

# Jackson Academy of Music and Math (JAMM)

## School Accountability Report Card Reported Using Data from the 2018—19 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 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Morgan Hill Unified
<b>Phone Number</b>	(408) 201-6023
<b>Superintendent</b>	Steve Betando
<b>Email Address</b>	<a href="mailto:betandos@mhusd.org">betandos@mhusd.org</a>
<b>Website</b>	<a href="http://www.mhusd.org">www.mhusd.org</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Jackson Academy of Music and Math (JAMM)
<b>Street</b>	2700 Fountain Oaks Dr.
<b>City, State, Zip</b>	Morgan Hill, Ca, 95037-3907
<b>Phone Number</b>	408-201-6400
<b>Principal</b>	Patrick Buchser, Principal
<b>Email Address</b>	<a href="mailto:buchserp@mhusd.org">buchserp@mhusd.org</a>
<b>Website</b>	<a href="http://www.mhusd.org">www.mhusd.org</a>
<b>County-District-School (CDS) Code</b>	43695836098263

*Last updated: 12/17/2019*

## School Description and Mission Statement (School Year 2019—20)

We believe all students deserve an educational experience that allows them to truly be alive with their learning. We believe students are to be actively engaged in learning, utilize their thinking to solve problems, and to respect each other as individuals.

Guiding Principles:

- Learning is a collaboration between teachers, students, and parents
- All students deserve a positive, respectful learning environment.
- Teachers utilize multiple forms of student data to guide standards based their and learning.
- Student engagement is evident by and directly connected to:
  - o Shared Goals
  - o Purposeful teaching
  - o High expectations
  - o Valuing the learning process
  - o Teacher, student, and parent accountability
  - o Continual staff commitment to research and apply best teaching practices

We want to inspire students to be passionately curious about music from a wide variety of genres and cultures and to learn to use music as an outlet for their emotions and creativity. Math and music are a focus of our instructional day and we are committed in providing students a well rounded experience in musical literacy and musical appreciation through singing , listening, movement, dance, performance, composition, research, theory, instruments, analysis, history, and musical literacy.

We want students to have a true mathematical understanding of number sense and the ability to purposefully make connections to math and real life application. We want to provide students the influence to think mathematically with real world relevancy and provide many strategies for students to make meaning of correct answers rather than just doing math.

Our junior high students are equipped with a chrome book that they use at school and take home. This helps to provide more 21st-century learning skills beyond the school day as well as integrate technology into students lives. Moreover, parent education classes in technology help to focus parent support with purposeful technology use and provide students with meaningful and applicable expectations for technology use.

We are a caring & collaborative learning community that believes all students can learn. Through differentiated instruction, students will attain high levels of achievement as determined by student work samples, local and state assessments. We seek to empower students with thinking skills and knowledge that will lead to their success in school and prepare them for college and career in the 21st century.

We are a school that is enriched by linguistic and cultural diversity. We celebrate this diversity as it enhances our instructional program. Staff continuously seeks to grow in the implementation of effective instructional strategies to better address the needs of each and every student. The Jackson staff adheres to state board

approved, standards-based curriculum and research-based strategies to provide all students with a high quality educational program across all content areas. These best practices include a variety of instructional techniques designed to meet the needs of our diverse population, with a focus on Direct Explicit Instruction, ELD strategies, Music Instruction, and GLAD strategies.

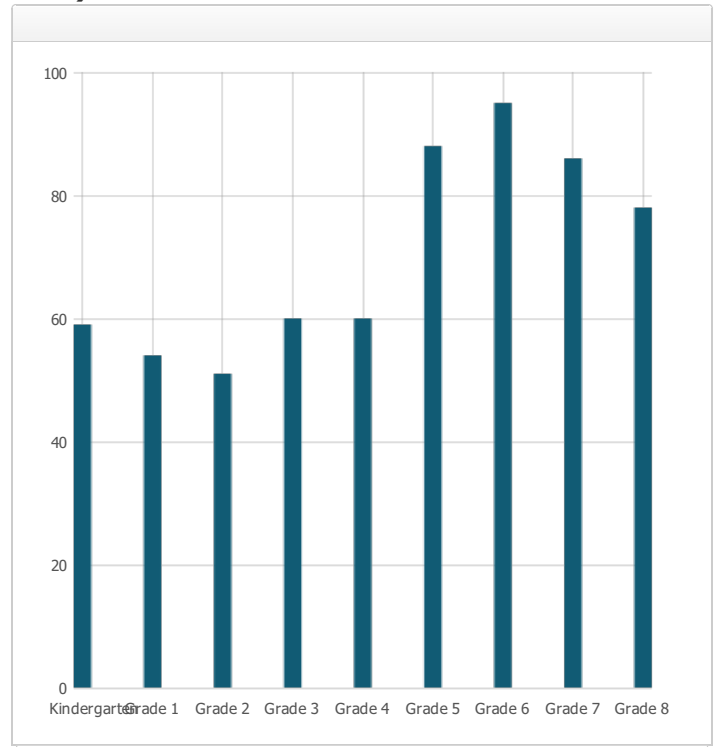
It is important that we develop strong partnerships between home and school to assist each student in achieving to his or her highest ability. Parents are partners in our school and have a voice in the decision-making process through the School Site Council, English Learner Advisory Council (ELAC) and through the Home and School Club. Throughout the year parents collaborate with school staff to review, monitor and revise the school plan.

With staff and parents working together, we continue to strive to accomplish our mission of having have each student celebrated as a unique, successful, and active member of the school.

*Last updated: 12/16/2019*

### Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	59
Grade 1	54
Grade 2	51
Grade 3	60
Grade 4	60
Grade 5	88
Grade 6	95
Grade 7	86
Grade 8	78
<b>Total Enrollment</b>	<b>631</b>



Last updated: 1/3/2020

### Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	1.00 %
American Indian or Alaska Native	0.80 %
Asian	5.90 %
Filipino	1.10 %
Hispanic or Latino	46.00 %
Native Hawaiian or Pacific Islander	0.30 %
White	39.80 %
Two or More Races	3.50 %
Other	0.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	26.80 %
English Learners	10.30 %
Students with Disabilities	11.10 %
Foster Youth	%
Homeless	1.60 %

## A. Conditions of Learning

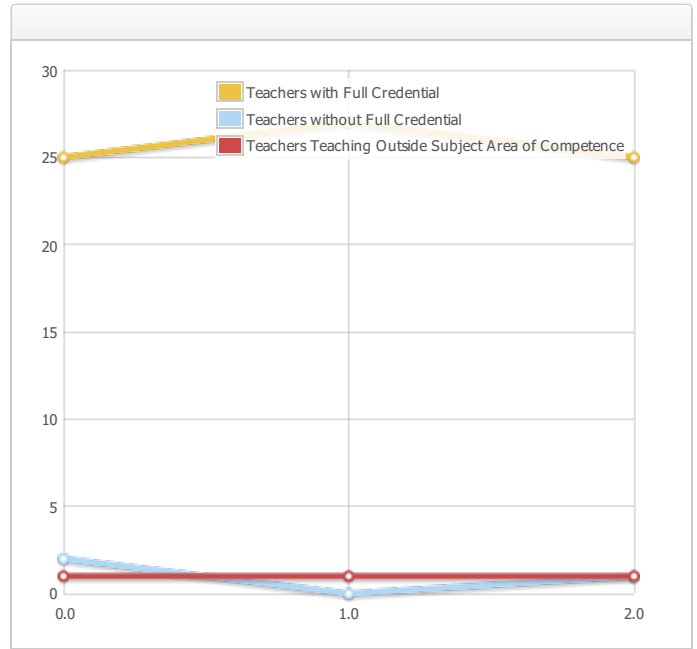
### State Priority: Basic

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

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

#### Teacher Credentials

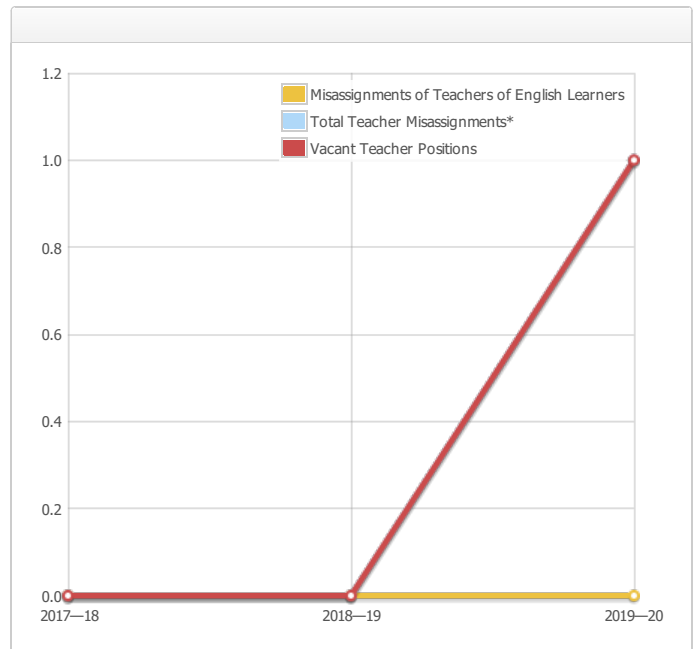
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	25	27	25	364
Without Full Credential	2	0	1	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	1	6



Last updated: 12/16/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	1



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: 12/16/2019

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)**

Year and month in which the data were collected: December 2019

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	McGraw Hill Education Wonders Gr K-5, McGraw Hill Education StudySync , Gr 6-8	Yes	0.00 %
Mathematics	Pearson Investigations with Envision supplement Gr K-5, College Preparatory Mathematics, Core Connections Courses 1-3, Gr 6-8	Yes	0.00 %
Science	TWIG Science by TWIG Education Gr K-5, Piloting: Glencoe/McGraw Hill Science Series Gr 6-8	No	0.00 %
History-Social Science	Pearson My World Gr K-5, TCI History Alive Grades 6-8	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
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: 1/2/2020

## School Facility Conditions and Planned Improvements

For over 30 years, Jackson Elementary School served many students in the neighborhood. In 2012, the school opened its doors as Jackson Academy of Math and Music and serves grades K-8.

As part of the Measure G Bond funds, Jackson was re-roofed, new HVAC units installed, student and staff restroom renovations, fire alarm system replacement and received a technology infrastructure upgrade which included WiFi in every classroom and exterior, a new phone system and a new public address system including new clock and speakers throughout the campus.

Most recently new wrought iron fencing was added to the frontage of the school and master planning has begun for a new multipurpose room.

Conversion of the existing multi-purpose room and classrooms will transform into a new performing arts space beginning 2020. Additional classrooms will be added to replace the ones removed as part of the performing arts space.

*Last updated: 12/17/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

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: December 2019

Overall Rating	Exemplary
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*Last updated: 12/17/2019*

## 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	60.0%	61.0%	52.0%	52.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	49.0%	52.0%	43.0%	43.0%	38.0%	39.0%

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: 1/3/2020*



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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	475	472	99.37%	0.63%	61.44%
Male	218	215	98.62%	1.38%	56.28%
Female	257	257	100.00%	0.00%	65.76%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	31	31	100%	0.00%	83.87%
Filipino	--	--	--	--	
Hispanic or Latino	218	217	99.54%	0.46%	46.54%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	186	184	98.92%	1.08%	73.37%
Two or More Races	13	13	100.00%	0.00%	53.85%
Socioeconomically Disadvantaged	140	138	98.57%	1.43%	36.96%
English Learners	79	79	100.00%	0.00%	36.71%
Students with Disabilities	57	56	98.25%	1.75%	17.86%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless				--	

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

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

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

*Last updated: 1/3/2020*

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	475	471	99.16%	0.84%	52.23%
Male	218	215	98.62%	1.38%	51.16%
Female	257	256	99.61%	0.39%	53.13%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	31	31	100%	0.00%	77.42%
Filipino	--	--	--	--	
Hispanic or Latino	218	216	99.08%	0.92%	33.33%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	186	184	98.92%	1.08%	67.93%
Two or More Races	13	13	100.00%	0.00%	46.15%
Socioeconomically Disadvantaged	140	137	97.86%	2.14%	32.85%
English Learners	79	79	100.00%	0.00%	32.91%
Students with Disabilities	57	56	98.25%	1.75%	17.86%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless				--	

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

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

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

*Last updated: 1/3/2020*

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

<b>Subject</b>	<b>School 2017–18</b>	<b>School 2018–19</b>	<b>District 2017–18</b>	<b>District 2018–19</b>	<b>State 2017–18</b>	<b>State 2018–19</b>
Science (grades 5, 8, and high school)						

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.

*Last updated: 1/3/2020*

# 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 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.60%	30.40%	30.40%
7	13.40%	32.90%	26.80%

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.

*Last updated: 1/2/2020*

## 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)

Parents and other family members are a vital component of our school program. They are encouraged to participate in our Home and School Club (HSC), School Site Council (SSC), and English Learners Advisory Committee (ELAC). Numerous opportunities to participate are available. Room parents organize parent volunteers to help with special projects in the classroom, and parents volunteer to chaperone study trips off campus. They give many hours of service during the year working on fund-raising activities and help with various other school-sponsored events and projects. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November. Parents are always welcome on the Jackson campus. The contact person for parent involvement is our HSC president.

# State Priority: Pupil Engagement

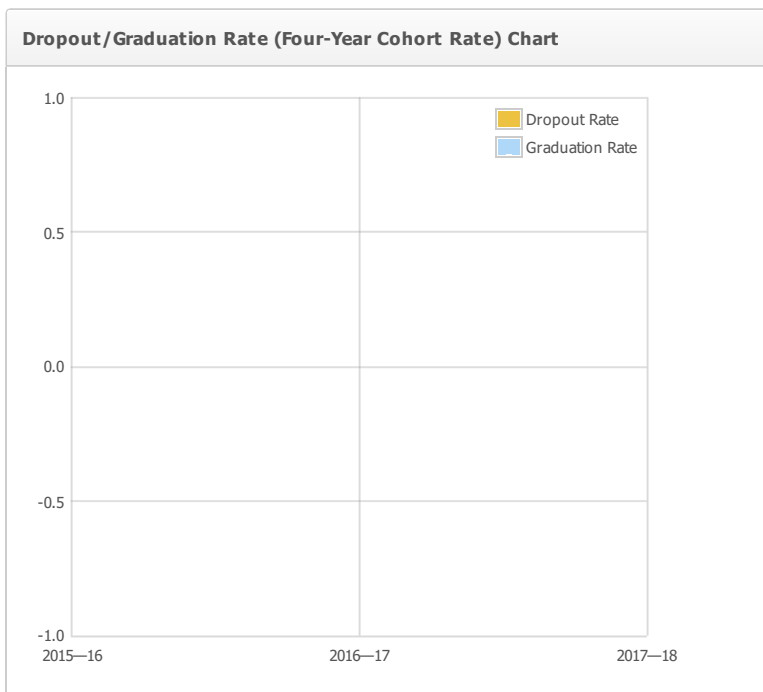
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	--	5.40%	9.70%
Graduation Rate	--	88.80%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	--	--	6.50%	9.00%	9.10%	9.60%
Graduation Rate	--	--	89.00%	86.20%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/3/2020

# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.50%	4.10%	2.40%	4.20%	4.90%	5.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.20%	0.10%	0.10%	0.10%

*Last updated: 1/3/2020*

## School Safety Plan (School Year 2019—20)

School rules are published in our Code of Conduct and are given to students in August as our school year begins. Parents are asked to review these rules with their children and signed acknowledgments of the review are returned to classroom teachers. Assemblies to reiterate the rules are scheduled in the fall and midyear to review the expectation that Jackson School is a safe environment for all. Teachers have classroom rules, consequences, and positive rewards for behavior. All visitors must check in and out at the office upon entering the campus. Providing a safe and orderly environment for student arrivals and dismissal is a primary focus for school staff and student safety patrol. The playground is supervised at recess, lunch periods, and before school only. The custodial staff and district groundskeeper maintain a clean and cared-for campus. School safety plans are reviewed annually and updated as needed. All persons visiting campus must go through the office to ensure they are identified with a visitor badge.

School-level emergency procedures are reviewed annually in early fall. We conduct quarterly earthquake and monthly fire drills on campus. The Home and School Club, in conjunction with administration and school staff, maintains emergency supplies for each classroom. In addition, the Morgan Hill Police Department trains our students and staff on Run, Hide, and Defend procedures.

*Last updated: 12/16/2019*

## 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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	210.00		2	1
1	26.00		2	
2	26.00		2	
3	26.00		3	
4	32.00		2	
5	30.00		3	
6	27.00		3	
Other**	6.00	1		

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### 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	166.00	1	2	1
1	24.00		2	
2	26.00		2	
3	28.00		2	
4	28.00		3	
5	31.00		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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	170.00	1	2	1
1	26.00		2	
2	26.00		2	
3	30.00		2	
4	30.00		2	
5	29.00		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 (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English	27.40		8	
Mathematics	27.40		8	
Science	27.40		8	
Social Science	27.40		8	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English	29.00		9	
Mathematics	28.80		9	
Science	28.80		9	
Social Science	28.80		9	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/3/2020*

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

Title	Ratio**
Counselors*	0.00

\*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 Number of Pupils per Counselor

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.50
Social Worker	0.00
Nurse	0.15
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.60
Other	0.00

\*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: 1/2/2020*

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5068.02	\$8.24	\$5059.79	\$83092.00
District	N/A	N/A	\$7927.41	\$78079.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$78059.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 12/19/2019*

**Types of Services Funded (Fiscal Year 2018—19)**

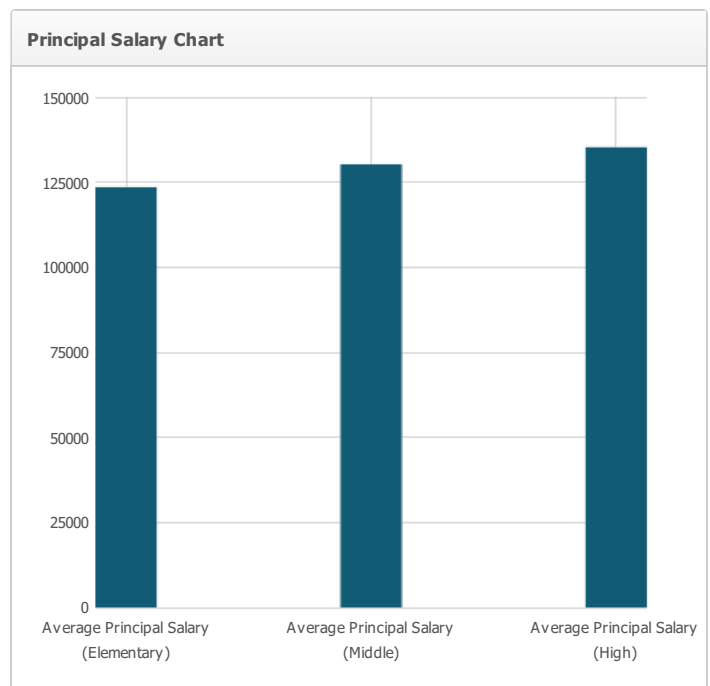
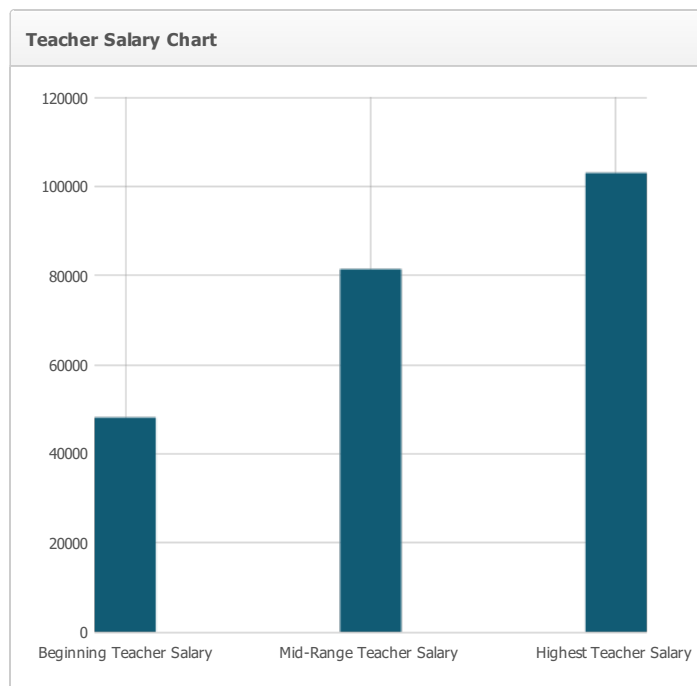
In addition to the state and local revenues used for general education, Jackson school received LCFF funds. These funds benefit all students and include amounts designated for GATE and English Learners. Often these monies are used for personnel who provide individual or small-group instruction for students eligible to participate in the programs. Our school also received monies for afterschool programs to extend our day. The remaining funds were used to provide staff development activities and purchase supplemental materials for the classroom or other items needed to support specific programs. The designed use of and authority to expend the categorical funds is under the purview of our School Site Council comprised of members from all stakeholders in the school community.

*Last updated: 12/16/2019*

**Teacher and Administrative Salaries (Fiscal Year 2017—18)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,115	\$49,084
Mid-Range Teacher Salary	\$81,398	\$76,091
Highest Teacher Salary	\$102,994	\$95,728
Average Principal Salary (Elementary)	\$123,538	\$118,990
Average Principal Salary (Middle)	\$130,264	\$125,674
Average Principal Salary (High)	\$135,254	\$137,589
Superintendent Salary	\$262,891	\$230,096
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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



*Last updated: 1/3/2020*

**Professional Development**

The Focus is on High Quality Instruction -The 3 factors of High Achieving Schools:

1. Direct Explicit Instruction- Specific lesson plan design to model ones inner voice when learning and making learning transparent to students.
2. Multisource Curriculum- Giving students what they can and want to read- different- equity
3. Response Principle- Multiple opportunities for students to respond and be responded to their learning.

Through the process of conducting a Professional Learning Community tradition in our staff, the teachers conduct common assessments and analyze data. Professional dialogue and collaboration weekly support teachers to examine teaching practices and adjust lessons accordingly to meet the needs of the class and individual students. This PLC process occurs weekly. Moreover, staff continues with the districts support of Constructing Meaning and Common Core standards based instruction to provide a consistent approach for all students as well as preparing students for the 21st century college and career.

Jackson staff participated in a variety of site-based and district planned opportunities to enhance their learning in data analysis, writing, and English language development. Our district organized staff development to support the implementation of GLAD strategies school-wide. All teachers, with the exception of newly hired staff, participated in GLAD training and implemented the strategies in their classroom through GLAD units of study aligned to Science and Social Science themes. Guiding students with strong academic conversations is supported by our training in Constructing Meaning and ELD frameworks. These are the areas of focus for our instructional rounds onsite professional development which includes a specific classroom visit protocols.

STEAM (science , technology,engineering ,arts, and math ) directly support the integration of common core standards in all disciplines. Including Wednesday collaboration time, approximately 60 days of staff development days have been offered. Professional development topics include, Math, ELD, Language Arts, History, VAPA, new teacher development, data, special ed, intervention supports, Be Seen and Heard, and next generation science standards connected with a STEAM focus. These common standards will directly guide the professional development for the next few years as the country re- aligns teachers' instruction to the college and career readiness standards for the 21st century.

District wide professional development (pd) includes two whole day pd's, one additional whole day provided at the site, and weekly one hour collaboratives for a total of three scheduled whole day pd's or 8 total day equivalents.

<b>Measure</b>	<b>2017—18</b>	<b>2018—19</b>	<b>2019—20</b>
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

*Last updated: 1/3/2020*