

# Jackson Elementary

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Amador County Unified
<b>Phone Number</b>	(209) 223-1750
<b>Superintendent</b>	Amy Slavensky
<b>E-mail Address</b>	<a href="mailto:aslavensky@acUSD.org">aslavensky@acUSD.org</a>
<b>Web Site</b>	<a href="http://www.amadorcoe.org">http://www.amadorcoe.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Jackson Elementary
<b>Street</b>	220 Church St.
<b>City, State, Zip</b>	Jackson, Ca, 95642-2020
<b>Phone Number</b>	209-257-5600
<b>Principal</b>	Barbara Magpusao, Principal
<b>E-mail Address</b>	<a href="mailto:bmagpusao@amadorcoe.k12.ca.us">bmagpusao@amadorcoe.k12.ca.us</a>
<b>Web Site</b>	<a href="https://jacksonel.amadorcoe.org/">https://jacksonel.amadorcoe.org/</a>
<b>County-District-School (CDS) Code</b>	03739816002828

*Last updated: 1/11/2019*

### School Description and Mission Statement (School Year 2018—19)

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.

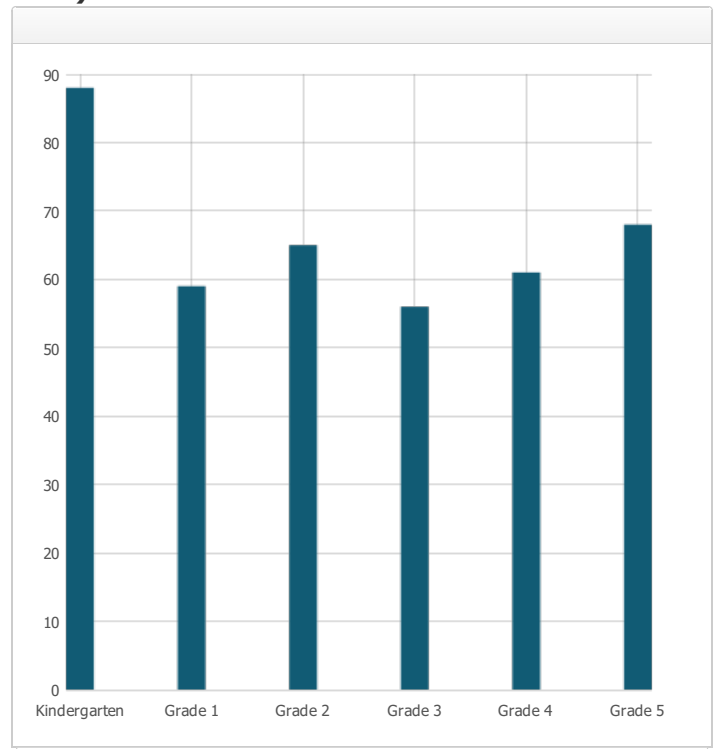
Jackson Elementary School houses the District's Special Education facilities for Amador County students with orthopedic challenges. Our school continues to upgrade its facilities and grounds by painting, resurfacing the playground, expanding our gardens and landscaping other parts of the campus.

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.

*Last updated: 1/9/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	88
Grade 1	59
Grade 2	65
Grade 3	56
Grade 4	61
Grade 5	68
<b>Total Enrollment</b>	<b>397</b>



Last updated: 1/9/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	2.5 %
Asian	0.8 %
Filipino	1.3 %
Hispanic or Latino	24.7 %
Native Hawaiian or Pacific Islander	%
White	65.0 %
Two or More Races	5.3 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	55.2 %
English Learners	4.5 %
Students with Disabilities	12.8 %
Foster Youth	0.5 %

## A. Conditions of Learning

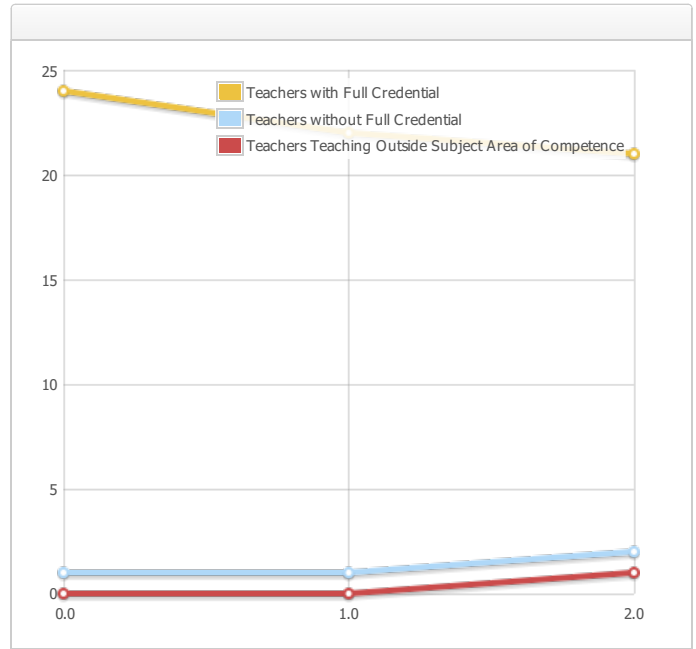
### State Priority: Basic

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

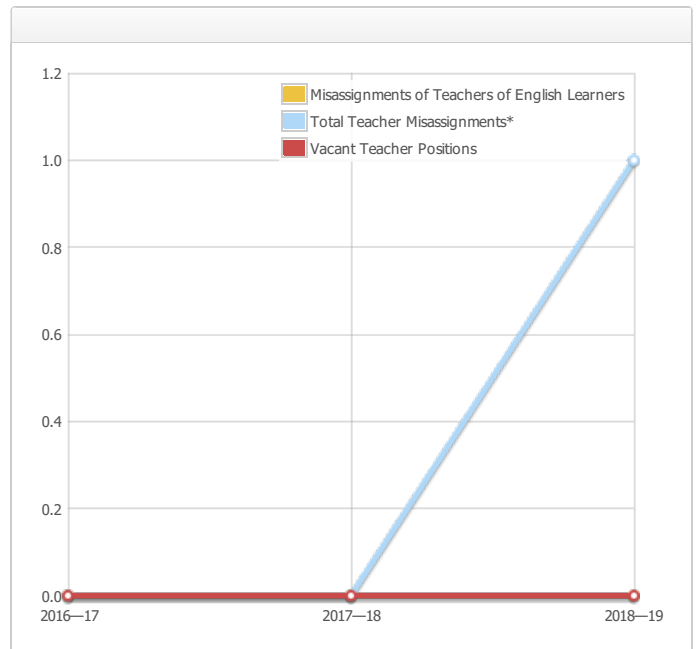
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	24	22	21	206
Without Full Credential	1	1	2	14
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	11



Last updated: 1/9/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
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.

Last updated: 1/9/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: September 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Benchmark Advanced: Benchmark Education	Yes	0.0 %
Mathematics	McGraw Hill: My Math	Yes	0.0 %
Science	MacMillan/McGraw Hill: California Science	Yes	0.0 %
History-Social Science	Harcourt: Reflections (Grades K-5)	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/16/2019*

## School Facility Conditions and Planned Improvements

Jackson Elementary School's buildings and 21 classrooms are cleaned and maintained on a regular basis by the school's custodians and the district maintenance department. The custodians and Principal walk through the restrooms during the day to assure that they are sanitary and in proper working condition. The principal walks the site daily to look for hazards and, if found, they are addressed immediately.

*Last updated: 1/16/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

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

## Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Exemplary
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*Last updated: 1/16/2019*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	47.0%	57.0%	46.0%	45.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	35.0%	43.0%	32.0%	29.0%	37.0%	38.0%

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.

*Last updated: 1/9/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	185	183	98.92%	57.14%
Male	90	88	97.78%	50.00%
Female	95	95	100.00%	63.83%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	43	43	100.00%	60.47%
Native Hawaiian or Pacific Islander				
White	122	120	98.36%	55.46%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	101	100	99.01%	42.42%
English Learners	--	--	--	
Students with Disabilities	26	26	100.00%	15.38%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

Last updated: 1/9/2019



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	185	182	98.38%	43.09%
Male	90	88	97.78%	40.91%
Female	95	94	98.95%	45.16%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	43	42	97.67%	30.95%
Native Hawaiian or Pacific Islander				
White	122	120	98.36%	46.22%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	101	101	100.00%	34.65%
English Learners	--	--	--	
Students with Disabilities	26	26	100.00%	15.38%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

Last updated: 1/9/2019

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

<b>Subject</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2016–17</b>	<b>District 2017–18</b>	<b>State 2016–17</b>	<b>State 2017–18</b>
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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

*Last updated: 1/9/2019*

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

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
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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.

*Last updated: 1/9/2019*

## 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 2018—19)

Jackson Elementary School 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 fundraisers. Periodically, parents participate in Beautification Days, wherein 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 also 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 in our School Site Council and our Student Success Teams. SSC members, including school personnel, parents and community members are elected.

# State Priority: Pupil Engagement

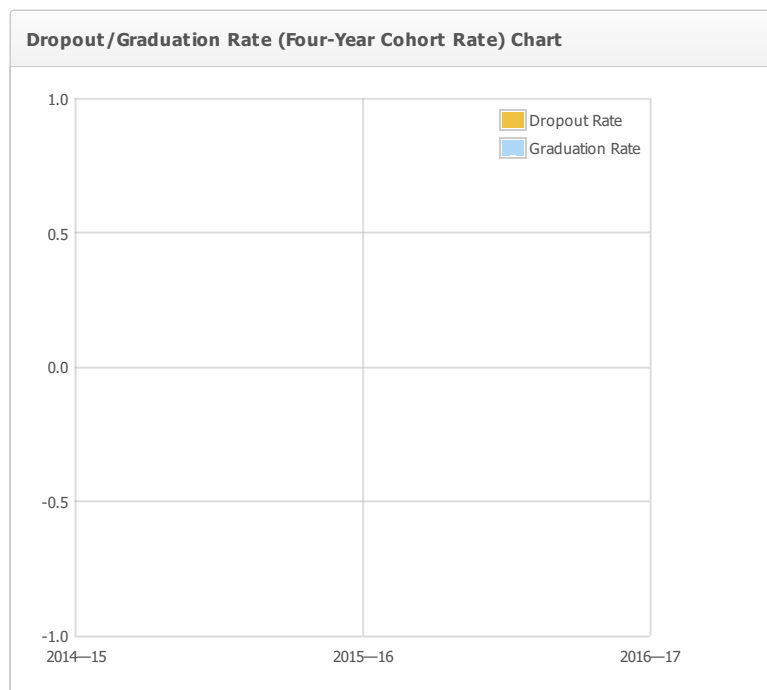
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	8.9%	10.3%	10.7%	9.7%
Graduation Rate	--	--	90.5%	89.7%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	9.1%	9.1%
Graduation Rate	--	87.9%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/9/2019

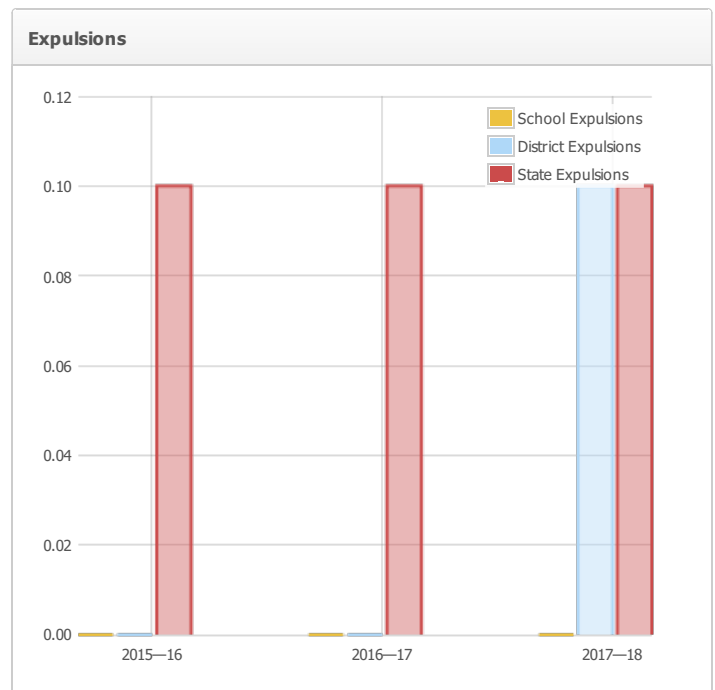
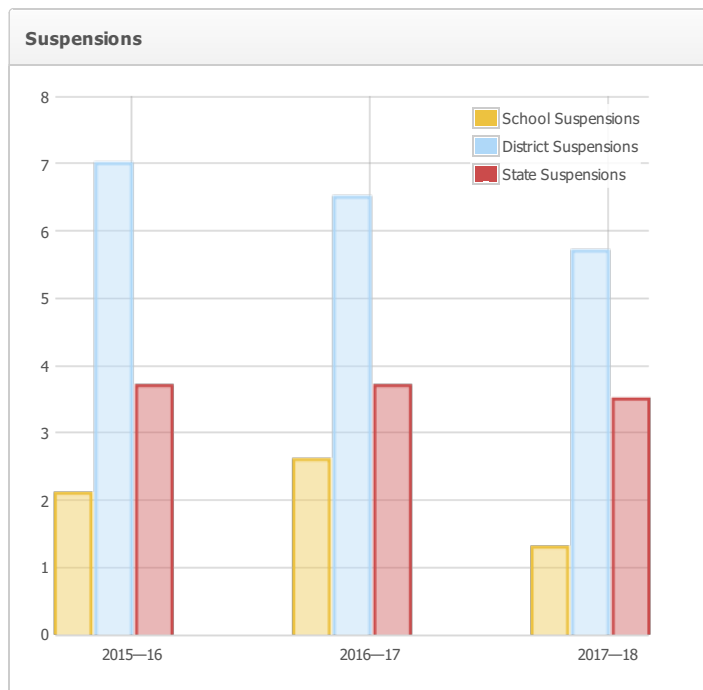
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.1%	2.6%	1.3%	7.0%	6.5%	5.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/9/2019

## School Safety Plan (School Year 2018—19)

Communication is essential in maintaining a safe school. We have 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.

Last updated: 1/9/2019

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	3	
1	22.0		3	
2	21.0		3	
3	22.0	1	2	
4	23.0	1	2	
5	26.0		3	
6				
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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	3	1	
1	24.0		3	
2	20.0	2	1	
3	22.0		3	
4	24.0		3	
5	20.0	1	3	
6				
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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		4	
1	23.0		2	
2	23.0		3	
3	22.0	1	2	
4	26.0		2	
5	26.0		3	
6				
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.

Last updated: 1/9/2019

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.2	N/A

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

\*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.

*Last updated: 1/11/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$5187.9	\$566.1	\$4621.8	\$69067.5
District	N/A	N/A	\$4505.0	\$69005.0
Percent Difference – School Site and District	N/A	N/A	2.5%	0.0%
State	N/A	N/A	\$6574.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	-21.1%	-3.3%

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

*Last updated: 1/11/2019*



## Types of Services Funded (Fiscal Year 2017—18)

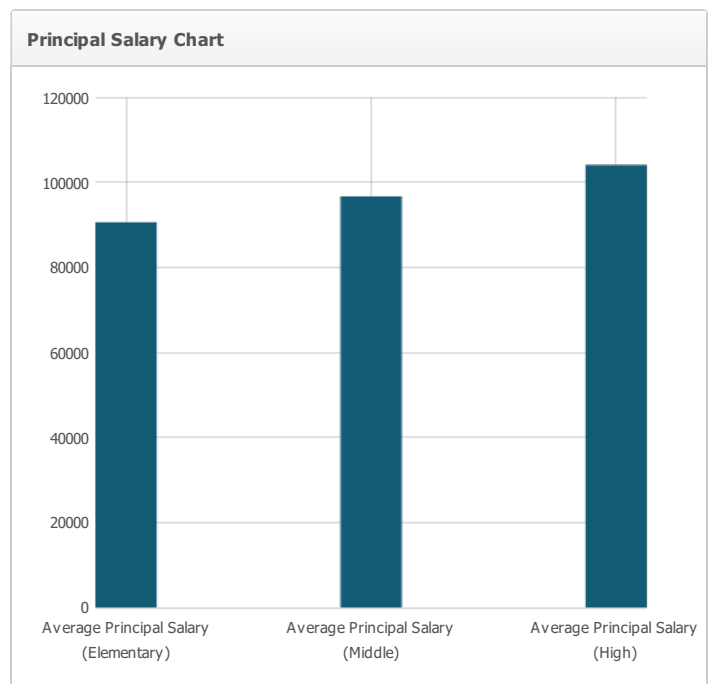
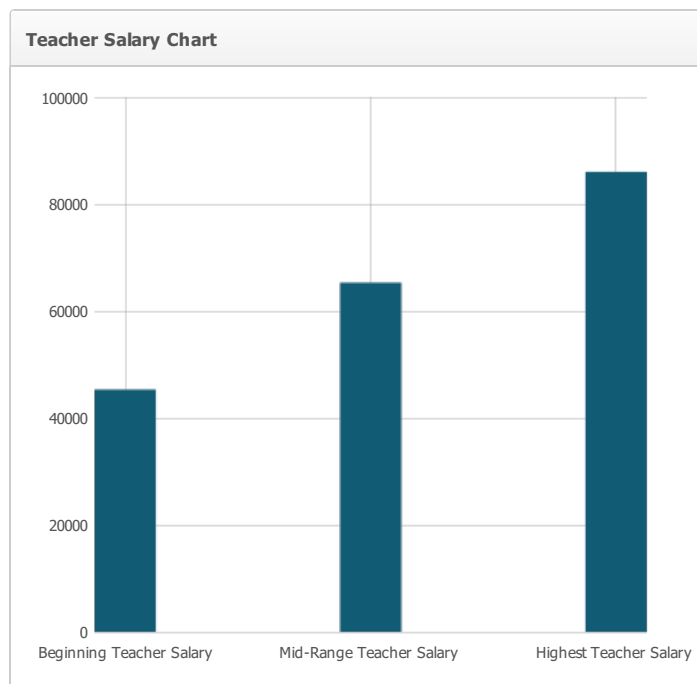
The 2013-2014 California budget introduced the Local Control Funding Formula (LCFF), dramatically reforming California's educational funding system. The LCFF eliminates most categorical funding streams, replacing them with funds based on each LEA's student demographic profile. The LCFF institutes a change in LEA accountability for unrestricted funding in the form of a three-year, annually renewed, Local Control Accountability Plan (LCAP). LCFF will not be fully funded until 2020; however, as our funding increases programs will be added. Currently, we offer a broad array of support and intervention services, AP courses and electives.

*Last updated: 1/9/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,312	\$45,681
Mid-Range Teacher Salary	\$65,303	\$70,601
Highest Teacher Salary	\$86,020	\$89,337
Average Principal Salary (Elementary)	\$90,581	\$110,053
Average Principal Salary (Middle)	\$96,661	\$115,224
Average Principal Salary (High)	\$104,062	\$124,876
Superintendent Salary	\$160,000	\$182,466
Percent of Budget for Teacher Salaries	32.0%	33.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



*Last updated: 1/9/2019*

## Professional Development

18/19: 4.5 days

17/18: 4.5 days

16/17: 4.5 days

In the 18/19 school year, we had a total of 4.5 days in the Amador County Schools calendar set aside for professional development and continuous professional growth. The areas of focus for these days were selected using student achievement data, teacher surveys needs to be determined by our Single Plans for Student Achievement, the new Common Core Standards, our instructional leadership team feedback, and implementation strategies thereof, as well as results from Response to Intervention classwork.

Professional development is delivered via site-based minimum day activities, after-school workshops, summer institutes, release days and conference attendance – along with individual teacher mentoring. Teachers are supported through these processes with in-class coaching, teacher/principal coaching, and discussions with a focus on our project-based minimum days. Our district has a current focus on math, NGSS, literacy, and using high-leverage strategies.

*Last updated: 1/16/2019*