

# Jackson Academy of Math and Music (JAMM)

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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.

## 2025-26 School Contact Information

<b>School Name</b>	Jackson Academy of Math and Music (JAMM)
<b>Street</b>	2700 Fountain Oaks Dr.
<b>City, State, Zip</b>	Morgan Hill, CA, 95037
<b>Phone Number</b>	408-201-6400
<b>Principal</b>	Patrick Buchser
<b>Email Address</b>	buchserp@mhusd.org
<b>School Website</b>	Jackson.mhusd.org
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	43 69583

## 2025-26 District Contact Information

<b>District Name</b>	Morgan Hill Unified School District
<b>Phone Number</b>	408-201-6000
<b>Superintendent</b>	Carmen Garcia
<b>Email Address</b>	Garciacarmen@mhusd.org
<b>District Website</b>	www.mhusd.org

## 2025-26 School Description and Mission Statement

### School Vision:

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 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 learning.
- Student engagement is evident by and directly connected to Shared Goals, Purposeful teaching, High expectations, Valuing the learning process, Teacher and student and parent accountability, Continual staff commitment to research and applying 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 are committed to providing students with 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 strive to provide students with a true mathematical understanding of number sense and the ability to purposefully make connections to math and real-life applications. As a Professional Learning Community, PLC, our teams of teachers analyze student data using common formative assessments to collaborate and differentiate instruction. We support students with 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.

All students are equipped with a Chromebook laptop computer that they use at school and our middle school students can take them home. This helps to provide more 21st-century learning skills beyond the school day as well as integrate technology into student's lives. Our staff is 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, and 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 careers in the 21st century. We are a school that is enriched by linguistic and cultural

## 2025-26 School Description and Mission Statement

diversity. We celebrate this diversity as it enhances our instructional program. Through our PLC, staff continuously seeks to grow in the implementation of effective instructional strategies to better address the needs of 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.

Parents are partners in our school and have a voice in the decision-making process through the School Site Council, the English Learner Advisory Council (ELAC), and 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 each student celebrated as a unique, successful, and active member of the school.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	67
Grade 2	54
Grade 3	60
Grade 4	64
Grade 5	64
Grade 6	106
Grade 7	107
Grade 8	105
<b>Total Enrollment</b>	<b>690</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	0.1
Asian	7.2
Black or African American	1.6
Filipino	2.2
Hispanic or Latino	4.1
Two or More Races	9.6
White	34.5
English Learners	11.4
Homeless	7.2
Migrant	1.3
Socioeconomically Disadvantaged	26.2
Students with Disabilities	12

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.5	85.06	312.7	86.75	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	3.5	0.97	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.6	14.94	37.6	10.43	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	4.5	1.27	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	2	0.57	15831.9	5.67
<b>Total Teaching Positions</b>	24.1	100	360.4	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.8	85.06	313.9	80.52	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.9	4.04	3.7	0.96	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.1	8.82	56.1	14.39	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	5.2	1.34	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.5	2.04	10.8	2.79	14303.8	5.15
<b>Total Teaching Positions</b>	24.4	100	389.8	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.5	88.06	313	77.83	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	5.4	1.36	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3	11.74	74.4	18.52	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0.2	8.6	2.15	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	0.5	0.12	13705.8	4.91
<b>Total Teaching Positions</b>	25.5	100	402.2	100	278927.1	100

Note: The data in this table is based on 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	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	3.60	2.1	3
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	3.60	2.1	3

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	22.2	2.4	22.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Education Wonders Gr K-5, McGraw Hill Education StudySync , Gr 6-8	0
<b>Mathematics</b>	Pearson Investigations with Envision supplement Gr K-5, College Preparatory Mathematics, Core Connections Courses 1-3, Gr 6-8	0
<b>Science</b>	TWIG Science by TWIG Education Gr K-5 Glencoe/McGraw Hill Science Series Gr 6-8 (in process of piloting)	0
<b>History-Social Science</b>	Pearson My World Gr K-5, TCI History Alive Grades 6-8	0
<b>Health</b>	Positive Prevention Plus	0

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

## 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, 6 new classrooms, renovation of the multipurpose room, 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.

As part of the classroom technology upgrade, they received a new projection device in each of the classrooms.

The construction of additional classrooms was complete in December of 2020

Year and month of the most recent FIT report January 2025

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Interiors Poor –Damaged or loose ceiling tiles, rubber trim missing on cabinets, floor is not waxed, base trim is loose on walls, floor tiles are missing or broken.  In process of ordering and replacing ceiling tiles at this location. Will replace missing and damaged floor tiles and cove base, will request custodian to wax floors.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	Restrooms/Fountains Poor - Faucets have sporadic flow or high flow, missing menstrual products and signage, loose and leaking faucets, drinking fountain has drip.  Will generate work order to repair faucet leaks and flow/pressure issues, reviewing menstrual products requirements with custodial and adding new signage.
<b>Safety:</b> Fire Safety, Hazardous Materials			X	Fire Safety/hazardous Materials Poor – Room ID's missing, multiple Evacuation Maps not posted, plug in air fresheners, Fire extinguisher missing.  Will post new evacuation signage, and missing room ID's, replace missing extinguisher, and remove plug in Air fresheners
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs 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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	64	62	48	50	47	48
<b>Mathematics</b> (grades 3-8 and 11)	50	52	37	38	35	37

### 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	505	490	97.03	2.97	62.24
Female	239	232	97.07	2.93	70.26
Male	266	258	96.99	3.01	55.04
American Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	0.00	82.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	214	207	96.73	3.27	48.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	62	61	98.39	1.61	70.49
White	177	172	97.18	2.82	70.35
English Learners	48	44	91.67	8.33	15.91
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	98	92	93.88	6.12	48.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	64	60	93.75	6.25	6.67

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	505	490	97.03	2.97	51.84
<b>Female</b>	239	232	97.07	2.93	50.43
<b>Male</b>	266	258	96.99	3.01	53.10
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	35	35	100.00	0.00	71.43
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	214	209	97.66	2.34	33.01
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	62	61	98.39	1.61	72.13
<b>White</b>	177	170	96.05	3.95	62.35
<b>English Learners</b>	48	47	97.92	2.08	10.64
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	98	95	96.94	3.06	27.37
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	64	60	93.75	6.25	6.67

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	44.97	48.78	35	36.92	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	171	164	95.91	4.09	48.78
<b>Female</b>	76	74	97.37	2.63	44.59
<b>Male</b>	95	90	94.74	5.26	52.22
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	13	13	100.00	0.00	76.92
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	73	72	98.63	1.37	33.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	14	13	92.86	7.14	84.62
<b>White</b>	68	64	94.12	5.88	51.56
<b>English Learners</b>	18	18	100.00	0.00	5.56
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	34	32	94.12	5.88	34.38
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	18	16	88.89	11.11	0.00

## B. Pupil Outcomes

### 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.

#### 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	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
Grade 5	97.1	99	67.6	98	100
Grade 7	90.5	75.2	94.3	94.3	96.2

## 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.

#### 2025-26 Opportunities for Parental Involvement

Parents and other family members are a vital component of our school program. Parents are encouraged to participate in our Home and School Club (HSC), School Site Council (SSC), English Learners Advisory Committee (ELAC), and monthly principal coffee chats. There are multiple opportunities to participate and support learning at school and home. Room parents organize parent volunteers to help with special projects in the classroom, Project Cornerstone classroom lessons, and parent volunteers to chaperone field trips off campus. Parents give many hours of service during the year working on fund-raising activities and helping with various school-sponsored events and projects. The Home and School Club sponsors the beginning of the school year activities for parents to get to know each other and build relationships. 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 and parent involvement is not limited to in-person participation. We also provide a live-stream option for parents who are unable to attend school concerts in person. The contact person for parent involvement is our Community Liaison.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	708	701	110	15.7
Female	331	327	36	11.0
Male	377	374	74	19.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	51	51	2	3.9
Black or African American	11	11	2	18.2
Filipino	15	15	1	6.7
Hispanic or Latino	294	289	69	23.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	66	66	5	7.6
White	241	240	25	10.4
English Learners	87	84	21	25.0
Foster Youth	--	--	--	--
Homeless	57	55	21	38.2
Socioeconomically Disadvantaged	205	200	62	31.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	100	100	37	37.0

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: 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

This table displays suspensions data.

Suspensions								
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
3.04	3.12	2.68	4.9	5.08	3.47	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
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
0	0.14	0	0.03	0.13	0.09	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.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.68	0.00
Female	1.21	0.00
Male	3.98	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	2.72	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.55	0.00
White	3.32	0.00
English Learners	4.60	0.00
Foster Youth	0.00	0.00
Homeless	7.02	0.00
Socioeconomically Disadvantaged	4.39	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.00	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.

## 2025-26 School Safety Plan

At the beginning of each school year, JAMM's Code of Conduct along with the MHUSD Rights and Responsibilities are given to all students and parents/ guardians in August through our online enrollment process. Parents are required to review these rules with their children and sign the online acknowledgments each year before receiving their child's classroom schedule. The school conducts student assemblies to reiterate the rules in the fall and midyear to review student expectations for a safe environment for all. The school has consistent rules which are posted in each classroom through our PBIS matrix. At the beginning of each year and upon return from breaks, teachers teach specific lessons to establish rituals and routines for students' learning and expected behaviors. Teachers have classroom rules, consequences, and positive rewards for behavior.

Providing a safe and orderly environment for students, parents, and staff supports a positive learning environment. Before volunteering at school, all visitors must adhere to the MHUSD requirements before volunteering to ensure student and staff safety. All visitors must check in and out at the office upon entering and exiting the campus. To support an orderly student arrival and dismissal, specific ingress and egress procedures are widely communicated and practiced with students and parents. 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. Fire Extinguishers and Emergency equipment are maintained and monitored annually to ensure proper working order. Our safety plan is reviewed and updated at the beginning of each year to reflect the most recent safety requirements and is approved by our School Site council annually before submitting to the Board of Education for approval.

## D. Other SARC Information Information Required in the SARC

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27	0	2	0
1	27	0	6	0
2	26	0	6	0
3	29	0	6	0
4	31	0	6	0
5	32	0	6	0
6	34	0	16	1
Other	31	1	0	4

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	9	0
1	26	0	6	0
2	26	0	6	0
3	32	0	6	0
4	32	0	6	0
5	33	0	3	0
6	35	0	0	21
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
K	18	2	0	0
1	22	0	3	0
2	27	0	2	0
3	30	0	2	0
4	32	0	2	0
5	32	0	2	0
6	34	0	0	3
Other	0	0	0	0

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	342

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,268.37	\$60.54	\$11,207.83	\$110,299
District	N/A	N/A	\$11,095.33	\$105,310
Percent Difference - School Site and District	N/A	N/A	1.0	4.6
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	0.6	9.7

## Fiscal Year 2024-25 Types of Services Funded

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 English Learners. Often these monies are used for personnel who provide individual or small-group instruction for students eligible to participate in the programs. 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 allocation and use of categorical funds are overseen by the School Site Council, composed of representatives from all educational partners in the school community. A detailed plan for expenditures in support of the school site programs and services can be found in the School Plan for Students Achievement which is posted on our school's website.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$63,686	\$62,145
<b>Mid-Range Teacher Salary</b>	\$107,739	\$97,088
<b>Highest Teacher Salary</b>	\$136,327	\$120,436
<b>Average Principal Salary (Elementary)</b>	\$154,729	\$151,343
<b>Average Principal Salary (Middle)</b>	\$164,219	\$159,514
<b>Average Principal Salary (High)</b>	\$178,185	\$177,261
<b>Superintendent Salary</b>	\$297,357	\$294,805
<b>Percent of Budget for Teacher Salaries</b>	32.11%	29.95%
<b>Percent of Budget for Administrative Salaries</b>	5.62%	5.4%

## Professional Development

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

1. Direct Explicit Instruction- Specific lesson plan designed to model one's 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 district's support of Constructing Meaning and Common Core standards-based instruction to provide a consistent approach for all students as well as preparing students for 21st-century college and career.

Jackson staff participated in PLC training to identify essential standards and create learning progressions for prerequisite skills. CFA common formative assessments are developed to support identifying students' needs and differentiation. PLT's professional learning teams are developed by grade level for teachers to work collaboratively to identify student needs and teacher responses. In addition, teachers continued professional development in a variety of site-based and district-planned opportunities to enhance their learning in data analysis, writing, and English language development. Our district continues to organize 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 specific classroom visit protocols.

STEAM (science, technology, engineering, arts, and math ) directly supports the integration of common core standards in all disciplines. Including Wednesday collaboration time, approximately 3 days of staff development days have been offered. Professional development topics include, PLC, Essential Standards, Common Formative Assessments, Math, ELD, Language Arts, History, VAPA, new teacher development, data, special education, intervention supports, Be Seen and Heard, Trauma Informed Instruction, Keenan Mandated Training, Leveled Literacy Intervention Training, Dyslexia Training, Social emotional curriculum, and next generation science standards connected with a STEAM focus. Districtwide Essential Standards professional development combined with a PLC process will directly guide the professional development for the next few years to support teachers' instruction to the college and career readiness standards for the 21st century.

Professional development was offered to administrators and teachers regularly during the school year and summer by district and school staff and external partners. Individual schools prioritize and align their professional development learning to their approved School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan.

# Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	4	6