

C. A. Jacobs Intermediate

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Cindy Moody-Perkins, Principal

Principal, C. A. Jacobs Intermediate

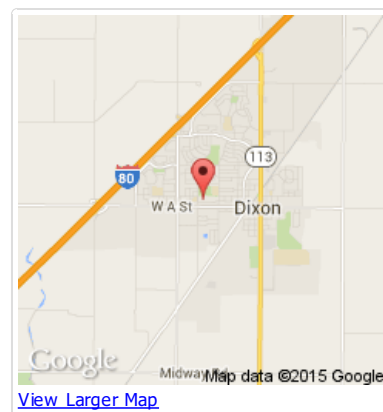
About Our School

Welcome to C.A. Jacobs Intermediate School, home of the Cougars! As you walk through the doors of C.A. Jacobs, you will feel the warmth and welcome of the school that supports all students. Each year is dedicated to furthering and supporting the ongoing academic, personal, and social growth of our students. We work together to build upon our successes as well as in adapting to the changing needs of our students and school community. A key idea in our approach to student achievement is to carefully consider and address individual student needs. We believe all students can learn and that it is our collective responsibility to ensure that they all learn at high levels. We accomplished this through providing a challenging curriculum that is delivered in a safe environment by a dedicated, nurturing staff.

Contact

200 North Lincoln St.
Dixon, CA 95620-3209

Phone: 707-693-6350
E-mail: cmoody-perkins@dixonusd.org



About This School

Contact Information - Most Recent Year

School	
School Name	C. A. Jacobs Intermediate
Street	200 North Lincoln St.
City, State, Zip	Dixon, Ca, 95620-3209
Phone Number	707-693-6350
Principal	Cindy Moody-Perkins, Principal
E-mail Address	cmoody-perkins@dixonusd.org
Web Site	http://www.dixonusd.org
County-District-School (CDS) Code	48705326051023

District	
District Name	Dixon Unified
Phone Number	(707) 693-6300
Web Site	http://www.dixonusd.org
Superintendent First Name	Brian
Superintendent Last Name	Dolan
E-mail Address	bdolan@dixonusd.org

Last updated: 2/2/2015

School Description and Mission Statement (Most Recent Year)

C.A. Jacobs Intermediate School (CAJ) is located in The City of Dixon which was founded in 1868 upon the rich farmlands of Solano County. Linked with the rest of California in 1874 by the Southern Pacific Railroad, Dixon merged with nearby Silveyville residents to form what is today one of the most productive agricultural communities in Northern California. While historically an agricultural town, Dixon, California is now primarily a residential community of 18,000 for people who work in Sacramento, Davis, and the San Francisco Bay Area. While the city has experienced growth it remains a "small town at heart," whose residents pride themselves on the high level of community involvement.

C.A. Jacobs is the only middle school in the Dixon Unified School District which serves approximately 4,050 students K-12 in three elementary schools, one middle school, one comprehensive 9-12 high school, and several alternative programs such as Maine Prairie Continuation High School, the Options Center, Dixon Community Day School, and Independent Study programs. During the 2013 - 14 school year, C.A. Jacobs Intermediate School served 564 students who were enrolled in grades 7th and 8th.

CAJ prides itself on being a culture of practice and procedures rather than one focused solely on rules and consequences. The faculty, administration, and support staff provide an exemplary learning environment. Academic learning is the primary focus of the school, but our teachers operate on the principle that a caring environment that fosters self-esteem and individual development is the best road toward learning.

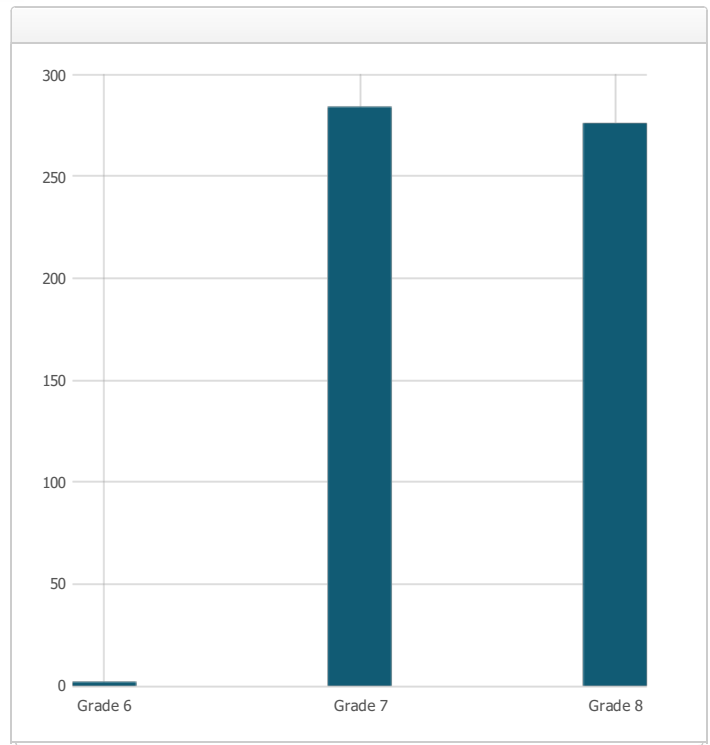
MISSION AND VISION STATEMENTS

Our mission is: "Our Students' Success is what we Address!" Self-reflection of our mission helped us create our four points of our vision which include: data-driven decision making, fostering a community of learners, creating a positive and safe climate, and promoting all students' success.

Last updated: 2/2/2015

Student Enrollment by Grade Level (School Year 2013-14)

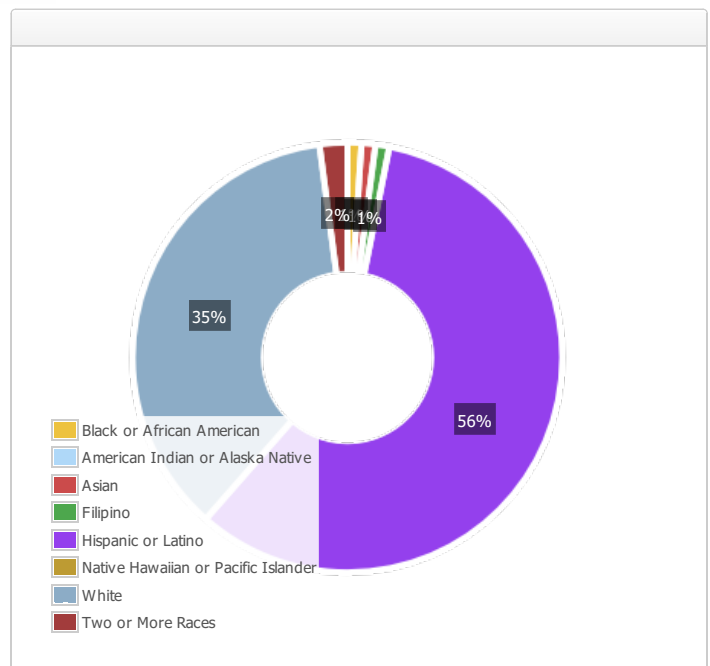
Grade Level	Number of Students
Grade 6	2
Grade 7	284
Grade 8	276
Total Enrollment	562



Last updated: 2/2/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.9
Asian	1.1
Filipino	1.8
Hispanic or Latino	56.0
Native Hawaiian or Pacific Islander	0.2
White	35.2
Two or More Races	2.8
Socioeconomically Disadvantaged	53.9
English Learners	21.4
Students with Disabilities	9.8



Last updated: 2/2/2015

A. Conditions of Learning

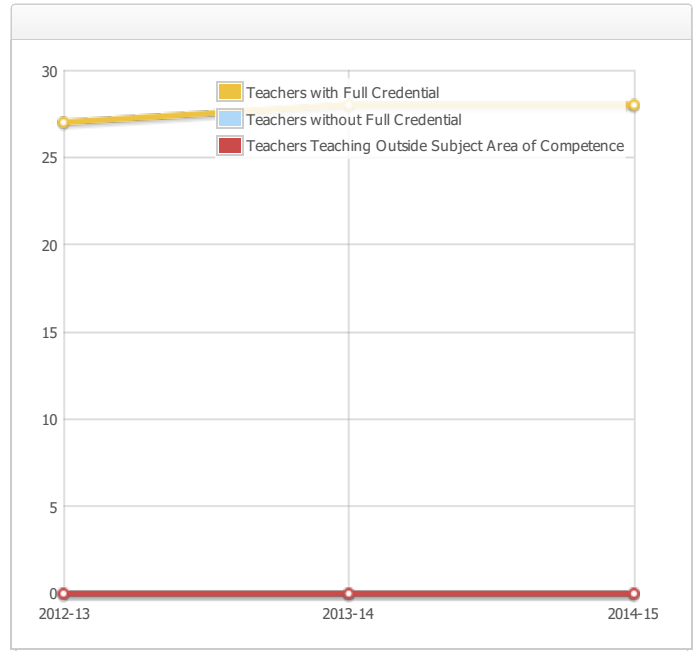
State Priority: Basic

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

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

Teacher Credentials

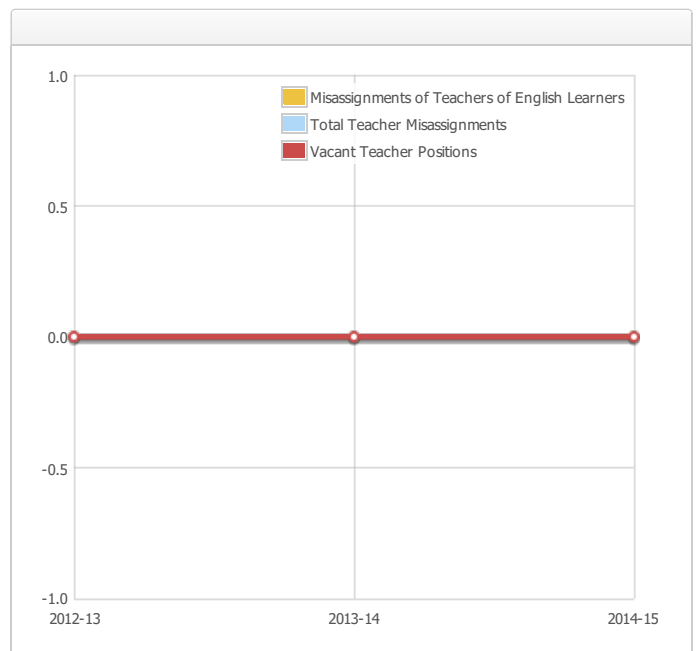
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	27	28	28	178
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/2/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 5/26/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	95	5
All Schools in District	95	5
High-Poverty Schools in District	97	4
Low-Poverty Schools in District	93	7

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill (adpoted 2012)	Yes	0.0
Mathematics	McDougal (adopted 03-04)	Yes	0.0
Science	Prentice Hall (adopted 08-09)	Yes	0.0
History-Social Science	Holt, Rinehart & Winston (adopted 06-07)	Yes	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Lab Eqpmt(9-12)	N/A		0.0

Last updated: 12/3/2014

School Facility Conditions and Planned Improvements - Most Recent Year

C.A. Jacobs Intermediate Schools' campus was originally built in 1964. Modernization was completed in 2004 using State School Facilities Program and local Measure V general obligation funding in 2002/03. The school currently contains 16 permanent, and 9 portable classrooms, a band room, a gym, a computer lab, a multipurpose room, a library, and an administration building, blacktop area for basketball courts, soccer field, and a softball field. All school rooms/spaces have internet access and phones. 100% of our bathrooms are in working order. Cleaning Process - The principal works with the custodial staff to ensure that cleaning is maintained to provide for a clean and safe school. The supervisor of maintenance and operations coordinates in-service training for the custodial staff. The district has adopted the CASBO Custodial Handbook and applied the cleaning standards and care of equipment for this purpose. Maintenance and Repair - District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. The Dixon Unified School District along with North Bay Insurance performs yearly safety inspections with the purpose of identifying and correcting any and all safety issues and concerns.

Last updated: 12/19/2014

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
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		N/A

Overall Facility Rate - Most Recent Year

Overall Rating	Good
----------------	------

Last updated: 12/19/2014

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	71	62	63	53	49	51	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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

Last updated: 12/3/2014

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	51
All Students at the School	63
Male	64
Female	62
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	52
Native Hawaiian or Pacific Islander	
White	79
Two or More Races	
Socioeconomically Disadvantaged	48
English Learners	23
Students with Disabilities	6
Students Receiving Migrant Education Services	39

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical

accuracy or to protect student privacy.

Last updated: 12/3/2014

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	55%	59%	50%	49%	49%	47%	54%	56%	55%
Mathematics	56%	59%	57%	44%	45%	43%	49%	50%	50%
History-Social Science	42%	57%	55%	42%	46%	43%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 12/3/2014

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	5	6	6
Similar Schools	2	5	4

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 12/3/2014

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-2	28	-13
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-19	29	5
Native Hawaiian or Pacific Islander			
White	-4	45	-31
Two or More Races			
Socioeconomically Disadvantaged	6	20	7
English Learners	-26	9	-26
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 12/3/2014

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.9%	25.0%	40.0%

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.

Last updated: 12/3/2014

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

Parents play an important role at C.A. Jacobs Intermediate School through active participation and involvement in the School Site Council, English Learners Advisory Committee, Music Boosters, Safety Committee, our Parent/Teacher organization, 7th grade orientation, Back to School Night, Open House, and parent/teacher conferences. Parents are welcome to volunteer in classrooms and at school activities. C.A. Jacobs Intermediate School also benefits from donations and partnerships with local businesses and services, including, Dixon Florist, Dixon Rotary Club, Kiwanis Club, Walmart, Ellensburg Lamb CO Inc. CAJ presented informational seminars for the parents of English Language Learners/Title 1 students. Parent participation averaged 40 parents attending each presentation. The parents communicated at our end of the school year that it was the first time they felt like they are a part of the school community. CAJ's Parent/Teacher Organization helps to fundraise for events, volunteer at the school, and supports our staff and students throughout the year.

State Priority: Pupil Engagement

Last updated: 12/15/2014

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

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

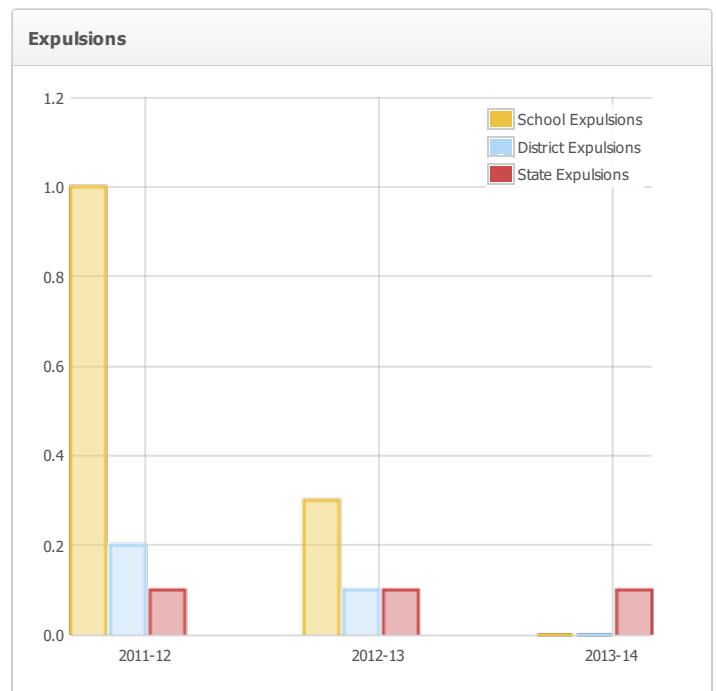
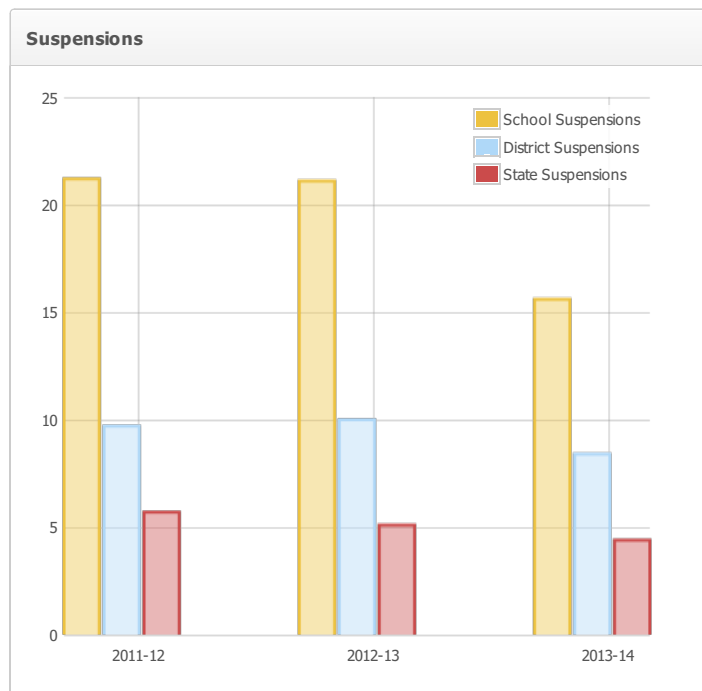
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	21.20	21.10	15.60	9.70	10.00	8.40	5.70	5.10	4.40
Expulsions	1.00	0.30	0.00	0.20	0.10	0.00	0.10	0.10	0.10



Last updated: 2/3/2015

School Safety Plan - Most Recent Year

The safety of students and staff is a primary concern of C.A. Jacobs Intermediate School. The School Site Safety plan is evaluated and revised annually by the Safety Committee. Key elements of the Safety Plan are the school's physical environment, social environment, cultural environment, and the Emergency Response Team. C.A. Jacobs Intermediate School maintains a disaster preparedness plan and a crisis intervention plan which lays out steps that are to be taken to ensure student and staff safety during a disaster or crisis. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, disaster drills, and Lockdown/School Intruder Drills are conducted on a regular basis throughout the school year. Students are supervised throughout the day by teachers and noon duty supervisors. All visitors to the school must sign in first at the school office and receive a visitor's badge.

CAJ's staff received training in BEST (Building Effective Schools Together) a program based on positive behavior supports that help schools develop and implement positive school rules, rule teaching, and positive reinforcement systems schoolwide. This positive behavioral approach which is designed to reduce behavior problems and create an environment more conducive to learning has been fully implemented schoolwide. In 2013-14 also CAJ implemented the No-Bully System. This process included the training of the entire staff and teaching students on the types of bullying, identifying bullying, why kids bully, and bullying prevention and intervention. The No-Bully System uses a non-punitive solution through four levels of intervention for preventing and responding to bullying and harassment. This system requires students who bully to take responsibility for ending their behavior through Solution Coaching.

Last updated: 12/19/2014

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		N/A
Met Participation Rate - English-Language Arts		N/A
Met Participation Rate - Mathematics		N/A
Met Percent Proficient - English-Language Arts		N/A
Met Percent Proficient - Mathematics		N/A
Met Graduation Rate		N/A

Last updated: 12/8/2014

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement *	Year 5	Year 5
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	0.5%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 2/2/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.5	12	21	4	25.0	13	18	6	24.0	12	22	4
Mathematics	26.7	3	19	1	26.0	4	20		26.0	3	20	
Science	30.5	0	16	2	30.0		16	1	30.0		15	3
Social Science	30.4	0	13	5	29.0		17	1	29.0		17	2

* 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.

Last updated: 12/3/2014

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	0.5	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	2.5	N/A

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

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

Last updated: 1/16/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4,319	\$191	\$4,127	\$59,336
District	N/A	N/A	\$5,195	\$62,071
Percent Difference – School Site and District	N/A	N/A	-20.60%	-4.40%
State	N/A	N/A	\$5,537	\$63,037
Percent Difference – School Site and State	N/A	N/A	-25.50%	-5.90%

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

Last updated: 12/17/2014

Types of Services Funded (Fiscal Year 2013-14)

CAJ's master schedule changes each year to reflect individual student needs. CAJ continues to offer English Language Arts and Math support classes during the school day. The support classes are designed to increase academic success to students who are struggling in English and Math. Support is also provided to our English Learners through a High Intensity English Language Development program. This program is designed to ensure that our English Learners reach higher levels of language proficiency through language accelerated methods that provide a vocabulary-rich and grammatically correct environment. Students with special needs receive support through a Curriculum Support class. The class is based on an "Avid" like concept and give students the extra support they needed to stay organized and focused on their academics. Push-in support is also provided in English Language Arts and Math throughout the day for our students with special needs and migrant students. Additionally CAJ employs an at-risk intervention specialist who works directly with students and parents to provide additional services (i.e. after school tutoring, translation services, monitoring of students' academic success/lack of success, parent involvement) for our students not meeting grade level standards (including, but not limited to our English Learners).

School interventions are required for all students who score below basic and far below basic on benchmark assessments. This support is provided during lunch and after school.

Our most at risk English Language Learners are provided tutoring every day.

A Computer Lab provides students who have no technology experience with the fundamental technology operational skills needed to be successful while taking the SBAC Common Core assessment.

Tutors from U.C. Davis provide tutoring in English Language Arts and Mathematics. Students are selected to attend based on their benchmark assessment results. There were no "subgroup" criteria to attend this support program.

Homework Help for students with a lower G.P.A. than 2.0. and who are struggling academically due to lack of homework completion.

MEAP provides additional tutoring for our migrant students in all their core subject areas.

CAJ runs a successful athletic program that offers our students volleyball, basketball, cross-country, wrestling, soccer, and track and field. These extracurricular activities provide our students with team building skills, develops social skills with peers, sportsmanship, self-esteem and goal setting skills.

Last updated: 12/19/2014

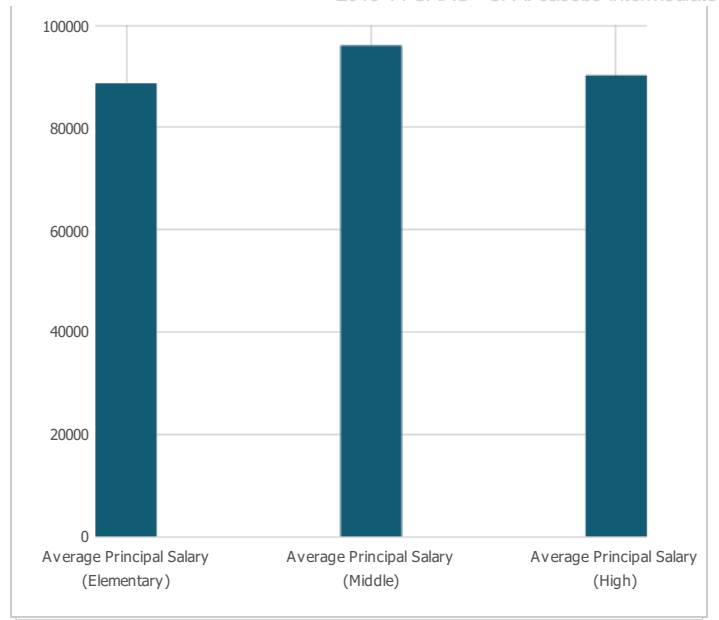
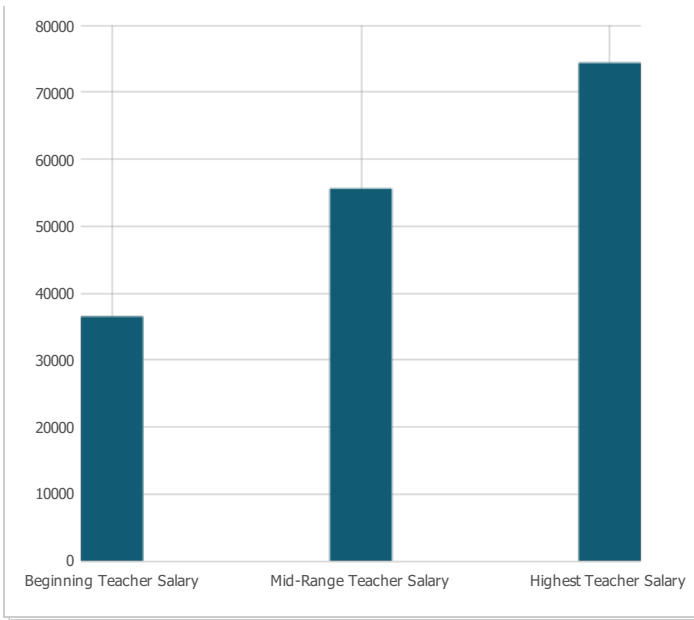
Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,495	\$38,920
Mid-Range Teacher Salary	\$55,593	\$59,803
Highest Teacher Salary	\$74,377	\$78,096
Average Principal Salary (Elementary)	\$88,609	\$95,836
Average Principal Salary (Middle)	\$96,015	\$99,849
Average Principal Salary (High)	\$90,184	\$107,599
Superintendent Salary	\$161,706	\$151,912
Percent of Budget for Teacher Salaries	40.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 12/3/2014

Professional Development – Most Recent Three Years

All Professional Development is guided by the Dixon Unified School District Goals and Dixon Unified School District Guiding Principles.

District-wide Goal

Function as Professional Learning Communities (PLCs)

Each PLC will:

- Develop and implement team norms and commitments.
- Identify, refine, and amend common essential standards and align with curricula.
- Develop and/or identify multiple common assessments.
- Establish proficiency levels for each essential standard/common assessment.
- Collaboratively analyze results of common assessments.
- Develop and implement strategies to improve learning.

DUSD Guiding Principles

1. We embrace learning as the fundamental purpose of our schools.
2. We commit to work collaboratively to achieve our collective purpose, learning.
3. We continually assess our effectiveness and improve our practices based on results.

Based on these tenets, each department and the school's leadership team develop a Team Charter which includes SMART Goals and an Action Plan. Professional Development topics/trainings are provided to support the execution of each department and school goals. During the last three years C.A.J. has provided numerous opportunities to ensure the highest quality instructional program for its students and trainings to maintain a positive student-centered climate. The C.A. Jacobs staff accepts as true that we are all lifelong learners. Professional Development provided includes, but was not limited to:

Implementing Professional Learning Communities to support collaboration and a focus on success.

RTI (Response to Intervention) to enhance intervention support provided to students.

Academic Language Enhancement to support ELD students' language development.

The implementation and embedment of the Common Core "Shifts" into all subject area.

Developing Academic Language in Secondary Content Area Classrooms.

Develop Literacy/Vocabulary Skills/Writing Skills as related to Common Core

STEMS (Science, Technology, Engineering, and Mathematics) Conceptual Framework for Science Education and the Common Core Standards

Increase skills and delivery of curriculum

Data collection and analysis to inform on the effectiveness of instruction

Creating a positive, inclusive school culture conducive to learning and improve student outcomes.

Last updated: 1/26/2015