

# Jackson Elementary School

## School Accountability Report Card

### Reported Using Data from the 2012-13 School Year

#### Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### Contact Information (School Year 2013-14)

School Contact Information	
School Name	Jackson Elementary School
Street	2561 Francisco Dr.
City, State, Zip	El Dorado Hills, CA 95762-8201
Phone Number	
Principal	Michele Miller
E-mail Address	mmiller@rescueusd.org
CDS Code	09619786005706

<b>District Contact Information</b>	
<b>District Name</b>	Rescue Union Elementary District
<b>Phone Number</b>	530.677.4461
<b>Web Site</b>	
<b>Superintendent</b>	David Swart
<b>E-mail Address</b>	dswart@rescueusd.org

### **School Description and Mission Statement (School Year 2012-13)**

This section provides information about the school, its programs and its goals.

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“The Jackson Elementary School staff, working in partnership with parents and our community will strive to provide excellence in academics and the thinking and interpersonal skills necessary for all students to reach their maximum potential. We are committed to providing a safe learning environment where all students are valued and respected.”

Jackson School is located in the beautiful oak-studded foothills, twenty-five miles northeast of Sacramento. The campus serves a student body of 451 students in grades kindergarten through fifth. The educational program is supported by a staff of 15 classroom teachers, one music teacher, and one PE teacher.

- Jackson School was recognized as a 2002 California Distinguished School.
- California Distinguished School Honorable Mention 2006

The core educational program provided to the Jackson students is based on the California State Standards, California Curriculum Framework Standards and Elementary Makes the Grade. Beyond the core curriculum, the Jackson educational program provides a wide range of reinforcement and enrichment programs. Outstanding examples include: a computer lab which supports and extends our core curriculum; language arts paraprofessionals supporting the individual needs of our student population; a physical education specialist providing a solid foundation for physical and social development; classroom music appreciation for upper grades; extensive Visual and Performing Arts opportunities and an award winning school garden.

Students with special needs are provided additional support through our Gifted and Talented Program, Speech and Language Services, Health Services, and the Resource Specialist Program. In addition to the support programs listed above, Jackson School has an active Student Success Team. The team, composed of parent(s), teacher(s), specialist(s), and the principal, collaboratively reviews and suggests program modifications to help students succeed and learn.

### **Opportunities for Parental Involvement (School Year 2012-13)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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Our school staff enjoys a high level of community support and involvement in all aspects of our educational programs. Parents participate in collaborative planning of our schoolbased program through bi-monthly school site council meetings. Additionally, our PTO works with school staff to identify school-wide needs that can be supported through parent volunteers and community fund raising events. Outstanding examples of these events are the PTO Fall Festival, Giving Gala Roundup event, and Scrip sales. Proceeds from these events have provided our students with a computer lab, outdoor school garden, school-wide educational resources, steel school picnic tables, school marquee, kindergarten and elementary play structures, and many outstanding special events.

Parents have an opportunity to participate on a variety of levels. Parents assist with reading groups during class time and before school. Parents help in the school garden with classes and help with upkeep of the garden over the summer months. The library coordinator uses parent help in the library and in the classrooms. The PTO board also offers many opportunities to help support classrooms and school events.

Contact Person: Michele Miller  
Contact Phone: 916-933-1828

### III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

#### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	81	85	84	75	81	78	54	56	55
Mathematics	85	88	89	71	78	78	49	50	50
Science	90	86	92	84	86	86	57	60	59
History-Social Science	N/A	N/A	N/A	69	73	76	48	49	49

Note: Scores are not shown 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.

## Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78	78	86	N/A
All Student at the School	84	89	91	N/A
Male	84	92	92	N/A
Female	84	86	90	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian	89	94		N/A
Filipino				N/A
Hispanic or Latino	76	83	93	N/A
Native Hawaiian/Pacific Islander				N/A
White	86	90	91	N/A
Two or More Races	80	90		N/A
Socioeconomically Disadvantaged	66	66	75	N/A
English Learners				N/A
Students with Disabilities	73	76	92	N/A
Students Receiving Migrant Education Services				N/A

Note: Scores are not shown 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.

### California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.0	20.0	67.0

Note: Scores are not shown 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.

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

**Academic Performance Index Ranks - Three-Year Comparison**

This table displays the school’s statewide and similar schools’ API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	10	9	10
Similar Schools	4	5	9

**Academic Performance Index Growth by Student Group – Three-Year Comparison**

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-11	11	1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-7	11	3
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	300	926	3,034	904	4,655,989	790
Black or African American	1		17	906	296,463	708
American Indian or Alaska Native	0		9		30,394	743
Asian	21	968	145	962	406,527	906
Filipino	4		39	932	121,054	867
Hispanic or Latino	42	872	409	848	2,438,951	744
Native Hawaiian/Pacific Islander	0		3		25,351	774
White	218	932	2,233	909	1,200,127	853
Two or More Races	14	933	177	907	125,025	824
Socioeconomically Disadvantaged	35	841	447	827	2,774,640	743
English Learners	7		91	779	1,482,316	721
Students with Disabilities	59	838	377	768	527,476	615

### Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	100.0

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	78
Grade 1	62
Grade 2	65
Grade 3	67
Grade 4	73
Grade 5	108
Total Enrollment	453

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.2	White	70.6
American Indian or Alaska Native	0.2	Two or More Races	3.8
Asian	8.6	Socioeconomically Disadvantaged	11.0
Filipino	1.1	English Learners	2.0
Hispanic or Latino	13.2	Students with Disabilities	14.6
Native Hawaiian/Pacific Islander	0.2		

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

Grade Level	2010-11			2011-12			2012-13					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26.5	0	2	0	24.7	1	2	0	20	2	2	
1	27	0	2	0	27.5	0	2	0	21	1	2	
2	19.3	1	2	0	21.3	1	2	0	22	1	2	
3	24.8	1	3	0	30	0	2	0	17	2	2	
4	30.5	0	2	0	22	2	2	0	18	2	2	
5	28.7	0	3	0	20.8	1	3	0	22	2	3	
Other												

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

### School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Ruppel Center, amphitheater, lunch facility, stage, and computer lab were completed in December 1999. Due to continued growth, the district is in the process of planning for additional future school sites. Jackson School is on a traditional schedule. Policies and procedures are in place regarding campus safety, fire drill exercises, earthquake preparedness and playground supervision. The Safe and Civil School team evaluate and implement rules and procedures for staff and students. The Safe School Plan sets goals each year for campus improvements and campus safety goals. The custodial staff maintains our campus to ensure cleanliness and maintenance.

### Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	2.43	2.46	3.75	3.69	3.0	4.41
Expulsions	0	0	0	0.25	0.12	0.02

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

School buildings and grounds at Jackson School provide a clean, positive environment that is conducive to teaching, instruction, and learning. Staff and student rest rooms are clean and well maintained. Floors, wall, roof, and plumbing are maintained on a regular schedule. We currently have no new facility improvements planned.



### School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: 12/27/13				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

### Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[ ]	[ ]	[ ]

## VII. Teachers

### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
<b>With Full Credential</b>	21	17	19	166
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.4	5.6
All Schools in District	98.1	1.9
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	98.1	1.9

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	.29	---
Social Worker		---
Nurse	.29	---
Speech/Language/Hearing Specialist	2	---
Resource Specialist	1	---
Other		---

Note: 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Open Court Reading Grades K-5	Yes	0
Mathematics	Houghton Mifflin California Mathematics Grades K-2  Harcourt Mathematics Grades 3-	Yes	0
Science	Scott Foresman Science Grades K-5	Yes	0
History-Social Science	Scott Foresman: History-Social Science for California Grades K-5	Yes	0
Health	Botvin's LifeSkills Grades 3-5	Yes	0

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,833	\$1,368	\$5,465	\$67329
District	---	---	\$5,246	\$65,082
Percent Difference: School Site and District	---	---	4.2	3.5
State	---	---	\$5,537	\$66,594
Percent Difference: School Site and State	---	---	-1.3	1.1

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

All Rescue schools receive equal allocations per student of general fund support for instructional materials, supplies and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a districtwide, centralized basis and provided to each school site based on the unique needs of the individual school.

In addition, to its support from the local general fund, each school in the Rescue Union School District receives yearly allocations from some state and federal categorical programs. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students - such as English Learners, Gifted and Talented (GATE), academically deficient and students at risk of failing.

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,168	\$41,327
Mid-Range Teacher Salary	\$60,368	\$63,903
Highest Teacher Salary	\$78,952	\$81,573
Average Principal Salary (Elementary)	\$97,416	\$103,887
Average Principal Salary (Middle)	\$100,583	\$107,439
Average Principal Salary (High)	\$0	\$102,399
Superintendent Salary	\$139,000	\$155,551
Percent of Budget for Teacher Salaries	44.8%	40.7%
Percent of Budget for Administrative Salaries	6.3%	6.2%

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

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Teachers receive professional development and will work collaboratively on a regular, ongoing basis to target key standards, analyze formative assessment data and develop effective instructional practices each Monday during early release sessions.

At the elementary sites, each Monday afternoon is scheduled for either grade level collaboration (reviewing formative assessment data and planning intervention) or professional development on the Common Core Standards through training videos and guest speakers. There are four minimum days for parent conferences and three days for report card preparation.