

Jackson Academy of Music and Math (JAMM)
School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

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

Principal: Patrick Buchser, Principal

Phone: (408) 201-6400

Grade Span: K-8

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Patrick Buchser, Principal

📍 Principal, Jackson Academy of Music and Math (JAMM)

About Our School

Contact

Jackson Academy of Music and Math (JAMM)
2700 Fountain Oaks Dr.
Morgan Hill, CA 95037-3907

Phone: (408) 201-6400
Email: buchserp@mhusd.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Morgan Hill Unified
Phone Number	(408) 201-6023
Superintendent	Garcia, Carmen
Email Address	garciacarmen@mhusd.org
Website	www.mhusd.org

School Contact Information (School Year 2021—2022)

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
Email Address	buchserp@mhusd.org
Website	https://jackson.mhusd.org/
County-District-School (CDS) Code	43695836098263

School Description and Mission Statement (School Year 2021—2022)

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 their 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 mathematically 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 expectations for technology use.

We are a caring and 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.

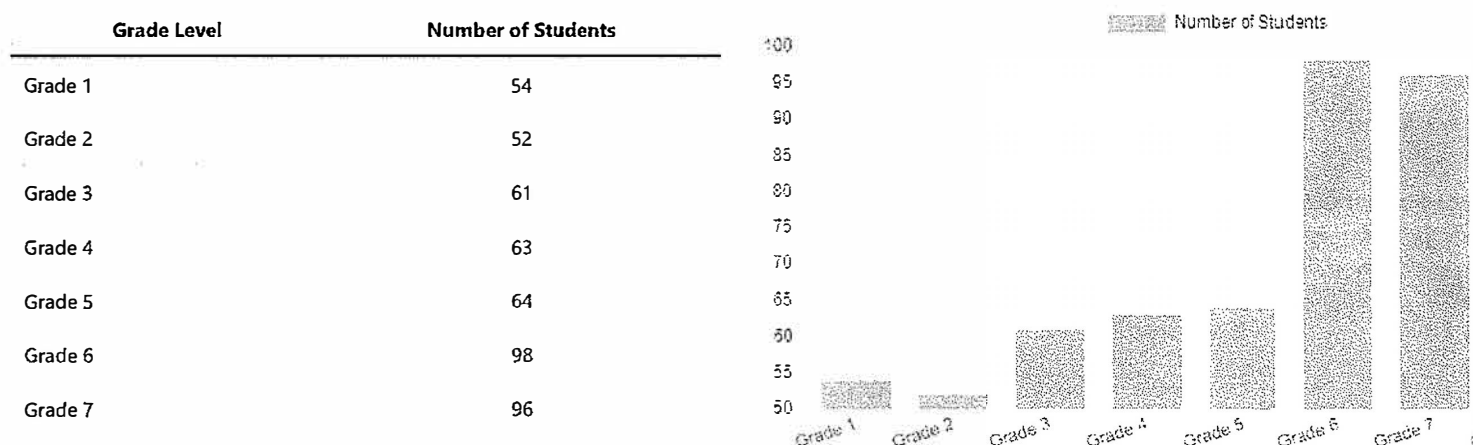
It is important that we develop strong partnerships between home and school to assist each student in achieving to his or her highest ability. Parents are partners in our school and have a voice in the decision-making process through the School Site Council, English Learner Advisory Council (ELAC) and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

During the school closure of the 2019-20 school year due to the Covid-19 pandemic, our school created a distance learning plan to support students learning at home. This plan helped to support students with online learning experiences. All classes created Google classrooms, held virtual classes through Zoom, and conducted continuous communication with students and parents on a daily and weekly basis.

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.

Last updated: 1/19/22

Student Enrollment by Grade Level (School Year 2020—2021)



Grade Level	Number of Students
Grade 8	93
Kindergarten	53
Total Enrollment	634

Last updated: 1/5/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group	Student Group (Other)	Student Group
Black or African American	1.70%	Socioeconomically Disadvantaged	25.20%
American Indian or Alaska Native	1.10%	English Learners	9.80%
Asian	5.50%	Students with Disabilities	12.10%
Filipino	1.60%	Foster Youth	0.00%
Hispanic or Latino	43.10%	Homeless	2.10%
Native Hawaiian or Pacific Islander	0.20%		
White	39.30%		
Two or More Races	5.00%		

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Read 180 Stage A-C System 44 W.O.W. My Word Book Readers Your Turn Practice Book Close Reading Companion ELD Companion (EL's Only) Literature Anthology Readers, Writer's Workshop Expanding/Bridging ELD Companion Emerging ELD Companion Unit 1-6 McGraw StudySync grade 6-8	Yes	0%
Mathematics	Investigations Worktext CPM Core Connections 1-3	Yes	0%
Science	Twig Science Module 1-5 HMH Integrated. Science 6-8	Yes	0%
History-Social Science	My World Worktext TCI Ancient World TCI Medieval World TCI US Through Industrialism	Yes	0%
Foreign Language	Descubre (Spanish)	Yes	0%
Health	Positive Prevention Plus: Grade 7 Science Courses. General Education Spanish Edition Special Populations Edition	Yes	0%
Visual and Performing Arts	n/a		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 12/28/21

School Facility Conditions and Planned Improvements

Generally the entire campus (inside and outside) is well maintained. There have been a number of new classrooms added to the campus and large modernizations to the existing buildings, so a lot of the campus is fairly "new". Some finishes are near the end of their life (flooring, casework, ceiling tiles) but are being maintained in a safe and clean way.

Last updated: 1/18/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2021

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

Overall Facility Rate

Year and month of the most recent FIT report: November 2021

Overall Rating	Good
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Last updated: 1/18/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

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

Last updated: 1/10/22

Jackson Academy of Math and Music

English Language Arts	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	476	443	93%	7%	91%
Female	261	249	95%	5%	92%
Male	215	194	90%	10%	90%
American Indian or Alaskan Native	6	6	100%	0%	
Asian	27	26	96%	4%	96%
Black or African American	6	6	100%	0%	
Filipino	8	7	88%	13%	
Hispanic or Latino	218	199	91%	9%	86%
Native Hawaiian or Pacific Islander	1	1	100%	0%	
Not Specified	8	7	88%	13%	
Two or More Races	19	18	95%	5%	100%
White	183	173	95%	5%	95%
English Learners	42	32	76%	24%	66%
Foster Youth	3	3	100%	0%	
Homeless	24	19	79%	21%	84%
Military	2	2	100%	0%	
Socioeconomically Disadvantaged	112	97	87%	13%	79%
Migrant Education	3	2	67%	33%	
Students with Disabilities	66	56	85%	15%	66%
Mathematics	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	476	452	95%	5%	90%
Female	261	251	96%	4%	90%
Male	215	201	93%	7%	91%
American Indian or Alaskan Native	6	6	100%	0%	
Asian	27	27	100%	0%	96%
Black or African American	6	6	100%	0%	
Filipino	8	8	100%	0%	
Hispanic or Latino	218	201	92%	8%	83%
Native Hawaiian or Pacific Islander	1	1	100%	0%	
Not Specified	8	7	88%	13%	
Two or More Races	19	18	95%	5%	100%
White	183	178	97%	3%	96%
English Learners	42	33	79%	21%	61%
Foster Youth	3	2	67%	33%	
Homeless	24	19	79%	21%	89%
Military	2	2	100%	0%	
Socioeconomically Disadvantaged	112	98	88%	13%	79%
Migrant Education	3	3	100%	0%	
Students with Disabilities	66	56	85%	15%	57%

Note: NWEA MAP growth assessments in Mathematics and English Language Arts/Reading were administered in the spring of 2020-21 to students in grades 3-8, 11. Percent at or above grade level was determined by the number of students scoring above one standard deviation below the NWEA Nationally Normed grade level averages determined by the pre-pandemic NWEA National norm study. Student groups with less than 10 members do not report Percent At or Above grade level in accordance with Federal Data Privacy requirements.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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

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

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

Last updated: 1/10/22

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 2020—2021)

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

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

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

Last updated: 1/10/22

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 2021-2022)

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, such as Project Cornerstone classroom lessons and SEL Middle School lessons. In addition, parents volunteer to chaperone study trips off campus. They give many hours of service during the year working on fundraising activities and help with various other school-sponsored events and projects. All parents were contacted before the beginning of the 2020-2021 school year by teachers to get to know each other and build relationships in a virtual learning setting. 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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	--	--	--	12.20%	9.00%	3.30%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	84.00%	87.00%	89.20%	84.50%	84.20%	83.60%

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	2.42%	0.15%	4.97%	0.07%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.16%	0.00%	0.08%	0.00%

Suspensions and Expulsions for School Year 2019—2020 Only

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	1.97%	3.64%	2.45%
Expulsions	0.00%	0.11%	0.05%

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

Last updated: 1/10/22

School Safety Plan (School Year 2021-2022)

The Student Code of Conduct is given to students and parents at the start of the school year. Parents are asked to review the rules with their children and the 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 students. The playground is supervised at recess, lunch periods, and before school only. The custodial staff and district groundskeeper maintain a clean and cared-for campus. School safety plans are reviewed annually and updated as needed. All persons visiting campus must go through the office to ensure they are identified with a visitor badge.

School-level emergency procedures are reviewed annually in early fall (September 2020). We conduct quarterly earthquake and monthly fire drills on campus. The Home and School Club, in conjunction with administration and school staff, maintains emergency supplies for each classroom. In addition, the Morgan Hill Police Department trains our students and staff on Run, Hide, and Defend procedures.

Last updated: 12/27/21

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	25.00	1	2	1
1	26.00		2	
2	26.00		2	
3	30.00		2	
4	30.00		2	
5	29.00		3	
6	32.00		3	
Other**				0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	26.00		2	1
1	26.00		2	1
2	27.00		2	1
3	30.00		2	1
4	31.00		2	1
5	32.00		2	1
6	31.00			4
Other**	12.00	1		

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	25.00		2	
1	26.00		2	
2	26.00		2	
3	29.00		2	
4	32.00		2	
5	32.00		2	
6	32.00		1	3
Other**	10.00	1		

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	27.00		6	
Math	27.00		6	
Science	27.00		6	
Social Science	27.00		6	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	33.00		6	6
Math	33.00		6	
Science	33.00		6	
Social Science	33.00		6	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	31.00		6	
Math	31.00		6	
Science	31.00		6	
Social Science	31.00		6	

Last updated: 1/11/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0.0

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.64
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.15
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.33

Last updated: 1/1/00

* 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 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5150.41	\$141.39	\$5009.02	\$87892.00
District	N/A	N/A	\$8232.56	\$82914.00
Percent Difference – School Site and District	N/A	N/A	-48.70%	5.80%
State	N/A	N/A	\$8443.83	\$81044.00
Percent Difference – School Site and State	N/A	N/A	-51.10%	8.10%

Last updated: 1/11/22

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

Types of Services Funded (Fiscal Year 2020–2021)

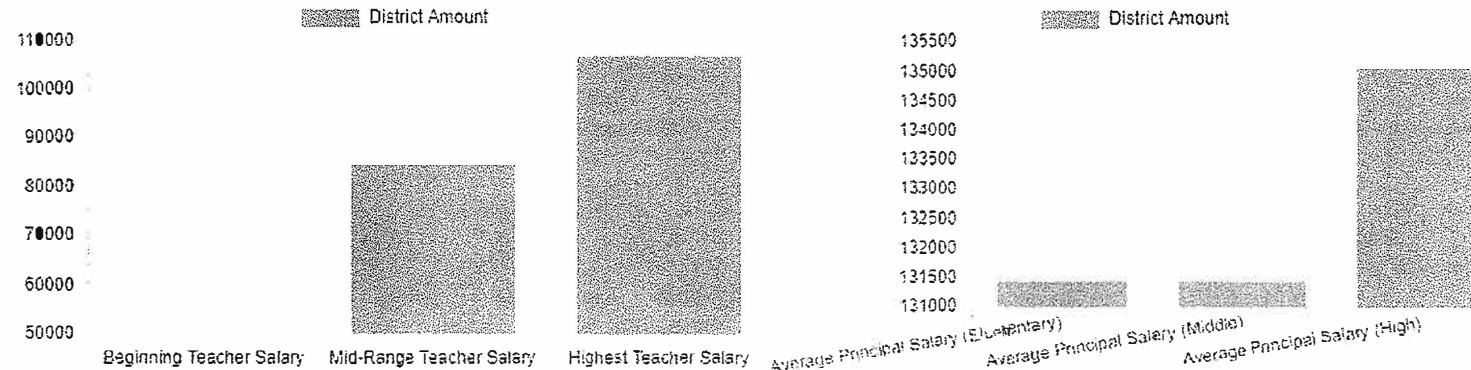
In addition to the state and local revenues used for general education, Jackson school received LCFF funds. These funds benefit all students and include amounts designated for English Learners. Often these monies are used for personnel who provide individual or small-group instruction for eligible students. Our school also received monies for afterschool programs to extend our day. 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 stakeholders in the school community.

Last updated: 12/27/21

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50058.00	\$51029.00
Mid-Range Teacher Salary	\$84684.00	\$78583.00
Highest Teacher Salary	\$107152.00	\$99506.00
Average Principal Salary (Elementary)	\$124783.00	\$124576.00
Average Principal Salary (Middle)	\$131437.00	\$131395.00
Average Principal Salary (High)	\$135073.00	--
Superintendent Salary	\$278901.00	\$240194.00
Percent of Budget for Teacher Salaries	33.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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



Last updated:

Professional Development

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

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

Through the process of conducting a Professional Learning Community tradition in our staff, the teachers conduct common assessments and analyze data. Professional dialogue and collaboration weekly support teachers to examine teaching practices and adjust lessons accordingly to meet the needs of the class and individual students. This PLC process occurs weekly. Moreover, staff continues with the districts support of Constructing Meaning 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. All teachers, with the exception of newly hired staff, participated in GLAD training and implemented the strategies in their classroom through GLAD units of study aligned to Science and Social Science themes. Guiding students with strong academic conversations is supported by our training in Constructing Meaning and ELD frameworks. These are the areas of focus for our instructional rounds onsite professional development which includes a specific classroom visit protocols.

STEAM (science, technology, engineering, arts, and math) directly support the integration of common core standards in all disciplines, including Wednesday collaboration time and approximately 60 days of staff development days have been offered. Professional development topics include, Math, ELD, Language Arts, History, VAPA, new teacher development, data, special ed, intervention supports, Be Seen and Heard, Trauma Informed Instruction, Keenan Mandated Training, COVID Training, Leveled Literacy Intervention Training, Dyslexia Training, Virtual Learning Training, Social emotional curriculum Sanford Harmony Training, and next generation science standards connected with a STEAM focus. These common standards, social emotional supports will directly guide the professional development for the next few years as the country re- aligns teachers' instruction to the college and career readiness standards for the 21st century.

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	6	9	9