James Dukes Elementary School

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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Ramona Unified School District
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District Administration

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School Description

James Dukes Elementary is a learning community where we are all valued and supported to be our best. Students develop a love of learning through rigorous academic experiences. James Dukes is a community of life-long learners. Our students are high-level learners through a culture of collaboration with families and the community in the pursuit of excellence.

Our focus on technology in the classroom continues for the 2019-20 school year. We are preparing our students for the 21st century through innovative and creative teaching methods. Ramona Unified is moving in this direction by ensuring that all students have innovative learning experiences that ensure proficiency in the California Content Standards (CCS). Our students learn in classroom settings that are almost 1:1 devices. At James Dukes, our students are not only academic scholars, but they are thoughtful civic leaders, as demonstrated in our strong character education program. Every classroom participates in activities, lessons and school-wide activities, assemblies and initiatives that build the character traits outlined by the Ramona Unified School District.

Our community is very special. James Dukes Elementary is an exceptional model of an active, engaged neighborhood school. Our strong collaboration with parents and community provides rich learning experiences for our students. Constant communication is key in any organization and we are no exception to this rule.

Jeri Billick, Principal

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	58
Grade 2	83
Grade 3	78
Grade 4	79
Grade 5	79
Grade 6	77
Total Enrollment	545

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.6
Asian	0.9
Filipino	0.6
Hispanic or Latino	22.9
White	65.5
Two or More Races	8.8
Socioeconomically Disadvantaged	24
English Learners	3.1
Students with Disabilities	17.1
Foster Youth	0.2
Homeless	0.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for James Dukes	17-18	18-19	19-20
With Full Credential	23	25	25
Without Full Credential	1		0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Ramona Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	264
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at James Dukes Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

The District's adopted core curriculum is the California Content Standards (CCS). District adopted textbooks and supplemental materials are aligned to the standards.

Textbooks and Instructional Materials
Year and month in which data were collected: September 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption		
Reading/Language Arts	Benchmark Advance 2017		
	The textbooks listed are from most recent adoption:	Yes	
	Percent of students lacking their own assigned textbook:	0	
Mathematics	California Math Expressions HMH Grades K-5 2015 CPM Core Connections Course 1 Grade 6 2015		
	The textbooks listed are from most recent adoption:	Yes	
	Percent of students lacking their own assigned textbook:	0	
Science	California Science Harcourt 2008		
	The textbooks listed are from most recent adoption:	Yes	
	Percent of students lacking their own assigned textbook:	0	
History-Social Science	Reflections Harcourt 2007		
	The textbooks listed are from most recent adoption:	Yes	
	Percent of students lacking their own assigned textbook:	0	

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Each school within the Ramona Unified School District is carefully maintained to ensure that campuses are safe and clean. With the completion of multiple recent building projects at various campuses, the District has continued to provide outstanding campus environments for our students which provide for high-quality educational programs. In addition to the District's maintenance department which performs everyday maintenance on over 165 buildings, the District also utilizes its deferred maintenance budget which allows for additional funding to maintain various items, including flooring, roofs, walls, windows, and other major systems within the buildings.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Ceiling tiles need to be replaced as a result of roof leaks.
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	Fair	Re-roofing of specific areas is needed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Playground equipment is in need of repair.
Overall Rating	**Fair**	There are deficiencies in interior surfaces and roofs that are in need of repair. The roofs on class pods 6,7, & 8 have been repaired and repaired the upper roof section on buildings 9, 10 & 11 over summer.

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	51	56	51	53	50	50
Math	48	51	37	38	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 Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	20.3	19.0	36.7

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	302	299	99.01	55.85
Male	169	167	98.82	55.69
Female	133	132	99.25	56.06
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	60	58	96.67	50.00
White	209	208	99.52	56.73
Two or More Races	23	23	100.00	60.87
Socioeconomically Disadvantaged	74	72	97.30	52.78
English Learners	17	15	88.24	40.00
Students with Disabilities	41	39	95.12	25.64
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	302	301	99.67	51.33
Male	169	169	100.00	53.57
Female	133	132	99.25	48.48
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	60	60	100.00	44.07
White	209	208	99.52	53.85
Two or More Races	23	23	100.00	47.83
Socioeconomically Disadvantaged	74	74	100.00	52.05
English Learners	17	17	100.00	43.75
Students with Disabilities	41	40	97.56	23.08
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.

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)
James Dukes recognizes the importance of the partnership between home and school. The parents of James Dukes are an invaluable resource in supporting school programs. Volunteers help in the classrooms, in the school library and with school wide events throughout the year. Parents participate in the improvement process and serve in an advisory capacity on the active PTA and well-attended School Site Council.

Our dynamic PTA supports a variety of activities and programs throughout the year, including organizing assemblies, the monthly newsletter, Veterans and Memorial Day tributes, the Annual Fall Festival, the Father/Daughter dance, the Mother/Son camp out, the Ice Cream Social, the Science Fair, and many other academic and social events that encourage a positive learning environment. The PTA is highly invested in the school's award-winning character education program and facilitates events, bulletin boards and communication based on the character traits of the month. They also plan and organize the Running Club, a regularly scheduled activity.

Parent involvement coordinator: Andrea Wagner, PTA President

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.

School Safety Plan

James Dukes places strong emphasis on safety of students and staff. Our emergency plan was revised in October 2019, and it has been reviewed annually. Our staff is well versed in our safety procedures, and the parents/community have been provided access to our transparent procedures. Regularly scheduled fire, lockdown, and disaster drills are conducted to ensure that our students and staff know what to do if we ever have to deal with an emergency on campus. Our campus is locked during school hours so all visitors must enter campus through the office and all volunteers are required to sign in. Prior to volunteering each year, volunteers are given a Megan's Law background check and must provide tuberculosis clearance per our board policy.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.6	2.9	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.3	3.6	3.5
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	1.25
Resource Specialist (non-teaching)	
Other	

*   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.

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	24				21		3		24		3.5	
1	18				26		3		26		2.5	
2	25				22		3		27		3	
3	26				23		3		25		3	
4	35				34		.5	2	33		2.5	
5	23				33		.5	2	32		2	.5
6	33				31			3	32			2.5
Other**												

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	66	64	54

Ramona Unified School District is dedicated to providing ongoing and sustainable professional development to its administrators, teachers, and paraprofessionals. In order to effectively implement the California Content Standards (CCS) and enhance instructional delivery across the district, our educators participate in professional development at the site, district, and county level. The primary focus of this year's professional development and aver the last 2 years is in the following areas:
- ELA/ELD State Standards
- Mathematics State Standards
- Next Generation Science Standards
- History/Social Science Standards
- Instructional Focus Leadership/Improvement Science
- Social-Emotional Learning
- Technology Integration
- Formative Assessment Cycles

Additionally, new teachers were supported in 10 different New Teacher Bootcamp one hour after school professional learning opportunities in the fall of 2018 and 2019. Classroom teachers, depending upon the content area and grade level, spent between one to six days out of their classroom each year to participate in professional learning opportunities.

The number of school days dedicated to Staff Development and Continuous Improvement:
- 2019-20: 54 full days with 9 partial day trainings
- 2018-19: 64 full days with 9 partial day trainings
- 2017-18: 66 full days

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,857	$49,084
Mid-Range Teacher Salary	$73,474	$76,091
Highest Teacher Salary	$96,904	$95,728
Average Principal Salary (ES)	$115,793	$118,990
Average Principal Salary (MS)	$130,652	$125,674
Average Principal Salary (HS)	$143,235	$137,589
Superintendent Salary	$215,000	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	6%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5919	1254	4665	91021
District	N/A	N/A	5190	$73,089.00
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-10.7	-4.8
School Site/ State	-39.4	-11.7

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

We believe all students can learn, and we recognize that all students learn and retain information in different ways. For students with differing learning styles or disabilities, RUSD has a wide variety of intervention programs. The District provides regular education, categorical programs and additional educational opportunities designed to help all students meet or exceed grade-level standards and to prevent students from falling behind. Federal categorical and additional educational opportunities are funded through the Elementary and Secondary Education Act, which was reauthorized in 2015 as the Every Student Succeeds Act. These programs include, Title I (English Language Arts and Mathematics support); Title II (Improving Teacher Quality); Title III (support for English Language Acquisition and improving Family Engagement); Title IV (support for elementary music and PE and secondary technology and vaping cessation). State funding provides supplemental dollars so the District can provide additional service to unduplicated count students, including foster youth, English language learners, homeless youth, and students of low income families. RUSD offers a wide variety of alternative education programs and settings, including the Ramona Community Campus which houses the Ramona Community Montessori School (TK-6) and Mt. Valley Academy (TK-12 School/Independent Study); Future Bound (7-12 off campus Independent Study); and Montecito Continuation High School (9-12).

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.