

# School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

## Executive Summary School Accountability Report Card, 2007-08

### Jackson Elementary School

Address: 220 Church St. , Jackson CA 95642-2020

Phone: (209) 257-5600

Principal: Barbara Magpusao

Grade Span: K - 6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

Jackson Elementary School was built in 1948 with five classrooms. It has grown over the years to twenty classrooms, an office area, and a multipurpose room/cafeteria. In addition, we house a Learning Center and three Special Day Classes for learning disabled, autistic and handicapped students. Currently, the enrollment is 456 students in grades K-6.

The core educational program provided to Jackson students reflects the California State Adopted Standards. The core curriculum is enhanced by special opportunities, such as Field Trips, Field Days, special music and art instruction, and assemblies.

Students in grades K-3 are assessed three times yearly using RESULTS testing from the California Reading and Literature Project. Grades 4<sup>th</sup> through 6<sup>th</sup> are assessed quarterly for Language Arts using the District adopted curriculum, Houghton Mifflin California Summative tests. For Math, all grades are assessed quarterly using the MacMillan McGraw-Hill Periodic Assessments. Second through Sixth grade students are assessed annually through the State *STAR* test. The School Site

Council analyzes the data from these assessments which guide the Single Plan for Student Achievement. Annual improvements in the educational program through our Single Plan for Student Achievement and Local Educational Area District Plan are expected by the State.

Many parents volunteer in their children's classrooms, including participation in Cougar Pride activities, fund-raisers, and field trips. Our two parent groups, School Site Council and our parent/teacher organization, Jackson Unifies Students, Teachers, and Parents, JUSTAP, provide continuous and valuable support to the school. Through the support of JUSTAP, we are able to provide instructional programs supporting our current curriculum.

Through our School Based Coordinated Program, Jackson Elementary receives monetary support for our school and for resources to improve our educational program. The School Site Council oversees the expenditure of Single Plan for Student Achievement funds and other categorical funds. Annually, we conduct a survey to review the program strengths and weaknesses. We are able to develop improvement goals and objectives in writing our Single Plan for Student Achievement.

Students with special needs are served in a variety of ways. Their classroom teacher, who received training in English Language Development, serves English Learners as well as a Bilingual Instructional Assistant. Individuals with additional needs are served through our Learning Center, in the regular education classroom with, and if necessary, Resource Specialist support. If an exceptional needs student requires additional support, Special Education services are available through our Amador County Office of Education. GATE students are identified by the District and served through district-wide and after school activities.

## Student Enrollment

Group	Percent
African American	0.49 %
American Indian or Alaska Native	1.98 %
Asian	0.49 %
Filipino	1.23 %
Hispanic or Latino	10.62 %
Pacific Islander	0.25 %
White (not Hispanic)	67.16 %
Multiple or No Response	17.78 %
Socioeconomically Disadvantaged	38 %
English Learners	5 %
Students with Disabilities	9 %

Total Number of students

405

## Teachers

Indicator	Teachers
Teachers with full credential	20
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## School Facilities

Summary of Most Recent Site Inspection

### School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)			X	Chemicals under sinks will be removed.
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			

Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,170
District	\$ \$ 5,917
State	\$5,300

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	46%
Mathematics	51%
Science	38%

## Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	784
Statewide Rank (from 2007 Base API Report)	5
2008-09 Program Improvement Status (PI Year)	Not in PI

## 2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

### I. Data and Access

#### DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

## II. About This School

### Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Jackson Elementary	District Name	Amador County Unified
Street	220 Church St.	Phone Number	(209) 223-1750
City, State, Zip	Jackson , CA 95642-2020	Web Site	www.teachnet.k12.ca.us
Phone Number	(209) 257-5600	Superintendent	Dick Glock
Principal	Barbara Magpusao	E-mail Address	dglock@amadorcoe.k12.ca.us
E-mail Address	bmagpusao@amadorcoe.k12.ca.us	CDS Code	03-73981-6002828

### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

Jackson Elementary School's mission is to provide a quality educational program for all students. The school staff helps students develop into lifelong learners who set and achieve goals, think creatively and solve problems, become responsible citizens, and learn practical life skills to succeed in our modern society. We design our academic and instructional program to accomplish our mission. Our staff models responsible actions in day-to-day instruction.

Jackson Elementary houses the district's special education facilities for Amador County students with orthopedic challenges. Our school continues to upgrade its facilities and grounds by painting, resurfacing the playground, expanding our gardens, and landscaping other parts of the campus. Thanks to our parent organization, Jackson United Students Teachers and Parents (JUSTAP), we were able to add to our library program, increasing the number of books available to students and staff.

## Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Jackson Elementary provides opportunities for families to participate in a variety of activities to support and enrich our school environment. Parents help in the classroom, chair committees such as our Reading Incentive Program, help with Santa's Shop, and organize fund-raisers. Periodically, parents participate in Beautification Days, when we improve the school environment through landscaping and other projects. Parents also serve as Parent Patrol volunteers in front of the school when students are being dropped off or are crossing the street. Parents in JUSTAP assist with Cougar Pride awards.

We encourage parents to attend functions that recognize and reward their children. Primary grade-level teachers appreciate the assistance of parents with special projects and in student learning centers. Parents are vital participants on our SSC and our Student Success teams. SSC members, including school personnel, parents, and community members, are elected.

## Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	76
Grade 1	58
Grade 2	58
Grade 3	61
Grade 4	71
Grade 5	72
Grade 6	9
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0

Total Enrollment

405

### Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.49 %
American Indian or Alaska Native	1.98 %
Asian	0.49 %
Filipino	1.23 %
Hispanic or Latino	10.62 %
Pacific Islander	0.25 %
White (not Hispanic)	67.16 %
Multiple or No Response	17.78 %
Socioeconomically Disadvantaged	38 %
English Learners	5 %
Students with Disabilities	9 %

### Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.3	3			17.0	4			19.0	4		
1	17.3	3			19.3	3			19.3	3		
2	18.7	3			19.7	3			19.3	3		
3	16.8	4			18.7	3			18.3	3		
4	29.0		2		35.5		1	1	29.5		2	
5	33.0			1	29.0		2		31.0		2	
6												
K-3	16.0	1										

3-4				27.0		1		18.0	1		
4-8	27.5		2	27.0		1		19.0	1		
Other											

### III. School Climate

#### School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Communication is essential in maintaining a safe school. We wired all classrooms for telephones.

We are also able to communicate through our intercom system. In addition, office staff, yard supervisors, and maintenance personnel carry two-way radios. Classroom teachers use a buddy system—in which each classroom has a buddy class—as part of their classroom management. They also have assigned duties in case of an emergency.

We update emergency site plans and evacuation maps annually and post them throughout the campus. Each classroom has an emergency plan. Fire drill evacuations and “duck and cover” drills are practiced throughout the year. Staff members line up their students at their assigned area on the playground and provide a quick visual indication of the status of their class by holding up a green or red card. This visual cue is very effective in determining if there is a problem, an injury, or a missing student.

During staff and instructional aide meetings, we discuss safety issues and strategies. Yard supervisors meet monthly with the site administrators to discuss issues on the playground. There are staff meetings every other week and weekly staff bulletins to keep everyone informed.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	4.9	6.5	7.9	17.2	17.6	11.4
Expulsions	0.3	0.0	0.0	0.5	0.9	0.3

## IV. School Facilities

### Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Narrative LEA Provided

### School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

## Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	LEA Provided			

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	21	20	20	201
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the

[NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	96.3	3.7
High-Poverty Schools in District		
Low-Poverty Schools in District	95.0	5.0

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	.5	N/A
Psychologist	.15	N/A
Social Worker		N/A
Nurse	.23	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Legacy of Literature Grades K - 6	0%
Mathematics	Macmillan/McGraw Hill: California Mathematics Grades K - 6	0%
Science	Macmillan/McGraw Hill: California Science Grades K - 6	0%
History-Social Science	Harcourt: Reflections Grades K – 5 TCI: History Alive Grade 6	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary

School Site	\$6,170	\$416	\$4,225	\$60,426
District	N/A	N/A	\$5,917	\$57603
Percent Difference – School Site and District	N/A	N/A	28.60%	4.67%
State	N/A	N/A	\$5300	\$59271
Percent Difference – School Site and State	N/A	N/A	20.28%	1.91%

### Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

The state of California is the primary source of district funding. The district receives funds for basic operations such as salaries, books, school supplies, copiers, and repairs based on school attendance figures. Student absences, regardless of the reason, seriously affect our school budget.

State and federal programs provide funds for specific uses. These funds include library and technology grants, an arts and music block grant, a discretionary block grant (state), No Child Left Behind (federal), GATE, the English Learners Program, and state lottery funds. The SSC discusses and approves state and federal fund expenditures according to a budget that is approved each spring.

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38285	\$37916
Mid-Range Teacher Salary	\$55175	\$58151
Highest Teacher Salary	\$72681	\$75396
Average Principal Salary (Elementary)	\$79006	\$91086

Average Principal Salary (Middle)	\$81411	\$95220
Average Principal Salary (High)	\$88920	\$101661
Superintendent Salary	\$128085	\$136091
Percent of Budget for Teacher Salaries	39.3 %	38.5 %
Percent of Budget for Administrative Salaries	5.6 %	5.8 %

## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

### CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	50	42	46	50	49	52	42	43	46
Mathematics	49	45	51	40	40	43	40	40	43
Science	24	36	38	35	46	58	35	38	46
History-Social Science				34	33	43	33	33	36

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	36	36	*	
Asian	*	*	*	
Filipino	*	*	*	
Hispanic or Latino	26	36	*	
Pacific Islander	*	*		
White (not Hispanic)	52	54	46	
Male	44	51	51	
Female	49	50	20	
Economically Disadvantaged	29	35	25	
English Learners	0	23	*	
Students with Disabilities	19	19	*	
Students Receiving Migrant Education Services				

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	5.0
7	*
9	*

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	7	6	5
Similar Schools	3	3	1

"N/  
A"

means a number is not applicable or not available due to missing data.

- "\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
- "A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
- "B" 6002828
- "C" means the school had significant demographic changes and will not have any growth or target information.
- "D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	2	-19	33	784
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	14	-29	39	808
Socioeconomically Disadvantaged	-25	-12	35	704
English Learners				
Students with Disabilities				

- "N/A" means a number is not applicable or not available due to missing data.
- "\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
- "A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
- "B" means the school did not have a valid 2007 Base API and will not have any growth or target information.
- "C" means the school had significant demographic changes and will not have any growth or target information.
- "D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

## Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics

Percent proficient on the state's standards-based assessments in ELA and mathematics

API as an additional indicator

Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

### AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

## Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (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 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 [University of California](#) Web site.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the [California State University](#) Web site.

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)				3.2	1.4	3.8	3.1	3.5	4.4
Graduation Rate				84.4	91.2	86.1	85.0	83.0	79.5

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

2007-2008	20 days
2006-2007	12 days
2005-2006	7 days

In order to build our learning environment, we continue to expand our knowledge and use of technology. Jackson Elementary School annually has three days funded by the state for staff training in curriculum and instructional strategies. The school and district provide funds for attendance at conferences. The curriculum office provides additional in-service opportunities. We receive teaching assistance through the district's PAR program. Our teachers also attend grade-level meetings to talk and plan together.