

Jackson Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Jackson Elementary School
Street	2561 Francisco Dr.
City, State, Zip	El Dorado Hills, CA 95762-8201
Phone Number	916-933-1828
Principal	Michele Williamson
Email Address	mwilliamson@my.rescueusd.org
Website	www.myjacksonelementary.com
County-District-School (CDS) Code	09619786005706

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Rescue Union Elementary District
Phone Number	530.677.4461
Superintendent	Cheryl Olson
Email Address	colson@rescueusd.org
Website	www.rescueusd.org

School Description and Mission Statement (School Year 2020-2021)

“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 373 students in grades kindergarten through fifth. The educational program is supported by a staff of 17 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, and the California Curriculum Framework Standards. Beyond the core curriculum, Jackson's educational program provides a wide range of reinforcement and enrichment programs. Outstanding examples include: iXL math, coding, robotics, and 3-D Printing electives, one to one Chromebooks in 3rd-5th grade, STEMscope Science, Junior/Senior Choir, Jackson Actors Guild, classroom music instruction weekly, Instrumental Band, and much more.

Our Learning Center includes paraprofessionals and Independence facilitators who support the individual needs of our students. Jackson School has a physical education specialist providing a solid foundation for physical and social development based on our state standards for Physical Education. In addition, Jackson School has an outdoor Science Classroom and an award winning school garden. Jackson has a variety of enrichment programs after school including a garden club, drum club, cross country team, volleyball team, and basketball team.

Students with special needs are provided additional support through our 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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	76
Grade 1	78
Grade 2	70
Grade 3	80
Grade 4	65
Grade 5	78
Total Enrollment	447

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	5.1
Filipino	2.5
Hispanic or Latino	13.9
Native Hawaiian or Pacific Islander	0.9
White	74.7
Two or More Races	1.3
Socioeconomically Disadvantaged	8.3
English Learners	2.2
Students with Disabilities	8.1
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	23	21	21	170
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5	Yes	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	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

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

School Facility Conditions and Planned Improvements

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 but will be replacing the roof on our library and on our classroom buildings due to age.

School Facility Good Repair Status

Using the **most recently collected** 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: 12/22/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Replaced old surfaces
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Replaced old fixtures
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Dry rot, portables need replaced
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Cracks in the playground
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	70	N/A	61	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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 school-based program through 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 Virtual Auction, PTO Fall Festival, Read-A-Thon, Giving Gala, Jackson JOG, and Scrip sales. Proceeds from these events have provided our students with a video production lab, outdoor school garden, water bottle filling station, school-wide educational resources, school marquee, art murals, a new sound system in our gym, kindergarten and elementary play structures, and many outstanding special events including our annual Science Fair and Family Science Night.

Parents have an opportunity to participate on a variety of levels. Parents assist in classrooms during the Language Arts block and during math lessons. Parents help in the school garden with classes and help with upkeep of the garden over the summer months. The library coordinator utilizes parent help in our library. The PTO board also offers a wide variety of opportunities to help support classrooms and school events.

Contact Person: Michele Williamson

Contact Phone: 916-933-1828

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.6	0.4	2.0	1.2	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.22	1.01	
Expulsions	0	.11	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 PBIS team evaluates and implements 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.

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)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22		4		24	1	3		19	3	1	
1	24		3		23		3		26		3	
2	20	2	1		25		3		23		3	
3	26		3		22		3		27		3	
4	25		3		27		3		22		3	
5	20	1	3		28		3		26		3	
Other**	7	1			8	2						

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	447

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Psychologist	0.4
Nurse	0.2

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,660	\$3,046	\$7614	\$77,717
District	N/A	N/A	\$7,682	\$77,846
Percent Difference - School Site and District	N/A	N/A	-0.9	-0.2
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	-1.8	-3.6

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

Types of Services Funded (Fiscal Year 2019-2020)

All Rescue schools receive equal allocations, per student, of LCFF Base Funding. This funding helps support students by providing instructional materials, supplies and other needs. Funding for support services, such as maintenance of buildings and grounds, utilities, and student transportation, is budgeted for at the district level and provided to each school site based on the varying needs of the individual school.

In addition to the Base Funding described above, schools in the Rescue Union School District receive Supplemental funding roughly proportional to the number of unduplicated pupils (English Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth) they serve. Furthermore, school sites receive allocations from other state and federal categorical programs, including Title I and Title II. 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.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,041	\$50,574
Mid-Range Teacher Salary	\$73,054	\$76,649
Highest Teacher Salary	\$95,245	\$98,993
Average Principal Salary (Elementary)	\$119,825	\$125,150
Average Principal Salary (Middle)	\$121,421	\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$183,618	\$193,925
Percent of Budget for Teacher Salaries	36.0	34.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

This year professional opportunities have decreased as teachers have used planning time to collaborate and do strategic planning for weekly educational platforms for delivery of asynchronous instruction. During a "normal" school year teachers receive Professional Development on minimum days. Last year's topics include: Benchmark Advance, Growth Mindset, Step Up to Writing, STEMscope Science, Design Learning, PBIS, Trauma Informed Teaching Practices, and GLAD training. Teachers also have grade level meetings to analyze assessment data and target key standards. In addition, teachers meet to plan, develop and improve effective instructional strategies. Staff development related to instructional practices, curriculum, technology, State Standards, and other educationally related matters are provided for all teachers.

There are five minimum days for parent conferences and three days for report card preparation.