Jackson Elementary School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ - For more information about the LCFF or the LCAP, see the CDE LCFF 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.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Jackson Elementary School
Street	2561 Francisco Dr.
City, State, Zip	El Dorado Hills, CA 95762-8201
Phone Number	916-933-1828
Principal	Molly Griffin
Email Address	mgriffin@my.rescueusd.org
School Website	https://www.myjacksonelementary.com
Grade Span	K-5
County-District-School (CDS) Code	09619786005706

2025-26 District Contact Information

District Name	Rescue Union Elementary District
Phone Number	530.677.4461
Superintendent	Jim Shoemake
Email Address	jshoemake@rescueusd.org
District Website	www.rescueusd.org

2025-26 School Description and Mission Statement

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

Jackson School is located in the beautiful oak-studded foothills, twenty-five miles northeast of Sacramento. The campus serves a student body of 524 students in grades kindergarten through fifth. The educational program is supported by a staff of 21 classroom teachers, two music teachers, and one PE teacher.
- Jackson School was recognized as a California Distinguished School in 2002 and 2025.

2025-26 School Description and Mission Statement

- California Distinguished School Honorable Mention 2006.

The core educational program provided to the Jackson students is based on the California State Standards, and the California Curriculum Framework Standards. Beyond the core curriculum, Jackson's educational program provides a wide range of reinforcement and enrichment programs. Outstanding examples include: iXL math, FRAX Math, one to one Chromebooks in 3rd-5th grade, Junior/Senior Choir, Jackson Actors Guild, classroom music and art instruction weekly, Instrumental Band, and much more. Our Learning Center includes paraprofessionals and independence facilitators who support the individual needs of our students. Jackson School has a physical education specialist providing a solid foundation for physical and social development based on our state standards for Physical Education. In addition, Jackson School has a an award winning school garden which is ran by 2 parent garden coordinators and is open at lunch and daily for class lessons. Jackson has a variety of enrichment programs after school including a cross country team, volleyball team, and basketball team.

Students with special needs are provided additional support through our Speech and Language Services, Health Services, and the Resource Specialist Program. In addition to the support programs listed above, Jackson School has an active Tier 1 Positive Behavior Interventions Supports (PBIS) Team and a Multi-Tiered System of Support (MTSS) Tier 2 team. These teams, composed of parent(s), teacher(s), specialist(s), and the principal, collaboratively review and suggest program modifications to help students succeed and learn. Jackson School is supported by a strong and dedicated Parent Teacher Organization (PTO) and there are many opportunities for parents to be involved in the school community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	68
Grade 2	81
Grade 3	86
Grade 4	88
Grade 5	81
Total Enrollment	521

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4
Male	48.6
American Indian or Alaska Native	0.6
Asian	9.8
Black or African American	0.6
Filipino	1.2
Hispanic or Latino	15.2
Native Hawaiian or Pacific Islander	0.8
Two or More Races	1
White	71
English Learners	1
Homeless	0.4
Socioeconomically Disadvantaged	11.5
Students with Disabilities	14

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.2	100	168.3	94.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.56	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1.8	1	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.8	1.6	11953.1	4.28
Unknown/Incomplete/NA	0	0	5	2.82	15831.9	5.67
Total Teaching Positions	25.2	100	179.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.4	100	164.3	94.75	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	1.15	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0.8	0.46	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.7	1.56	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.6	2.07	14303.8	5.15
Total Teaching Positions	22.4	100	173.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.7	97.94	159.9	92.57	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	2.06	6.4	3.75	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	1.1	0.67	12112.8	4.34
Unknown/Incomplete/NA	0	0	5.2	3.01	13705.8	4.91
Total Teaching Positions	24.2	100	172.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0.5
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0.5

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	0
Science	TWIG Science Grades K-5	0
History-Social Science	Scott Foresman: History-Social Science for California Grades K-5	0

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

School Facility Conditions and Planned Improvements

School buildings and grounds at Jackson School provide a clean, positive environment that is conducive to teaching, instruction, and learning. Staff and student restrooms are clean and well maintained. Floors, wall, roof, and plumbing are maintained on a regular schedule. In summer 2023, in partnership with our PTO, CSD, and EDCOE we updated the playground equipment with an all-inclusive playground. Our PTO also funded a mural on the multi-purpose as well as PBIS phrases throughout the campus. Our school garden is an area that allows for outdoor, inclusive learning environment.   Our California Native Plant Garden is scheduled to be installed in the Spring of 2026. Also scheduled in 2026, shade umbrella structures provided by PTO, will be installed in our all abilities playground during the summer to provide some much needed shade.

Jackson had four portable classrooms receive new carpet in Summer 2025. Repairs and sealing of portable roofs as well as anti-slip coating for entry ramps was complete Fall 2025. Solar Panels were installed in the parking lot and on the blacktop in Summer 2025.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	12/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Admin bldg carpets are old
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			MPR stucco needs paint / B bldg needs roof repairs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	79	77	70	71	47	48
Mathematics (grades 3-8 and 11)	77	75	62	63	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	259	244	94.21	5.79	76.64
Female	137	132	96.35	3.65	78.79
Male	122	112	91.80	8.20	74.11
American Indian or Alaska Native	--	--	--	--	--
Asian	28	26	92.86	7.14	88.46
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	32	88.89	11.11	46.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	185	176	95.14	4.86	80.11
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	33	31	93.94	6.06	74.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	34	75.56	24.44	38.24

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	259	244	94.21	5.79	75.41
Female	137	132	96.35	3.65	77.27
Male	122	112	91.80	8.20	73.21
American Indian or Alaska Native	--	--	--	--	--
Asian	28	26	92.86	7.14	88.46
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	32	88.89	11.11	68.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	185	176	95.14	4.86	74.43
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	33	31	93.94	6.06	70.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	34	75.56	24.44	44.12

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	64.47	58.44	49.66	59.37	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	77	92.77	7.23	58.44
Female	43	41	95.35	4.65	53.66
Male	40	36	90.00	10.00	63.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	11	9	81.82	18.18	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	62	59	95.16	4.84	57.63
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	13	92.86	7.14	46.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	12	70.59	29.41	25.00

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Our school staff enjoys a high level of community support and involvement in all aspects of our educational programs. Parents participate in collaborative planning of our school-based program through School Site Council meetings. Additionally, our PTO works with school staff to identify school-wide needs that can be supported through parent volunteers and community fundraising events. Outstanding examples of these some of the PTO sponsored events and fundraisers are: the PTO Fall Festival, Doughnuts with Grownups, Santa Run, Power the Paw and the Giving Gala. Proceeds from these events have provided our students with the first All Abilities Playground in El Dorado County, a new school field, outdoor school garden, water bottle filling stations, school-wide educational resources, school marquee, art murals, state of the art sound equipment for our theater program, and many outstanding special events including our annual Veteran's Day Assembly, Science Fair, Family Glow Dance, and our Color Run.

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

Contact Person: Molly Griffin
Contact Phone: 916-933-1828

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	537	536	26	4.9
Female	274	273	10	3.7
Male	263	263	16	6.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	52	52	1	1.9
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	80	80	6	7.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	382	381	18	4.7
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	72	71	5	7.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	99	99	10	10.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.21	0	1.12	1.57	1.54	2.13	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0	0.03	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.12	0.00
Female	0.36	0.00
Male	1.90	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.79	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.78	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Jackson Elementary School, located in El Dorado Hills, embodies small-town charm while maintaining a strong reputation for academic excellence. Established in 1967, Jackson Elementary has educated generations of students for more than four decades. The Jackson school community extends well beyond its experienced staff and dedicated, hard-working students. The school places great value on the strong commitment of families and community members who generously contribute their time, talents, and financial support. Principal Molly Griffin recognizes that parental dedication and involvement play a significant role in the school's continued success.

School safety and the promotion of a positive school culture and climate are top priorities for the Jackson Elementary staff. A warm, caring atmosphere is evident throughout the campus, and staff members are committed to ensuring that all students and families feel welcomed, valued, and supported. In addition, the staff shares a strong sense of collaboration and teamwork that contributes to a consistently positive experience for students. Jackson Elementary takes pride not only in its highly qualified teachers, but also in its dedicated and caring support staff, including secretaries, the school nurse and health aide, instructional aides, custodians, and a compassionate team of yard supervisors.

Jackson Elementary School utilizes several site-based teams to support student learning, safety, and the school's strong culture and climate. The Site Safety Team meets each trimester to review current safety concerns, develop and approve the Comprehensive School Safety Plan, and establish annual goals for campus safety and improvements. The Positive School Culture and Climate Team meets monthly to evaluate and implement schoolwide rules and procedures for both staff and students. Examples of these initiatives include the JAG-Y Reward System, JAG-Y Gem of the Month, and Get JAG-Y lessons. Together, these teams collaborate with academic and behavioral support teams to ensure a safe, supportive, and engaging elementary experience for the school's 524 students.

Jackson Elementary School's Comprehensive School Safety Plan was developed in collaboration with the Rescue Union School District, the Jackson Safety Committee, and the School Site Council. The plan is reviewed and updated annually by school staff, district staff, and community members, and is approved by the Rescue Union School District Governing Board. The Comprehensive School Safety Plan for the 2025–2026 school year was updated in Fall 2025. It was approved by the School Site Council on September 20, 2025, and by the Site Safety Team on December 12, 2025. Jackson Elementary staff members review the plan during biweekly staff meetings and have ongoing access to the document internally at any time.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	0
1	25	0	3	0
2	21	2	2	0
3	20	3	0	0
4	25	0	3	0
5	26	0	3	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	25	0	3	
2	23	0	3	
3	24	0	3	
4	24	0	3	
5	27	0	3	
Other	23	0	1	

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	23		3	
2	24		3	
3	24		3	
4	29		3	
5	27		3	
Other	23		1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	496

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,985	$3,613	$9,372	$91,475
District	N/A	N/A	$9,631	$91,991
Percent Difference - School Site and District	N/A	N/A	-2.7	-0.6
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	-17.3	-9.0

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2024-25 Types of Services Funded

the varying needs of the individual school.

In addition to the Base Funding described above, schools in the Rescue Union School District receive Supplemental funding roughly proportional to the number of unduplicated pupils (English Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth) they serve. Furthermore, school sites receive allocations from other state and federal categorical programs, including Title I and Title II. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$61,543	$61,516
Mid-Range Teacher Salary	$85,191	$95,479
Highest Teacher Salary	$110,211	$125,208
Average Principal Salary (Elementary)	$144,480	$152,668
Average Principal Salary (Middle)	$146,403	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$231,774	$242,781
Percent of Budget for Teacher Salaries	32.87%	29.76%
Percent of Budget for Administrative Salaries	5.07%	5.74%

Professional Development

Professional Development is focused on Universal Design for Learning (UDL) at Jackson School this year as the staff received district and site specific training in Universal Design for Learning. Previous year's topics include: Math, Really Great Reading, Benchmark Advance, Growth Mindset, Math Instructional Strategies, Science of reading, Step Up to Writing, and PBIS. Teachers also have grade level collaboration meetings to analyze assessment data and target key standards. In addition, teachers meet to plan, develop and improve effective instructional strategies. Staff development related to instructional practices, curriculum, technology, State Standards, and other educationally related matters are provided for all teachers.

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2