

# SARC 2015-16

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



### Jackson Academy of Music and Math (JAMM)

Address: 2700 Fountain Oaks Dr. Morgan Hill, CA 95037-3907

Principal: Patrick Buchser, Principal

Phone: (408) 201-6400

Email: [buchserp@mhusd.org](mailto:buchserp@mhusd.org)

Web Site:

CDS Code: 43695836098263



### Morgan Hill Unified

Superintendent: Steve Betando

Phone: (408) 201-6023

Email: [betandos@mhusd.org](mailto:betandos@mhusd.org)

Web Site: [www.mhusd.org](http://www.mhusd.org)



## I DATA AND ACCESS

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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.

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: Morgan Hill Unified  
 Phone Number: (408) 201-6023  
 Superintendent: Steve Betando  
 E-mail Address: [betandos@mhusd.org](mailto:betandos@mhusd.org)  
 Web Site: [www.mhusd.org](http://www.mhusd.org)

### School Contact Information Most Recent Year

School Name: Jackson Academy of Music and Math (JAMM)  
 Street: 2700 Fountain Oaks Dr.  
 City, State, Zip: Morgan Hill, CA 95037-3907  
 Phone Number: (408) 201-6400  
 Principal: Patrick Buchser, Principal  
 E-mail Address: [buchserp@mhusd.org](mailto:buchserp@mhusd.org)  
 Web Site:  
 County-District-School  
 (CDS) Code: 43695836098263

## School Description and Mission Statement (School Year 2016–17)

### 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 to respect each other as individuals.

### Guiding Principles:

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

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

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

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

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

We are a school that is enriched by linguistic and cultural diversity. We celebrate this diversity as it enhances our instructional program. Staff continuously seeks to grow in the implementation of effective instructional strategies to better address the needs of each and every student. The Jackson staff adheres to state board approved, standards-based curriculum and research-based strategies to provide all students with a high quality educational program across all content areas. These best practices include a variety of instructional techniques designed to meet the needs of our diverse population, with a focus on Direct Explicit Instruction, ELD strategies, Music Instruction, and GLAD strategies.

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

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

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	51
Grade 1	52
Grade 2	70
Grade 3	74
Grade 4	69
Grade 5	64
Grade 6	60
Grade 7	64
Grade 8	76
Total Enrollment	580

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.4%
American Indian or Alaska Native	0.5%
Asian	3.8%
Filipino	1%
Hispanic or Latino	50.5%
Native Hawaiian/Pacific Islander	0.5%
White	40.3%
Two or More Races	1.2%
Socioeconomically Disadvantaged	34.7%
English Learners	16%
Students with Disabilities	10.2%
Foster Youth	0.9%

## 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 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	27	25	24	375
Without Full Credential	1	0	1	18
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	11

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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

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

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	.00%
All Schools in District	97.77%	2.23%
High-Poverty Schools in District	98.21%	1.79%
Low-Poverty Schools in District	94.39%	5.61%

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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

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.

Month and year in which data were collected: December 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Engage NY, Grades TK-6 Language Arts (TK-2: Core Knowledge, gr 3-6 Expeditionary Learning)	yes	0%
Mathematics	Pearson Investigations with Envision supplement Gr K-5, College Preparatory Mathematics, Core Connections Courses 1-3, Gr 6-8	yes	0%
Science	MacMillian-McGraw Hill CA Science Glencoe/McGraw Hill Focus On Science Series	yes	0%
History-Social Science	Houghton Mifflin Social Science Series McDougal Littell CA	yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

## School Facility Conditions and Planned Improvements

For over 30 years, Jackson Elementary School has served as the neighborhood school for many students. The campus is located in the eastern hills of Morgan Hill, sitting on 9 acres. The campus is made up of a kindergarten building and two classroom buildings, with the library and multipurpose room tucked in the center.

Beginning in August 2012, the school opened its doors as Jackson Music and Math Academy serving grades K-8.

The Maintenance, Grounds and Custodial staff continue to work together to ensure the campus remains in good repair in order to provide a safe, clean and well maintained learning environment to help support student achievement.

As part of the Measure G Bond funds, the site was re-roofed, all of the HVAC units were replaced and student and staff restrooms were remodeled along with a technology infrastructure upgrade which included campus wide WiFi, new phones and new clock/public address system.

Jackson also received 3 new relocatable classrooms in the summer of 2014 to help support their growing campus and the music program. New wrought iron fencing to be installed along the frontage of the campus in early 2017.

## School Facility Good Repair Status

Using the most recent 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 Overall Rating

Month and year in which data were collected: June 2016

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

## Overall Facility Rate

Month and year in which data were collected: June 2016

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

## 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], Science California Standards Tests) 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/ Literacy (grades 3-8 and 11)	45%	57%	51%	53%	44%	48%
Mathematics (grades 3-8 and 11)	46%	48%	43%	43%	34%	36%

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.



CAASPP Test Results in ELA by Student Group (ELA)  
 Grades Three through Eight and Eleven (School Year 2015–16)  
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	71	98.61%	59.15%
Male	27	27	100.00%	44.44%
Female	45	44	97.78%	68.18%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.00%	42.50%
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	26	96.30%	84.62%
Two or More Races				
Socioeconomically Disadvantaged	22	22	100.00%	36.36%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

## ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	68	67	98.53%	55.22%
Male	38	38	100.00%	44.74%
Female	30	29	96.67%	68.97%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	31	31	100.00%	38.71%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	32	96.97%	71.88%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.00%	24.00%
English Learners	13	13	100.00%	7.69%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

## ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	62	61	98.39%	59.02%
Male	36	35	97.22%	68.57%
Female	26	26	100.00%	46.15%
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	26	26	100.00%	46.15%
Native Hawaiian or Pacific Islander				
White	31	30	96.77%	73.33%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.00%	21.43%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

## ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	57	95.00%	57.89%
Male	29	28	96.55%	39.29%
Female	31	29	93.55%	75.86%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	36	97.30%	44.44%
Native Hawaiian or Pacific Islander				
White	16	15	93.75%	80.00%
Two or More Races				
Socioeconomically Disadvantaged	29	28	96.55%	50.00%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

## ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	64	60	93.75%	56.67%
Male	25	23	92.00%	47.83%
Female	39	37	94.87%	62.16%
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	27	27	100.00%	40.74%
Native Hawaiian or Pacific Islander				
White	30	26	86.67%	65.38%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	21	100.00%	28.57%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

## ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	74	98.67%	56.76%
Male	37	36	97.30%	41.67%
Female	38	38	100.00%	71.05%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	44	100.00%	47.73%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	23	95.83%	78.26%
Two or More Races				
Socioeconomically Disadvantaged	30	30	100.00%	33.33%
English Learners	--	--	--	--
Students with Disabilities	15	14	93.33%	21.43%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

## CAASPP Assessment Results –Mathematics

## Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)

## Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	71	98.61%	60.56%
Male	27	27	100.00%	62.96%
Female	45	44	97.78%	59.09%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.00%	47.50%
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	26	96.30%	76.92%
Two or More Races				
Socioeconomically Disadvantaged	22	22	100.00%	45.45%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

## Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	68	67	98.53%	53.73%
Male	38	38	100.00%	47.37%
Female	30	29	96.67%	62.07%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	31	31	100.00%	32.26%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	32	96.97%	68.75%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.00%	28.00%
English Learners	13	13	100.00%	23.08%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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



## Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	62	61	98.39%	42.62%
Male	36	35	97.22%	57.14%
Female	26	26	100.00%	23.08%
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	26	26	100.00%	26.92%
Native Hawaiian or Pacific Islander				
White	31	30	96.77%	60.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.00%	7.14%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

## Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	57	95.00%	28.07%
Male	29	28	96.55%	21.43%
Female	31	29	93.55%	34.48%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	36	97.30%	25.00%
Native Hawaiian or Pacific Islander				
White	16	15	93.75%	33.33%
Two or More Races				
Socioeconomically Disadvantaged	29	28	96.55%	17.86%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

## Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	64	59	92.19%	57.63%
Male	25	23	92.00%	60.87%
Female	39	36	92.31%	55.56%
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	27	26	96.30%	46.15%
Native Hawaiian or Pacific Islander				
White	30	26	86.67%	65.38%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	20	95.24%	35.00%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

## Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	74	98.67%	43.24%
Male	37	36	97.30%	36.11%
Female	38	38	100.00%	50.00%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	44	100.00%	34.09%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	23	95.83%	60.87%
Two or More Races				
Socioeconomically Disadvantaged	30	30	100.00%	23.33%
English Learners	--	--	--	--
Students with Disabilities	15	14	93.33%	28.57%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

## CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	56%	50%	64%	66%	59%	62%	60%	56%	54%

## CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	137	134	97.81%	64.18%
Male	73	70	95.89%	67.14%
Female	64	64	100.00%	60.94%
Black or African American	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	70	70	100.00%	47.14%
Native Hawaiian or Pacific Islander	–	–	–	–
White	55	52	94.55%	88.46%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	44	44	100.00%	36.36%
English Learners	14	14	100.00%	21.43%
Students with Disabilities	22	20	90.91%	40.00%
Students Receiving Migrant Education Services	–	–	–	–
Foster Youth	–	–	–	–

**STATE PRIORITY: OTHER PUPIL OUTCOMES**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

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	20.60%	28.60%	12.70%
7	27.60%	39.70%	10.30%

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.

## 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 2016–17)**

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

**STATE PRIORITY: SCHOOL CLIMATE**

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

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

## Suspensions and Expulsions

Rate*	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.18	1.52	1.55	5.67	3.77	3.52	4.36	3.80	3.65
Expulsions	0.00	0.00	0	.22	.25	.12	0.10	0.09	0.09

## School Safety Plan – Most Recent Year

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

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2009-2010
Year in Program Improvement*	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	38%

NOTE: Cells with NA values do not require data.

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

Grade Level	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	31		2		25		2		25		2	
1	33		1	1	25		2		26		2	
2	29		2		28		3		23		3	
3	29		3		30		2		29.5		2	
4	31		2		26		3		27		3	
5	31		2		29		2		31		2	
6	29		4		28		3		28.5		2	
Other												

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

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

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English									26		9	
Mathematics									26		9	
Science									26		9	
Social Science									26		9	

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



## Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.31	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.15	N/A
Speech/Language/Hearing Specialist	.7	N/A
Resource Specialist (non - teaching)	1.5	N/A
Other	.25	N/A

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

\* 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 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4266	\$10	\$4256	\$69631
District	N/A	N/A	\$6186	\$69092
Percent Difference – School Site and District	N/A	N/A	-31.20%	0.78%
State	N/A	N/A	\$5677	\$71517
Percent Difference – School Site and State	N/A	N/A	-25.03%	-2.64%

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

## Types of Services Funded (Fiscal Year 2015-16)

In addition to the state and local revenues used for general education, Jackson school received School-Based Coordinated Program (SBCP) funds. These funds benefit all students and include amounts designated for GATE and English Learners. The school also received federal Title I funding. This money was allocated on a per pupil basis to provide for supplemental services. 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 designed use of and authority to expend the categorical funds is under the purview of our School Site Council comprised of members from all stake holders in the school community.

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47967	\$43821
Mid-Range Teacher Salary	\$71004	\$69131
Highest Teacher Salary	\$89851	\$89259
Average Principal Salary (Elementary)	\$105837	\$108566
Average Principal Salary (Middle)	\$114173	\$115375
Average Principal Salary (High)	\$129331	\$125650
Superintendent Salary	\$223871	\$198772
Percent of Budget for Teacher Salaries	36%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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

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

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

Jackson staff participated in a variety of site-based and district planned opportunities to enhance their learning in data analysis, writing, and English language development. Our district organized staff development to support the implementation of GLAD strategies school-wide. One hundred percent of teachers participated in GLAD training and implemented the strategies in their classroom through GLAD units of study aligned to Science and Social Science themes.

Common core standards are becoming the focus standards for ELA this year and next year. Math Common Core standards will begin to implement the following year. These common standards will directly guide the professional development for the next few years as the country re- aligns teachers' instruction to the college and career reediness standards for the 21st century.