



## **Jackson Elementary School**

School Accountability Report Card, 2006–2007  
Amador County Unified School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

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Amador County Unified School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

[http://www.schoolwisepress.com/sarc/links\\_2007\\_en.html](http://www.schoolwisepress.com/sarc/links_2007_en.html)

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

## How to Contact Our School

220 Church St.  
Jackson, CA 95642  
Principal: Barbara Magpusao  
Phone: (209) 257-5600

## How to Contact Our District

217 Rex Ave.  
Jackson, CA 95642  
Phone: (209) 223-1750  
<http://www.amadorcoe.org>



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# Jackson Elementary School

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## » Principal's Message

Jackson Elementary School's mission is to provide a quality educational program for all students. The school staff helps students develop into lifelong learners who set and achieve goals, think creatively and solve problems, become responsible citizens, and learn practical life skills to succeed in our modern society. We design our academic and instructional program to accomplish our mission. Our staff models responsible actions in day-to-day instruction.

Jackson Elementary houses the district's special education facilities for Amador County students with orthopedic challenges. Our school continues to upgrade its facilities and grounds by painting, resurfacing the playground, expanding our gardens, and landscaping other parts of the campus. Thanks to our parent organization, Jackson United Students Teachers and Parents (JUSTAP), we were able to add to our library program, increasing the number of books available to students and staff. It also helped purchase a marquee to keep our parents informed. Parents helped mount it in front of the school. JUSTAP also added a new area onto our Big Toy. This school year JUSTAP paid for our primary music program and intermediate art program, and purchased our Accelerated Reader online program for the school year. Thanks to a private donation, we were able to purchase additional computers for our special education classrooms and upgrade our computer lab. Without the help of our parents and community members, we would have difficulty completing projects.

Barbara Magpusao, PRINCIPAL

### Grade range and calendar

**K-6**

TRADITIONAL

### Academic Performance Index

**755**

County Average: 775

State Average: 763

### Student enrollment

**415**

County Average: 343

State Average: 531

### Teachers

**20**

County Average: 16

State Average: 26

### Students per teacher

**21**

County Average: 21

State Average: 20

### Students per computer

**19**

County Average: 6

State Average: 5

### **Major Achievements**

- Our Academic Performance Index (API) is 755. Each year, we review the data and focus on areas that need improvement. Our School Site Council (SSC) discusses ways to support these goals.
- A federally funded teacher serves the needs of our socioeconomically disadvantaged population and has helped with student achievement. Her focus this year is reading in grades one through six. She has support from two instructional aides paid for by site federal funds.

### **Focus for Improvement**

- We will continue to use our federally funded Title I teacher to help classroom teachers identify earlier any low-income students who may be having difficulties in reading. Instructional aides will give additional support to grades one through two during reading instruction. Kindergarten teachers support each other in their classrooms during Center Time.
- We will use the district-adopted curriculum, which is aligned with grade-level California Content Standards, to improve students' reading fluency, reading comprehension, and English language development.
- We will continue to use the District Math Plan to aid student achievement. We will also support students through the Math Facts program in the computer lab.

**MEASURES OF PROGRESS**

**Academic Performance Index**

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>No</b>
<b>Met growth target for prior school year</b>	<b>Yes</b>
<b>API score</b>	<b>755</b>
<b>Growth attained from prior year</b>	<b>-19</b>
<b>Met subgroup* growth targets</b>	<b>No</b>
<b>Underperforming school</b>	<b>No</b>

Jackson’s API was 755 (out of 1000). This is a decline of 19 points compared to last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

**API RANKINGS:** Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 774. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 6 out of 10.

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of January 2008.

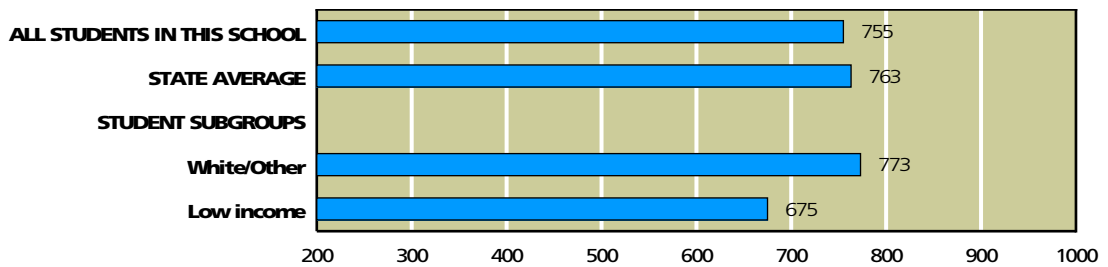
\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

**SIMILAR SCHOOL RANKINGS:** We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 3 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

**API GROWTH TARGETS:** Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We did not meet some or all of our assigned growth targets during the 2006–2007 school year. Just for reference, 51 percent of elementary schools statewide met their growth targets.

**API, Spring 2007**



SOURCE: API based on spring 2007 test cycle. State average represents elementary schools only.  
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

### Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

We met all 13 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>Yes</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>Yes</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Program Improvement School in 2007</b>	<b>No</b>

SOURCE: AYP is based on the Accountability Progress Report of January 2008. A school can be in Program Improvement based on students' test results in the 2006–2007 school year or earlier.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
<b>Low income</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
<b>White/Other</b>	●	●	●	●

SOURCE: AYP release of January 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

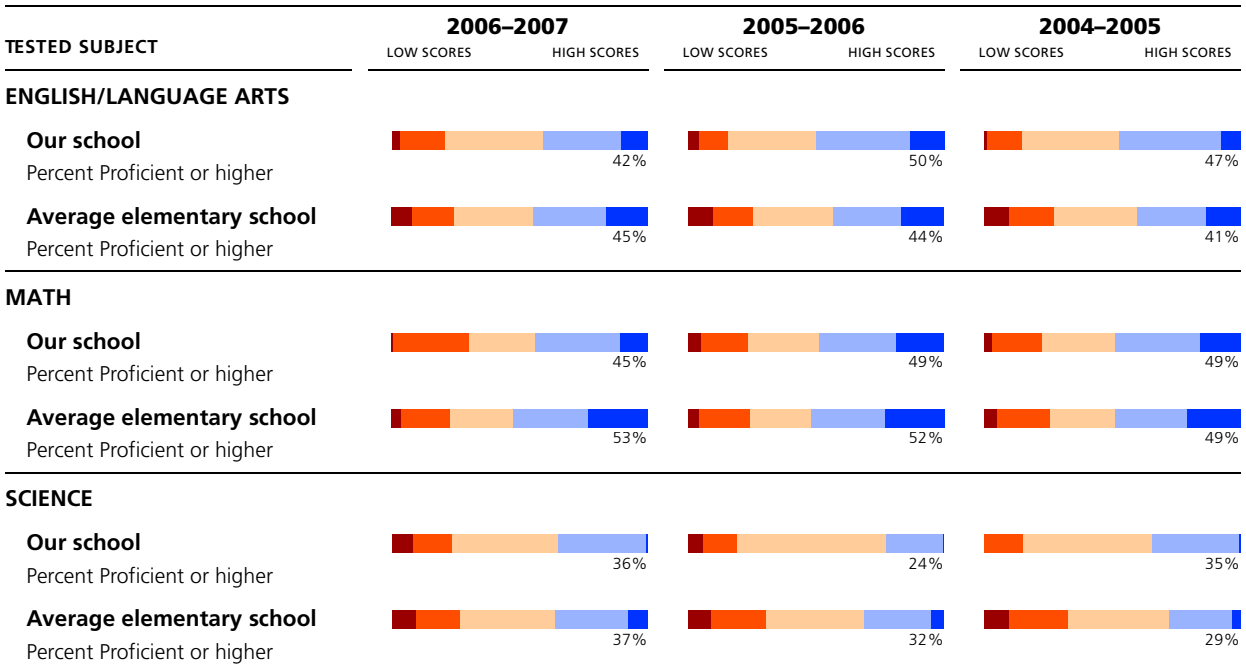
## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2007 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

## Frequently Asked Questions About Standardized Tests

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

**WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY?** When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California’s standards to be among the most clear and rigorous in the country. Just 45 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

**ARE ALL STUDENTS’ SCORES INCLUDED?** No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

### English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			42%	100%	<b>SCHOOLWIDE AVERAGE:</b> About three percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			48%	100%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			45%	99%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

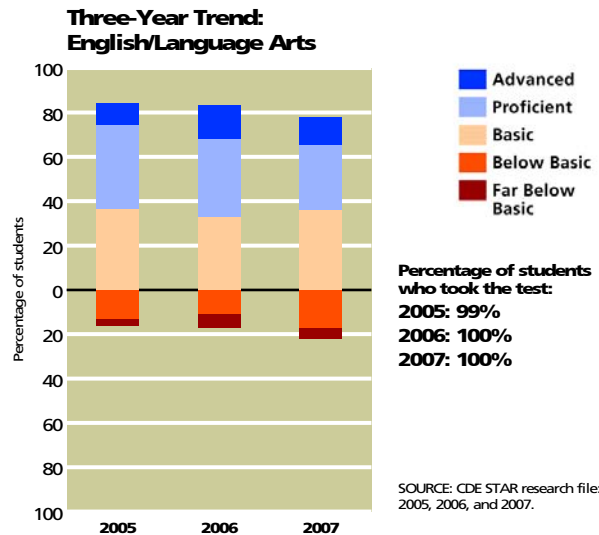
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			37%	151	<b>GENDER:</b> About ten percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			47%	136	
<b>English proficient</b>			44%	271	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
<b>English learners</b>	NO DATA AVAILABLE		N/A	16	
<b>Low income</b>			26%	117	<b>INCOME:</b> About 28 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			54%	170	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	31	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			44%	256	
<b>White/Other</b>			45%	214	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



### Math

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			45%	100%	<b>SCHOOLWIDE AVERAGE:</b> About eight percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			44%	92%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			53%	96%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

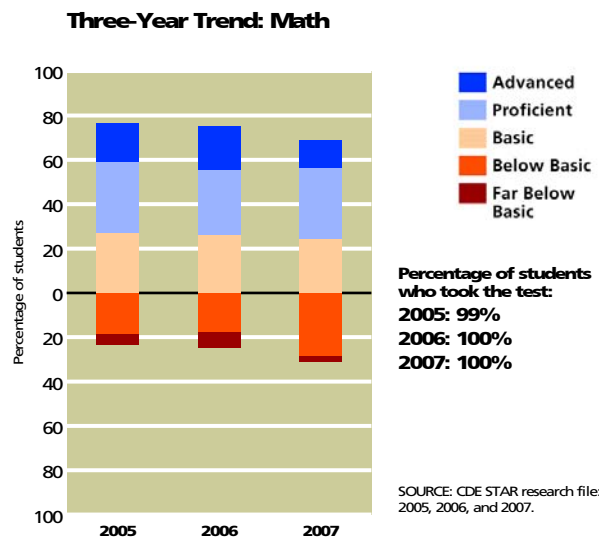
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			46%	151	<b>GENDER:</b> About three percent more boys than girls at our school scored Proficient or Advanced.
Girls			43%	136	
English proficient			45%	271	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	16	
Low income			29%	117	<b>INCOME:</b> About 29 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			58%	170	
Learning disabled	NO DATA AVAILABLE		N/A	31	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			48%	256	
White/Other			48%	214	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [math standards](#) on the CDE's Web site.



**Science**

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			36%	100%	<b>SCHOOLWIDE AVERAGE:</b> About one percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			55%	98%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			37%	99%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

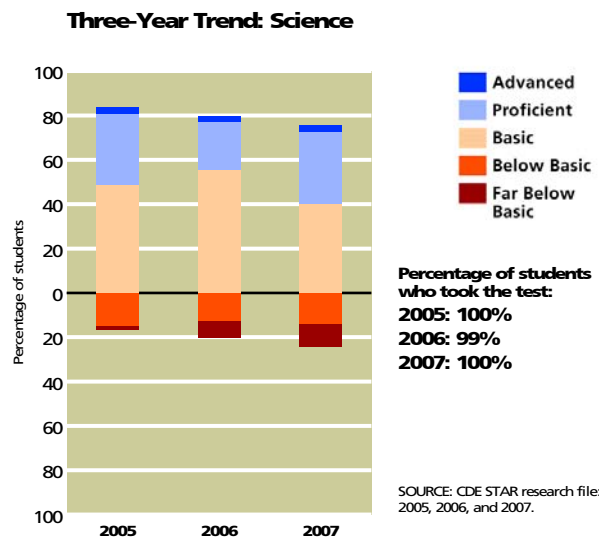
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			44%	34	<b>GENDER:</b> About 16 percent more boys than girls at our school scored Proficient or Advanced.
<b>Girls</b>			28%	36	
<b>English proficient</b>			38%	66	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
<b>English learners</b>	NO DATA AVAILABLE		N/A	4	
<b>Low income</b>	DATA STATISTICALLY UNRELIABLE		N/S	29	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested from low-income families was too small to be statistically significant.
<b>Not low income</b>			44%	41	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	4	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			36%	66	
<b>White/Other</b>			36%	53	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the **science standards** by going to the CDE's Web site.



### California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>READING</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	17%	20%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	46%	50%	39%
<b>LANGUAGE</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	19%	22%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	43%	49%	46%
<b>MATH</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	29%	26%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	49%	57%	56%

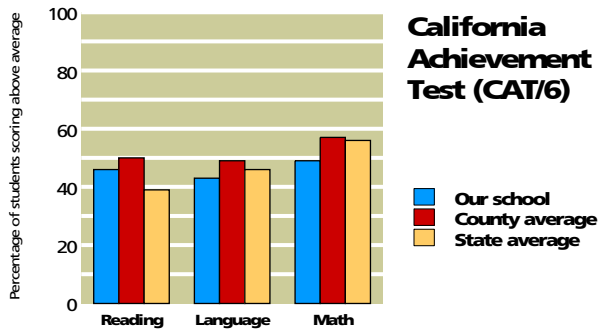
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

**STUDENTS SCORING ABOVE AVERAGE:** This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Jackson, 46 percent of students scored at or above average in reading (compared to 39 percent statewide); 43 percent scored at or above average in language (compared to 46 percent statewide); and 49 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was math.

**HIGH-SCORING STUDENTS:** This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Jackson, 17 percent of students scored at the top in reading (compared to 15 percent statewide); 19 percent scored at the top in language (compared to 19 percent statewide); and 29 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

### Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2007 test cycle. County and state averages represent elementary schools only.

**Other Measures of Student Achievement**

In addition to standardized test results, we use informal classroom observations, homework, class work, quizzes, and end-of-unit tests. Teachers also listen carefully to students as they read aloud in class to measure their progress. They assess English learners the same way, although they provide extra assistance to these students if needed. Our English learners take the California English Language Development Test every year. Some learning-disabled students take the California Alternative Performance Assessment instead of the California Standards Tests and the California Achievement Test. We encourage parents to attend a parent-teacher conference after the first reporting period, which ends in October.

**STUDENTS**

**Students’ English Language Skills**

At Jackson, 94 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	94%	95%	68%
English learners	6%	5%	32%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

**Languages Spoken at Home by English Learners**

Please note that this table describes the home languages of just the 25 students classified as English learners. At Jackson, the language these students most often speak at home is Spanish. In California it’s common to find English learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	76%	95%	85%
Vietnamese	0%	0%	2%
Cantonese	4%	1%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	12%	2%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	0%	0%
All other	8%	2%	9%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

**Ethnicity**

Most students at Jackson identify themselves as White/European American/Other. In fact, there are about seven times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Jackson. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	1%	7%
Asian American/Pacific Islander	2%	1%	11%
Latino/Hispanic	12%	11%	50%
White/European American/Other	85%	87%	32%

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only.

**Family Income and Education**

The free or reduced-price meal subsidy goes to students whose families earned less than \$37,000 a year (based on a family of four) in the 2006–2007 school year. At Jackson, 38 percent of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	38%	32%	56%
Parents with some college	58%	67%	54%
Parents with college degree	29%	29%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 58 percent of the students at Jackson have attended college, and 29 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 62 percent of our students provided this information.

**CLIMATE FOR LEARNING**

**Average Class Sizes**

Because funding for class-size reduction was focused on the early grade levels, our school’s class sizes, like those of most elementary schools, differ across grades.

The average class size at Jackson varies across grade levels from a low of 17 students to a high of 36. Our average class size schoolwide is 22 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	17	18	20
First grade	19	19	19
Second grade	20	19	19
Third grade	19	19	20
Fourth grade	36	30	29
Fifth grade	29	28	29
Sixth grade	N/A	31	29

SOURCE: CBED5 census, October 2006. County and state averages represent elementary schools only.

**Safety**

Communication is essential in maintaining a safe school. All classrooms have telephones and are able to communicate with the office at all times. We are also able to communicate through our intercom system. In addition, office staff, yard supervisors, and maintenance personnel carry two-way radios. Classroom teachers use a buddy system—in which each classroom has a buddy class—as part of their classroom management. They also have assigned duties in case of an emergency.

We update emergency site plans and evacuation maps annually and post them throughout the campus. Each classroom has an emergency plan. Fire drill evacuations and duck and cover drills are practiced throughout the year. Staff members line up their students at their assigned area on the playground and provide a quick visual indication of the status of their class by holding up a green or red card. This visual cue is very effective in determining if there is a problem, an injury, or a missing student.

During staff and instructional aide meetings, we discuss safety issues and strategies. Yard supervisors meet monthly with the site administrators to discuss issues on the playground. There are staff meetings every other week and weekly staff bulletins to keep everyone informed.

**Discipline**

We abide by our district’s strict behavior code, which we send home to parents and review with our students in schoolwide assemblies four times a year. As an elementary school, we must lay a foundation of responsibility and self-control in each child. Our expectations for appropriate behavior are consistent throughout the grades, but our disciplinary approach depends on the age of the child. In kindergarten and first grade, we concentrate on redirection rather than punishments and rewards.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Suspensions per 100 students</b>			
2006–2007	7	10	5
2005–2006	5	11	5
2004–2005	9	6	5
<b>Expulsions per 100 students</b>			
2006–2007	0	0	2
2005–2006	0	0	0
2004–2005	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

Our teachers focus on the positive and maintain warm and constructive atmospheres in their classrooms. We reward students for displaying positive behavior and try to prevent problems such as bullying before they happen. We teach conflict resolution and anger management at every level. We find that brief time-outs, loss of recess, and appropriate natural consequences—for example, making a student who throws her milk carton on the ground pick up litter around the school—take care of most misbehavior.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2006–2007 school year, we had 27 suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

**Homework**

Our teachers assign homework four days a week. Most teachers send home a packet on Monday for students to complete during the week and return on Friday. Many teachers require parents to review and sign the homework packet each week. Intermediate grades will send home uncompleted class assignments for homework as well. All teachers require nightly reading, because practicing at home helps increase reading fluency. Teachers also assign monthly projects. We offer homework assistance through our extended-day and afterschool programs.

**Physical Fitness**

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	26%	25%	25%
Girls in Fitness Zone	46%	32%	30%
Fifth graders in Fitness Zone	36%	21%	27%
Seventh graders in Fitness Zone	N/A	47%	29%
Ninth graders in Fitness Zone	N/A	N/A	23%
All students in Fitness Zone	36%	29%	27%

SOURCE: 2006–2007 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent elementary schools only.

**Schedule**

The school year begins in the third week in August and ends the second week in June, providing 180 days of instruction. Classes begin at 8:10 a.m. and end at 2:13 p.m. We offer a breakfast program before school. We also have an After School Math Club, a Game Club, an English Language Learner Homework Support Club, and a Kinder Club. Office hours are from 7 a.m. to 3:30 p.m.

**LEADERSHIP, TEACHERS, AND STAFF**

**Leadership**

Barbara Magpusao has 13 years of experience as a principal and has been Jackson Elementary’s principal for three years. She has five years of teaching experience.

Opportunities to evaluate and improve instructional programs and the learning environment are available through buy-back days (providing extra compensation so teachers can take further staff training). We also collaborate with the San Joaquin County Office of Education, the SSC, parent-teacher organizations, the District Curriculum Committee, and the district advisory committees.

Quality leadership and improved instruction require keeping current with new teaching methods, instructional policies, frameworks, and standards. Educational leaders constantly review professional literature, attend conferences, and collaborate with their peers to provide vision and long-range planning for our school.

**Teacher Experience and Education**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	16	16	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	5%	7%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	5%	13%	33%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	95%	87%	67%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About five percent of our teachers have less than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 16 years of experience. About 95 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About five percent have completed a master’s degree or higher.

**Credentials Held by Our Teachers**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	100%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	0%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	0%	3%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Jackson hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Jackson holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just three percent). All of the faculty at Jackson hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers’ credentials in the Data Almanac that accompanies this report.

### Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	0%	0%	3%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

**“HIGHLY QUALIFIED” TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials, compared to three percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about **misassigned teachers** and **teacher vacancies** in the 2007–2008 school year.

### Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is five percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is four percent, compared to three percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	5%	5%
<b>Schools with the most low-income students</b>	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	5%
<b>Schools with the fewest low-income students</b>	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	4%	3%

SOURCE: Data is from the California Department of Education, SARC research file.

### Evaluating and Improving Teachers

The principal evaluates teachers who have less than five years of experience every year and experienced teachers every two years. Every fall, she and the teachers to be evaluated meet to agree upon objectives. The principal conducts two formal and several informal, spontaneous observations during the year. The overall evaluation is in accordance with the teacher’s contract and the guidelines of the California Standards for the Teaching Profession. During the observation, the principal notes the students’ level of engagement, the organization of the classroom, and the effectiveness of the lesson under way. She checks the teacher’s lesson plans and student work.

We encourage every employee to grow professionally through the evaluation process and self-reflection. In addition, our district is involved in the Peer Assistance and Review program, which enables more experienced teachers to help other teachers.

### Staff Development

Teachers periodically meet to work on curriculum, assessment, and standards-related issues. These are opportunities for grade-level teachers to share strategies and successes, collaborate on lesson planning, and ask for ideas and suggestions. We are currently participating in intensive writing training using the Step Up to Writing curriculum. We have employed WestEd to work with our teachers to support language acquisition for English learners.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	12.0
2005–2006	7.0
2004–2005	7.0

All staff members have the opportunity to attend workshops and training conferences. They share what they have learned with their colleagues during our regularly scheduled meetings. Staff development days have been used to examine student work and identify areas and methods for improvement by grade level. We focus on designing an educational setting that allows all students to be successful.

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you’ll see the amount of time each year we set aside for their continuing education and professional development.

### Substitute Teachers

In addition to a reliable group of retired teachers who substitute for us, we have several substitutes who are parents. They have taken the California Basic Educational Skills Test, have bachelor’s degrees, and are familiar with our school. When possible, we hire substitutes specifically requested by our teachers. Teachers leave detailed lesson plans for our substitutes, and we experience a minimal loss of learning time. When we cannot find a substitute for a class, the principal steps in to teach.

### Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2006.

## Specialized Programs and Staff

At Jackson Elementary, we have a full-time librarian, a part-time speech and language specialist, a nurse, and a psychologist. A district GATE program serves the needs of our gifted students, and instructional aides work with classroom teachers to serve the needs of our English learners.

**GIFTED AND TALENTED EDUCATION (GATE):** We identify students for our GATE program using a combination of district tests and recommendations from teachers who have observed students' exceptional academic abilities in the fourth grade. Our district GATE plan calls for differentiated, or customized, instruction in grades four and above. We also offer enrichment classes both on site and districtwide.

**SPECIAL EDUCATION PROGRAM:** We have one full-time Resource Specialist Program (RSP) teacher and an assistant who works with our special education students. We have a speech therapist four days a week and a psychologist one day a week. Resource students stay in the regular classroom as much as possible but come to the RSP classroom to work in small groups or one on one in their area of difficulty. In the regular classroom, they receive accommodations according to their Individualized Education Programs (IEPs). Examples include getting more time to take tests, sitting close to the teacher, or having less homework. Our resource students have mild or moderate learning differences, such as visual or auditory processing problems and language delays. We have three Special Day Classes (SDC) for students with autism, students who are severely handicapped, and students with learning disabilities. There are three instructional aides in two of the SDC classrooms and one instructional aide in our SDC/Learning Handicapped class.

We also have a team of teachers and a school psychologist that meets with the families of our special education students to suggest ways they can help their children succeed at our school.

**ENGLISH LEARNER PROGRAM:** We have one bilingual (Spanish/English) instructional assistant who helps teachers support our English learners. We emphasize reading and verbal skills. English learners spend their days in classes in which we use special methods to deliver lessons to students still learning English. All teachers responsible for these classes have credentials certifying them to teach English learners.

## CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

### Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for [English/language arts](#) on the CDE's Web site.

### Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the [math standards](#) on the CDE's Web site.

### Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the [science standards](#) on the CDE's Web site.

### Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the [social studies standards](#), see the CDE's Web site.

### Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2007–2008 school year, and whether those [textbooks](#) covered the California Content Standards.

**RESOURCES**

**Buildings**

We continue to upgrade our facilities, including resurfacing the playground and painting our buildings. Our classrooms are well kept and are cleaned daily.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction \(OPSC\)](#), and were brought about by the legislation known as Williams. If you'd like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

**Library**

We have an inviting library that holds approximately 7,000 volumes and has room for our school computer lab. Our librarian is in the library daily and removes outdated and overly worn books from our collection. Every year, we add new books, audiovisual materials, and other resources through proceeds from our annual Book Fair. We also encourage children to donate a book in honor of their birthdays.

**Computers**

We have 22 computers available for student use, which means that, on average, there is one computer for every 19 students. None of our classrooms are connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Students per computer</b>	19	6	5
<b>Internet-connected classrooms</b>	0	7	30

SOURCE: CBED5 census of October 2006. County and state averages represent elementary schools only.

We have 22 computers in our computer lab and a half-time instructional aide who assists students in the lab. She also helps students who come to the lab at recess to practice with the Math Facts educational game. Teachers bring their classes to our computer lab once a week. All of our classrooms have at least one computer and printer for students to use. Students in kindergarten through third grade build their math, reasoning, and reading skills by using special software that complements the curriculum. In the intermediate grades, students have computers in their classrooms.

**Parent Involvement**

Jackson Elementary provides opportunities for families to participate in a variety of activities to support and enrich our school environment. Parents help in the classroom, chair committees such as our Reading Incentive Program, help with Santa's Shop, and organize fund-raisers. Periodically, parents participate in Beautification Days, when we improve the school environment through landscaping and other projects. Parents in JUSTAP assist with Cougar Pride awards.

We encourage parents to attend functions that recognize and reward their children. Primary grade-level teachers appreciate the assistance of parents with special projects and in student learning centers. Parents are vital participants on our SSC and our Student Success teams. SSC members, including school personnel, parents, and community members, are elected. Parents wishing to become involved should contact the principal, Barbara Magpusao.

**DISTRICT EXPENDITURES**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2005–2006</b>			
Total expenses	\$26,931,519	N/A	N/A
Expenses per student	\$6,170	\$7,583	\$7,521
<b>FISCAL YEAR 2004–2005</b>			
Total expenses	\$26,394,418	N/A	N/A
Expenses per student	\$6,082	\$7,172	\$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$6,170 per student in the 2005–2006 school year, compared to an average of \$7,583 per student spent by similar (unified school district) districts in the state. Our total operating expenses for the 2005–2006 year were \$26,931,519. Facts about the 2006–2007 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership's Web site](#).

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the [CDE's Web site](#).

**District Salaries, 2005–2006**

This table reports the salaries of teachers and administrators in our district for the 2005–2006 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$36,990	\$36,572
Midrange teacher's salary	\$53,309	\$55,815
Highest-paid teacher's salary	\$70,223	\$70,985
Average principal's salary (elementary school)	\$77,370	\$86,995
Superintendent's salary	\$123,754	\$128,495
Percentage of budget for teachers' salaries	39%	39%
Percentage of budget for administrators' salaries	6%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2005–2006, the Fiscal Services Division, CDE.

## SCHOOL EXPENDITURES

The state of California is the primary source of district funding. The district receives funds for basic operations, such as books, salaries, and repairs, based on school attendance figures. Student absences, regardless of the reason, have a serious impact on our school budget.

State and federal programs provide funds for specific purposes. These sources include library and technology grants, the School Improvement Program, No Child Left Behind, GATE, English Learners Program, and state lottery funds. The SSC discusses and approves expenditures for specific purposes.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our [school's expenditures](#), along with the [average salaries of our teachers](#). You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of January 2008. The CDE may release additional or revised data for the 2006–2007 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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## » Data Almanac

This Data Almanac provides more detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text. We hope it provides information that will be useful to your school community.















