

**Mary W. Jackson STEAM Multilingual
Magnet Elementary**
2024–25 School Accountability Report Card
**Reported Using Data from the 2024–25 School
Year**
California Department of Education

Address: 593 West Woodbury Rd.
Altadena, CA , 91001-
5464

Principal: Veronica Villagrana,
Principal

Phone: (626) 396-5700

**Grade
Span:** K-5

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the 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 course 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 UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 have 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 admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Veronica Villagrana, Principal

📍 Principal, Mary W. Jackson STEAM Multilingual Magnet Elementary

About Our School



As a magnet elementary school with a Science, Technology, Engineering, the Arts and Mathematics (STEAM) focus and Spanish Dual Language Immersion or English Mainstream option, Jackson Magnet offers a uniquely blended instructional program. Our teachers and staff here at Jackson STEAM Magnet will support the whole child by empowering students to reach their full potential and strive for academic excellence and exemplary citizenship.

At Mary W. Jackson, we embrace language, diversity, and STEAM integration across curriculum. I am thrilled to lead our Spanish Dual Language Immersion program with a 90:10 delivery model and our English Mainstream program. Our dedication to providing an inclusive and immersive learning experience sets us apart, and I am confident that our students will excel both academically and socially.

Contact

Mary W. Jackson STEAM Multilingual Magnet Elementary
593 West Woodbury Rd.
Altadena, CA 91001-5464

Phone: (626) 396-5700

Email: blanco.elizabeth@pusd.us

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Blanco, Elizabeth
Email Address	blanco.elizabeth@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2025–26)

School Name	Mary W. Jackson STEAM Multilingual Magnet Elementary
Street	593 West Woodbury Rd.
City, State, Zip	Altadena, CA , 91001-5464
Phone Number	(626) 396-5700
Principal	Veronica Villagrana, Principal
Email Address	villagrana.veronica@pusd.us
Website	http://jackson.pusd.us
Grade Span	K-5
County-District-School (CDS) Code	19648816021620

School Description and Mission Statement (School Year 2025–26)

Mary W. Jackson STEAM Multilingual Magnet Elementary offers an innovative academic program that nurtures the communication, collaboration, critical thinking, and creative skills necessary to be successful in the 21st century and places a strong emphasis on science, technology, engineering, art, and math (STEAM). All students benefit from our STEM curriculum, our full-time science teacher who runs our hands-on science laboratory, and a full-time music teacher who provides an instrumental music program for TK-5th grade students.

Jackson also offers another option for students to learn to read, write, and speak in both English and Spanish through participation in our Dual Language Immersion Program (DLIP). Our Spanish Dual Language Immersion option promotes biliteracy in a nurturing, diverse school environment. Jackson has experienced, dedicated, and highly-skilled faculty who nurture our students' learning and growth.

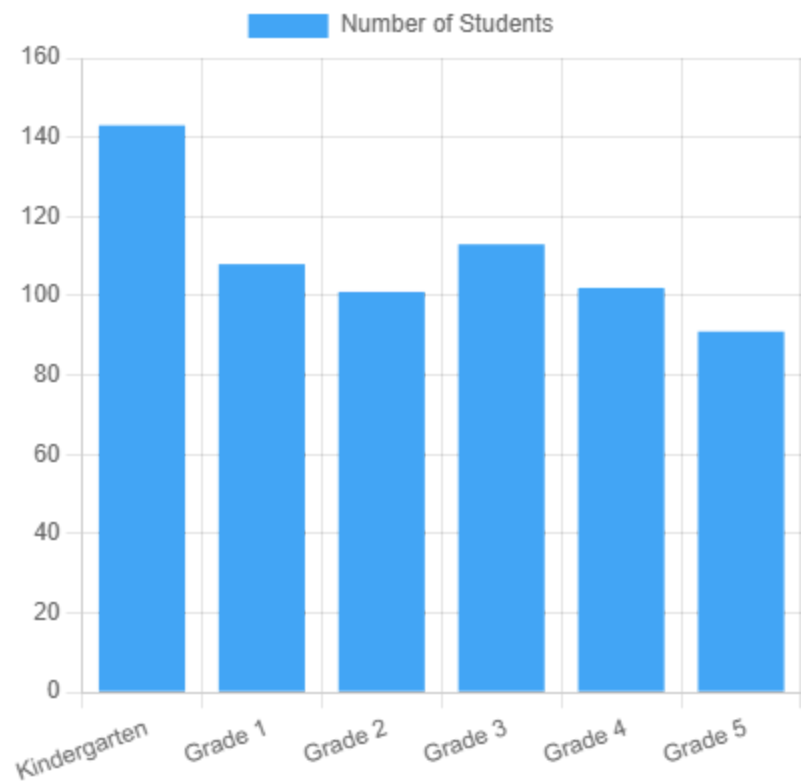
Our partnership with the Garden School Foundation provides a trained instructor to implement garden-based life sciences and healthy cooking classes using fresh produce from our garden. The Garden School Foundation along with our STEM curriculum, and the diversity of our school community makes Jackson a remarkable learning community.

Our Mission

Mary W. Jackson STEAM Multilingual Magnet Elementary seeks to provide a challenging academic environment where students develop a love of learning through exploration, problem-solving, critical thinking, collaboration, and discovery. We encourage our students to be innovative thinkers while preparing for an increasingly global future and fostering a community of mutual respect and social responsibility. Jackson's students will develop the knowledge, communication skills, and confidence to become transformational leaders of the 21st century.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	143
Grade 1	108
Grade 2	101
Grade 3	113
Grade 4	102
Grade 5	91
Total Enrollment	658



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	45.60%	English Learners	16.40%
Male	53.80%	Foster Youth	0.60%
Non-Binary	0.60%	Homeless	2.30%
American Indian or Alaska Native	0.00%	Migrant	0.00%
Asian	0.60%	Socioeconomically Disadvantaged	51.80%
Black or African American	10.20%	Students with Disabilities	9.70%
Filipino	0.80%		
Hispanic or Latino	63.10%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	7.40%		
White	15.20%		

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 Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.50	92.98%	633.30	82.92%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	7.90	1.05%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.51%	38.30	5.02%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	17.90	2.34%	11953.10	4.28%
Unknown/Incomplete/NA	1.00	3.51%	66.10	8.67%	15831.90	5.67%
Total Teaching Positions	28.50	100.00%	763.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.50	85.45%	580.10	79.31%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	8.60	1.19%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	7.27%	52.00	7.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	7.27%	20.60	2.83%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	69.80	9.55%	14303.80	5.15%
Total Teaching Positions	27.50	100.00%	731.40	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.50	78.18%	547.50	73.41%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.70	1.85%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.00	21.82%	139.60	18.73%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	13.50	1.81%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	31.30	4.20%	13705.80	4.91%
Total Teaching Positions	27.50	100.00%	745.90	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	1.00	1	0.00
Misassignments	0.00	1	6.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	1.00	2	6.00

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1	0.00
Local Assignment Options	0.00	1	0.00
Total Out-of-Field Teachers	0.00	2	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	3.8%	20.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: September 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heggerty Bridge to Reading student READ book V1	0
	Heggerty Bridge to Reading student READ book V2	
	Heggerty Bridge to Reading student READ book V3	
	Heggerty Bridge to Reading student READ book V1	
	Heggerty Bridge to Reading student READ book V2	
	Heggerty Bridge to Reading student READ book V3	
	Heggerty Bridge to Reading student READ book V1	
	Heggerty Bridge to Reading student READ book V2	
	Heggerty Bridge to Reading student READ book V3	
	Heggerty Bridge to Reading student READ book V1	
	Heggerty Bridge to Reading student READ book V2	
	Heggerty Bridge to Reading Oral Reading	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Fluency (ORF) Heggerty Phonological Awareness ELA Grades 3-5 TCM ENGLISH LANGUAGE Language DEVELOPMENT ~GRADES Power K-5	
Mathematics	iReady Classroom K Vol 1 (2024) Math K iReady Classroom K Vol 2 (2024) Math K iReady Classroom 1 Vol 1 (2024) Math 1 iReady Classroom 1 Vol 2 (2024) Math 1 iReady Classroom 2 Vol 1 (2024) Math 2 iReady Classroom 2 Vol 2 (2024) Math 2 iReady Classroom 3 Vol 1 (2024) Math 3 iReady Classroom 3 Vol 2 (2024) Math 3 iReady Classroom 4 Vol 1 (2024) Math 4 iReady Classroom 4 Vol 2 (2024) Math 4 iReady Classroom 5 Vol 1 (2024) Math 5 iReady Classroom 5 Vol 2 (2024) Math 5	0
Science	STEMscopes K-5 Science	0
History-Social Science	TCI-ME AND MY WORLD (2016) Kinder Social Studies TCI-MY SCHOOL AND FAMILY (2016) 1st Social Studies TCI-MY COMMUNITY (2016) 2nd Social Studies TCI-CALIFORNIA'S COMMUNITIES (2016) 3rd Social Studies TCI-CALIFORNIA PROMISE (2016) 4th Social Studies TCI-AMERICA'S PAST (2016) 5th Social Studies TCI-ME AND MY WORLD - Notebook Kinder Social Studies TCI-MY SCHOOL AND FAMILY - Notebook 1st Social Studies	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	TCI-MY COMMUNITY - 2nd Social Notebook Studies TCI-CALIFORNIA'S 3rd Social COMMUNITIES - Studies Notebook TCI-CALIFORNIA PROMISE 4th Social - Notebook Studies TCI-AMERICA'S PAST - 5th Social Notebook Studies	
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

A scheduled maintenance program is administered by the Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

PUSD has adopted cleaning standards for all schools in the District.

The PUSD Facilities Master Plan provides an outline of modernization plans for school sites based upon input from educational partners and identified student needs. More information can be found at: <https://www.pusdplan.org/>

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2025

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

Overall Facility Rate

Year and month of the most recent FIT report: November 2025

Overall Rating	Good
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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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	48%	43%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	39%	38%	35%	36%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	301	294	97.67%	2.33%	42.86%
Female	143	140	97.90%	2.10%	41.43%
Male	158	154	97.47%	2.53%	44.16%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	24	23	95.83%	4.17%	13.04%
Filipino	--	--	--	--	--
Hispanic or Latino	196	192	97.96%	2.04%	31.25%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	25	23	92.00%	8.00%	65.22%
White	48	48	100.00%	0.00%	85.42%
English Learners	47	45	95.74%	4.26%	4.44%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	118	115	97.46%	2.54%	13.04%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	37	36	97.30%	2.70%	11.11%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	301	295	98.01%	1.99%	37.63%
Female	143	141	98.60%	1.40%	29.79%
Male	158	154	97.47%	2.53%	44.81%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	24	23	95.83%	4.17%	13.04%
Filipino	--	--	--	--	--
Hispanic or Latino	196	193	98.47%	1.53%	27.98%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	25	23	92.00%	8.00%	73.91%
White	48	48	100.00%	0.00%	75.00%
English Learners	47	46	97.87%	2.13%	2.17%
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	118	116	98.31%	1.69%	11.21%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	37	36	97.30%	2.70%	11.11%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	39.18%	34.07%	31.97%	31.36%	30.73%	32.33%

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 in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	91	98.91%	1.09%	34.07%
Female	47	47	100.00%	0.00%	31.91%
Male	45	44	97.78%	2.22%	36.36%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	63	62	98.41%	1.59%	29.03%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	18	18	100.00%	0.00%	55.56%
English Learners	17	17	100.00%	0.00%	5.88%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	38	38	100.00%	0.00%	13.16%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	12	100.00%	0.00%	33.33%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	97.8%	98.9%	97.8%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

Parents and the community are integral partners in the educational program at Jackson. Parents participate in the PTA, (AF) Annual Fund, Garden Committee, (AAPC), African American Parent Council, (ELAC) English Learner Advisory Committee, and School Site Council, but they also serve as room parents, math and science coaches and volunteer in classrooms. The School Community Assistant collaborates with the staff and parent groups to actively engage the community in school activities. Jackson PTA and AF are the two primary fundraising mechanisms for Jackson. They both are vital to the success of our school and strive to support excellent academic instruction and a positive educational experience for all of our students. Donations support instructional aides, field trips, Spanish and English curriculum specialists, instructional resources, community-building events, and crucial arts integration partnerships and programs.

The district provides parent education opportunities (Parent University) to enhance parenting skills, explanation of curriculum and academic assessments, academic support at home, social-emotional growth, advocacy, technology, leadership, etc. Additionally, the district, in cooperation with individual school sites, encourages and recruits parents to volunteer in schools and take leadership roles in parent advisory committees at schools and at the district level.

The district provides professional development for school and district staff on customer service, how to better engage parents and families, and strategies for establishing two-way, and meaningful communication between families and schools.

Contact information: Office of Family and Community Engagement, (626) 396-3600 x88191

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	697	684	157	23.0%
Female	320	318	80	25.2%
Male	373	363	77	21.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	70	69	15	21.7%
Filipino	--	--	--	--
Hispanic or Latino	439	431	124	28.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	50	50	5	10.0%
White	105	104	6	5.8%
English Learners	123	121	38	31.4%
Foster Youth	--	--	--	--
Homeless	24	24	11	45.8%
Socioeconomically Disadvantaged	445	436	128	29.4%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	88	87	23	26.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.00%	0.15%	0.00%	3.19%	2.76%	1.96%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.03%	0.01%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

The safety of students and staff is a primary concern of the Pasadena Unified School District. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Students are monitored before, during, and after school by supervision aides, resource teachers, and the principal. Teachers help supervise students during recess. There are designated areas for student drop-off and pick-up.

The School Site Safety Plan is revised annually by the Leadership Team and School Site Council. The Safety Plan is reviewed with all staff members and modified based on student data at the beginning of each school year. The plan was most recently updated and reviewed with school staff in February of 2025. Key elements of the Safety Plan include the maintenance of a safe, orderly, and drug-free school. The schools comply with the laws, rules, and regulations about hazardous materials and state earthquake standards.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and lockdown drills, etc are conducted on a regular basis throughout the school year. A school based safety team composed of parents, teachers and administrators meet monthly to discuss the safety needs of the school.

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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00	0	5	0
1	23.00	0	5	0
2	22.00	0	5	0
3	20.00	2	2	0
4	32.00	0	1	0
5	29.00	0	3	0
6	0.00	0	0	0
Other**	27.00	0	2	0

* 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 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	1	4	0
1	20.00	2	3	0
2	23.00	0	5	0
3	22.00	0	5	0
4	30.00	0	2	1
5	32.00	0	1	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* 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 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00		4	
1	21.00	1	4	
2	20.00	1	4	
3	23.00		4	
4	26.00	1	3	
5	23.00	1	3	
6				
Other**	22.00		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.

Student Support Services Staff (School Year 2024–25)

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$101551.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$103743.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024–25)

Jackson STEM Dual Language Magnet Academy offers a wide range of funded programs designed to support the academic and personal growth of our students. The school employs 26 full-time classroom teachers, as well as a dedicated team of certificated instructional support staff, including an EL/Instructional Coach and a STEM teacher. These staff members work directly with teachers, students, and parents to enhance our STEAM programs, provide Common Core-aligned lesson planning, support English and Spanish language learners, and address the academic needs of diverse student groups.

Additionally, Jackson Magnet benefits from specialized support staff, including a full-time music teacher who offers choral and instrumental music instruction for students in grades K-5, and a full-time preschool teacher who contributes to early childhood education. The school also employs a full-time RSP teacher, a 50% speech and language specialist, and a 50% psychologist to meet the varied needs of our student population.

Our classified and hourly staff play an essential role in fostering student success, both during the school day and in after-school programs. A full-time clinical social worker is dedicated to promoting social-emotional learning across the school, providing direct services to both students and teachers. Our part-time library coordinator, with a science background, also serves as the school's scientist-in-residence, offering support to both teachers and students.

In addition to the core STEAM curriculum, Jackson Magnet is home to a thriving Spanish/English Dual Language Immersion Program (DLIP), supported by funding

to offer a full spectrum of classes across grade levels. In the 2020-21 school year, we hosted eighteen DLIP classes, including preschool through fifth grade, with a 90/10 model for Spanish and English instruction. As students progress, the balance shifts, with equal exposure to both languages by fourth grade. The dual language approach complements our STEAM focus, providing science instruction in both Spanish and English, which strengthens vocabulary and deepens understanding in both languages.

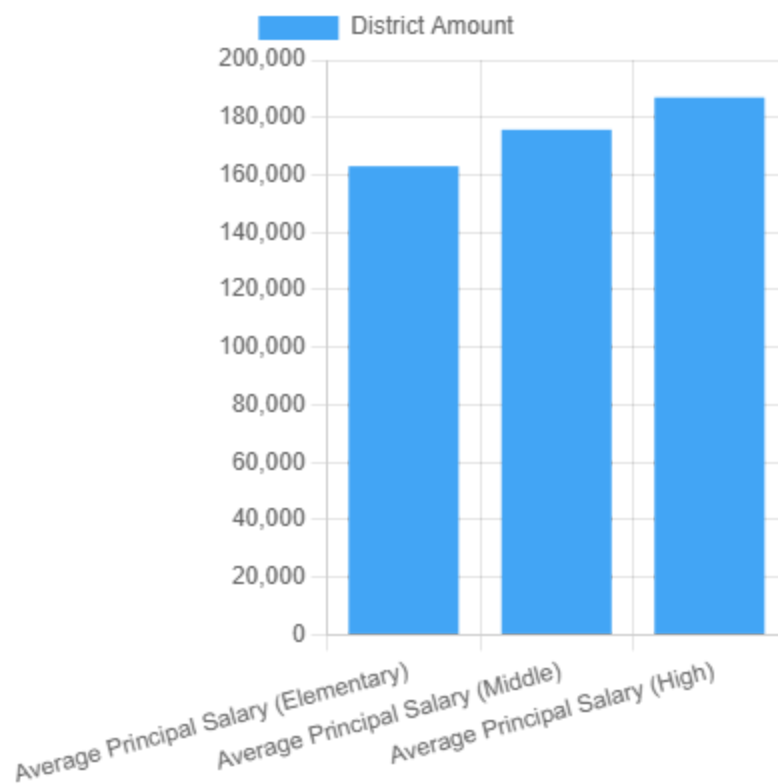
Further enhancing the learning experience are our art and music programs, such as "My Masterpieces" and "Artful Connections," both made possible through partnerships with the Pasadena Educational Foundation (PEF) and the Armory Center for the Arts. These programs integrate art instruction with math and science, enriching our students' education through hands-on experiences with teaching artists. Our school also benefits from partnerships with renowned institutions like JPL, Caltech, Reading Partners, the Pasadena Youth Symphony Orchestra, Side Street Projects, the Garden School Foundation, and Day One, all of which contribute to a diverse range of instructional opportunities for our students.

These funded programs are essential to providing a well-rounded, high-quality education that prepares Jackson Magnet students for future success.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57464.00	\$62783.30
Mid-Range Teacher Salary	\$85129.00	\$97783.34
Highest Teacher Salary	\$127842.00	\$128020.33
Average Principal Salary (Elementary)	\$163032.00	\$160224.36
Average Principal Salary (Middle)	\$175740.00	\$166991.85
Average Principal Salary (High)	\$186960.00	\$180970.82
Superintendent Salary	\$315257.00	\$313465.36
Percent of Budget for Teacher Salaries	24.07%	30.05%
Percent of Budget for Administrative Salaries	4.93%	5.00%

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



Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6