural hills in eastern San Diego County. Jamul Elementary's classes are taught by an exceptionally caring and experienced staff. Our dedication to the education of the whole child has lead us to incorporate a vibrant arts and music program, and a school gardening and nutrition experience. Our entire staff is dedicated to the well being of each and every child. The district has a robust 1 to 1 computer program. Jamul Primary provides a thinking curriculum focused on communication, creativity, critical thinking, and collaboration.

Our Mission Statement:

As a school-centered community in a diverse and changing world, we are committed to educating, enriching, and challenging every child by providing to all, excellence in leadership, instruction, opportunities and resources that develop creative, cooperative, and caring lifelong learners, independent decision makers and contributing citizens.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	62
Grade 1	65
Grade 2	67
Grade 3	54
Grade 4	3
Grade 7	1
Total Enrollment	252

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2
Asian	0.8
Hispanic or Latino	59.9
White	34.9
Two or More Races	2.4
Socioeconomically Disadvantaged	54
English Learners	21.8
Students with Disabilities	12.7
Foster Youth	0.4
Homeless	1.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	14	14		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Lucy Calkins Writers' Workshop and Achieve 3000	Yes	0.0 %
Mathematics	Houghton Mifflin and Imagine Math Facts	Yes	0.0 %
Science	MacMillan McGraw Hill Science	Yes	0.0 %
History-Social Science	Pearson Scott Foresman	Yes	0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

This school has 23 classrooms of which 16 are in daily use. The campus has a multi-purpose room, a full service library, one to one technology and a computer lab. Jamul Elementary School received a modernization grant in 2003. All school buildings received an energy efficiency upgrade from SDG&E which included new energy efficient lights, cleaning of all air conditioning/heating units, replacement filters, and light timers. In 2014 two classrooms were converted to administrative offices. Restrooms received ADA upgrades and additional ADA parking was added. The district food services department received a new, energy efficient walk in refrigerator/freezer. In 2015, new secure front gates were installed at the entrance of the school. Grant funding was used to install a rainwater catchment system. During the summer of 2016 the playground was resurfaced. In November of 2016 a fire inspection was completed by the San Diego Fire Authority.

Our classrooms are cleaned on a daily basis with thorough, deep cleaning occurring three times per year.

Classrooms in use are in good condition. The buildings that are not being used require new roofs, drywall repair. This is extensive work and will occur on a schedule based on need. A subfloor in a classroom was repaired over the summer of 2018 in order to create a bookroom for guided reading materials. Roof and rain gutters were repaired over the summer of 2017. Over the winter of 2019, a new roof was put in on a building containing three classrooms.

As we look to the future, Jamul Elementary is planning to build a new Kindergarten classroom wing and playground in order to be prepared for additional students since new housing is slated to be built over the next 5 years. Also with the move of 4th and 5th grade students to the campus, during the 2019/2020 school year, the playground/field area will be reconfigured to meet the needs of all TK-5 students. The school was completely fenced in over the summer and prior to the start of the 2019/2020 school year.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	59	52	50	50	50	50
Mathematics (grades 3-8 and 11)	54	46	39	35	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	52	98.11	1.89	51.92
Male	29	28	96.55	3.45	39.29
Female	24	24	100.00	0.00	66.67
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	30	29	96.67	3.33	31.03
Native Hawaiian or Pacific Islander					
White	18	18	100.00	0.00	77.78
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	31	30	96.77	3.23	43.33
English Learners	17	17	100.00	0.00	29.41
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	52	98.11	1.89	46.15
Male	29	28	96.55	3.45	42.86
Female	24	24	100.00	0.00	50.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	30	29	96.67	3.33	24.14
Native Hawaiian or Pacific Islander					
White	18	18	100.00	0.00	77.78
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	31	30	96.77	3.23	30.00
English Learners	17	17	100.00	0.00	17.65
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

- PTA
- School Site Council
- Strategic Planning Group
- Parent Advisory Group Experience
- ELAC/DELAC
- Western BBQ Family Lunch
- Everyone a Reader
- Helping Hands
- Art Docents
- Gardening Club
- Nutrition Lab
- Principals Coffee Chats
- Classroom Volunteers
- Fieldtrip Chaperones

Special Events: Grandparents Day, Veterans Day, Great Kindness Challenge Week, Sweetheart Family Dance, Pi Nite, Literacy Night, etc

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.2	0.7	0.0	1.4	2.5	1.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Schools should be a place where our children find a safe and secure environment. We have taken the following steps to ensure safety and security:

- Emergency Plan for the District developed and updated annually
- School plan updated annually. Binders of emergency information are housed in the office
- Locking front gates near the school office were installed in October 2015
- Monthly earthquake, fire, and lock down drills are conducted. Some are unannounced. All are timed. Results are studied after each drill
- Classroom doors are secure
- Front office staff are diligent about recording important student information such as emergency numbers, custody arrangements, and health concerns
- We have a positive behavior management system that regularly rewards good behavior and attendance
- Students who have behavior challenges are treated on an individual basis with interventions that might include and adult buddy, a behavior contract, or small group counseling
- We have regular assemblies on bully prevention and good character

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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	3		25		3		21	1	2	
1	23		2		23		3		26		2	
2	28		2		25		2		25		3	
3	19	1	2		27		2		26		2	
4									9	1		
Other**					8	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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 2018-19)

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	.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8287.25	\$3096.41	5190.84	\$66,183.64
District	N/A	N/A	\$8146.49	\$70,559.03
Percent Difference - School Site and District	N/A	N/A	-44.3	-6.4
State	N/A	N/A	7506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-36.5	1.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

We use our school wide Title 1 allocation to fund a full time Title I Intervention Specialist. We also fund Occupational Therapists, Adaptive PE specialists, a Psychologist and Preschool Special Education.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,155	\$45,252
Mid-Range Teacher Salary	\$59,800	\$65,210
Highest Teacher Salary	\$85,147	\$84,472
Average Principal Salary (Elementary)	\$108,566	\$107,614
Average Principal Salary (Middle)	\$109,766	\$112,242
Average Principal Salary (High)	\$0	\$

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$149,673	\$124,686
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	11%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	27	27

- In 2016-17 the focus of professional development was on our new ELA/ELD adoption, Wonders and WonderWorks.
- In 2017-18 the district focus for professional development moved to Restorative Practices due to the increasing number of students who are coming to us with trauma in their backgrounds. As a school site we also focused on Lucy Caulkins Writers Workshop.
- In 2018-19 the focus of professional development has been our new Math adoption, MacGraw Hil Everyday Mathematics and Guided reading practices.