

# James Dukes Elementary School

24908 Abalar Way • Ramona, CA 92065-4649 • (760) 788-5060 • Grades K-6

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### **Ramona City Unified**

720 Ninth St.  
Ramona, CA 92065  
760-787-2000

<http://www.ramonausd.net>

### **District Governing Board**

Roger Dohm, President  
Dawn Perfect, Vice President  
Darren Drum  
Kim Lasley  
Bob Stoodly

### **District Administration**

Anne Staffieri, Ed.D  
**Superintendent**  
Tony Newman  
**Assistant Superintendent**  
David Osterman  
**Assistant Superintendent**  
Theresa Grace  
**Assistant Superintendent**

### **School Description**

James Dukes Elementary, a Gold Ribbon School, is one of San Diego's most distinguished elementary schools. At James Dukes, we believe in dreaming big. Our vision aligns with the RUSD mission statement, "All James Dukes students will construct learning through relevant and rigorous tasks while demonstrating a high level of character and collaborative teamwork." Our school's mission statement also aligns with the Ramona Unified School District mission statement. It states, "We believe in preparing today's students for tomorrow's world." Our pledge is to ensure that every student achieves academic success in reading, writing and math. James Dukes' reputation for college and career-bound excellence is one that we are excited to continue. Our students have consistently proven that they can meet any challenge and this is apparent in several dynamic ways.

Our focus on technology in the classroom continues for the 2016-17 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 new state standards. 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. Our Facebook and Twitter pages provide updates on the latest information about our wonderful school.

## 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	80
Grade 1	75
Grade 2	68
Grade 3	62
Grade 4	75
Grade 5	82
Grade 6	77
<b>Total Enrollment</b>	<b>519</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	1.2
Asian	0.8
Filipino	0.4
Hispanic or Latino	15
Native Hawaiian or Pacific Islander	0
White	75
Two or More Races	7.1
Socioeconomically Disadvantaged	21.2
English Learners	2.7
Students with Disabilities	13.1
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
James Dukes Elementary School	14-15	15-16	16-17
<b>With Full Credential</b>	20	21	25
<b>Without Full Credential</b>	1	2	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Ramona City Unified	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	240
<b>Without Full Credential</b>	♦	♦	13
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
James Dukes Elementary School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	98.5	1.5
<b>High-Poverty Schools</b>	95.7	4.3
<b>Low-Poverty Schools</b>	99.8	0.2

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	A Legacy of Literacy Houghton Mifflin 2003 Literature & Lang. Arts Holt 2003  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	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	Harcourt Science Harcourt Brace 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

**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: 04/05/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	X	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	52	52	49	53	44	48
Math	45	49	36	38	34	36

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	81	81	67	70	66	67	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.4	26.9	32.1

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	78	76	97.4	67.1
Male	45	44	97.8	75.0
Female	33	32	97.0	56.3
White	62	60	96.8	70.0
Socioeconomically Disadvantaged	18	17	94.4	52.9

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	67	64	95.5	53.1
	<b>4</b>	79	75	94.9	50.7
	<b>5</b>	78	76	97.4	47.4
	<b>6</b>	82	81	98.8	55.6
<b>Male</b>	<b>3</b>	34	33	97.1	54.5
	<b>4</b>	40	39	97.5	41.0
	<b>5</b>	45	44	97.8	45.5
	<b>6</b>	46	46	100.0	52.2
<b>Female</b>	<b>3</b>	33	31	93.9	51.6
	<b>4</b>	39	36	92.3	61.1
	<b>5</b>	33	32	97.0	50.0
	<b>6</b>	36	35	97.2	60.0
<b>Hispanic or Latino</b>	<b>4</b>	11	10	90.9	20.0
<b>White</b>	<b>3</b>	55	53	96.4	52.8
	<b>4</b>	60	57	95.0	57.9
	<b>5</b>	62	60	96.8	50.0
	<b>6</b>	63	62	98.4	59.7
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	14	13	92.9	30.8
	<b>4</b>	18	18	100.0	27.8
	<b>5</b>	18	17	94.4	35.3
	<b>6</b>	13	13	100.0	38.5
<b>Students with Disabilities</b>	<b>3</b>	13	12	92.3	25.0
	<b>4</b>	11	10	90.9	20.0

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	67	64	95.5	68.8
	<b>4</b>	79	75	94.9	41.3
	<b>5</b>	78	76	97.4	44.7
	<b>6</b>	82	81	98.8	43.2
<b>Male</b>	<b>3</b>	34	33	97.1	72.7
	<b>4</b>	40	39	97.5	38.5
	<b>5</b>	45	44	97.8	52.3
	<b>6</b>	46	46	100.0	41.3
<b>Female</b>	<b>3</b>	33	31	93.9	64.5
	<b>4</b>	39	36	92.3	44.4
	<b>5</b>	33	32	97.0	34.4
	<b>6</b>	36	35	97.2	45.7
<b>Hispanic or Latino</b>	<b>4</b>	11	10	90.9	10.0
<b>White</b>	<b>3</b>	55	53	96.4	71.7
	<b>4</b>	60	57	95.0	50.9
	<b>5</b>	62	60	96.8	48.3
	<b>6</b>	63	62	98.4	46.8
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	14	13	92.9	38.5
	<b>4</b>	18	18	100.0	11.1
	<b>5</b>	18	17	94.4	35.3
	<b>6</b>	13	13	100.0	15.4
<b>Students with Disabilities</b>	<b>3</b>	13	12	92.3	25.0
	<b>4</b>	11	10	90.9	10.0

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

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

#### Opportunities for Parental Involvement (School Year 2016-17)

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, Monthly Movie nights and other regularly scheduled activities.

Parent involvement coordinator: Sherri Dohm, PTA President

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (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 2016, 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			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	2.8	3.4
Expulsions Rate	3.6	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.6	2.8	3.2
Expulsions Rate	0.1	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		60.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.5
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	1.0
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	27	22	25		1		3	3	3			
1	29	25	24				1	2	3			
2	19	25	27	1			2	2	2.5			
3	29	21	24		1		3	3	2.5			
4	35	30	36					2		2		2
5	19	28	31	2			2	3	2.5			
6	32	27	31		1		2		2.5	5	4	
Other	10	13		1	1							

### Professional Development provided for Teachers

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 new state standards 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 is in the following areas:

- Professional development on the new math curriculum
- The new state standards
- Technology integration
- Next Generation Science Standards
- Visible Learning/Thinking Moves & Routines/Feedback
- Administrator and teacher leadership

James Dukes staff participate in professional development opportunities and collaboration aligned to the three site-wide goals: self-regulated learning, math and technology development and character education. Professional learning includes, but is not limited to:

- Monthly Grade Level Collaboration meetings
- Professional development on Visible Learning principals such as Learning Intentions, Success Criteria and Thinking Moves/Routines
- Professional development in technology use and programs/strategies for teaching in the classroom (Imagine Learning, Dreambox, etc.)
- Collaboration and professional development on character education
- Technology-based professional development at local and state levels (CUE, etc.)

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,954	\$43,821
Mid-Range Teacher Salary	\$68,496	\$69,131
Highest Teacher Salary	\$86,716	\$89,259
Average Principal Salary (ES)	\$109,649	\$108,566
Average Principal Salary (MS)	\$123,721	\$115,375
Average Principal Salary (HS)	\$135,637	\$125,650
Superintendent Salary	\$200,591	\$198,772
Percent of District Budget		
Teacher Salaries	36%	37%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5201	\$969	\$4233	\$78756
District	♦	♦	\$5134	\$74751
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-17.5	5.4
Percent Difference: School Site/ State			-25.4	10.1

\* Cells with ♦ do not require data.

### 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). 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/Home 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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