

C. A. Jacobs Intermediate

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

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.



Dan Bledsoe, 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

*C. A. Jacobs Intermediate
200 North Lincoln St.
Dixon, CA 95620-3209*

*Phone: 707-693-6350
E-mail: dan.bledsoe@dixonusd.org*

About This School

Contact Information - Most Recent Year

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

School Contact Information - Most Recent Year	
School Name	C. A. Jacobs Intermediate
Street	200 North Lincoln St.
City, State, Zip	Dixon, Ca, 95620-3209
Phone Number	707-693-6350
Principal	Dan Bledsoe, Principal
E-mail Address	dan.bledsoe@dixonusd.org
Web Site	http://www.dixonusd.org
County-District-School (CDS) Code	48705326051023

Last updated: 1/11/2016

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 2014 - 15 school year, C.A. Jacobs Intermediate School served 551 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.

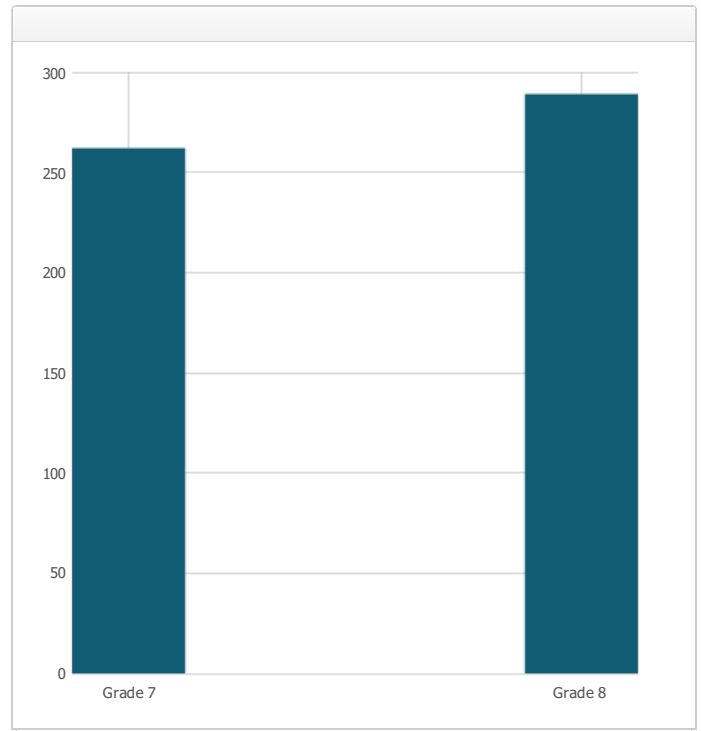
MISSION AND VISION STATEMENTS

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: 1/11/2016

Student Enrollment by Grade Level (School Year 2014-15)

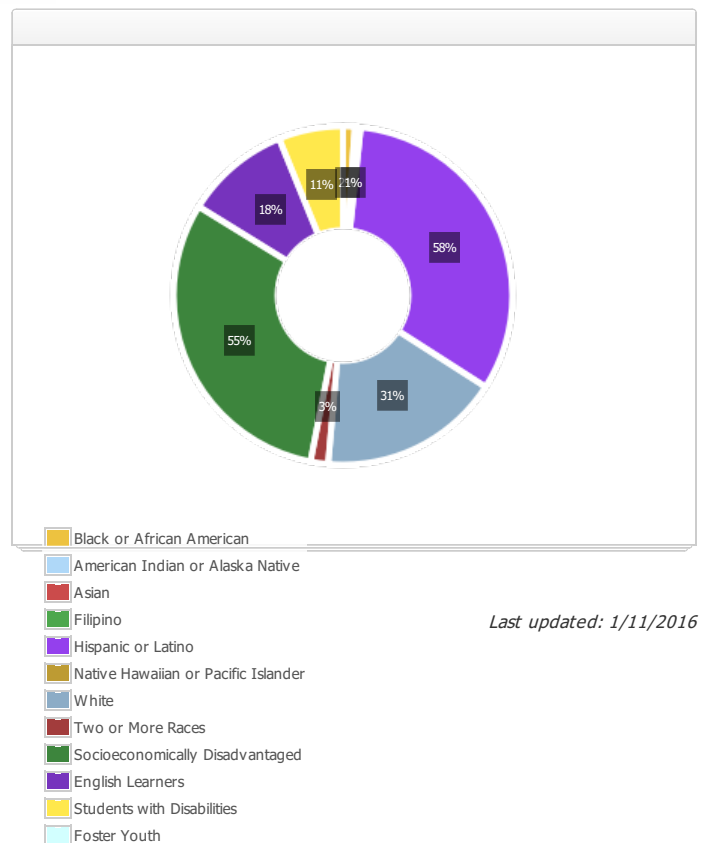
Grade Level	Number of Students
Grade 7	262
Grade 8	289
Total Enrollment	551



Last updated: 1/11/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.8 %
American Indian or Alaska Native	0.6 %
Asian	0.7 %
Filipino	1.1 %
Hispanic or Latino	58.0 %
Native Hawaiian or Pacific Islander	0.4 %
White	31.7 %
Two or More Races	3.7 %
Socioeconomically Disadvantaged	55.4 %
English Learners	18.9 %
Students with Disabilities	11.7 %
Foster Youth	0.0 %



Last updated: 1/11/2016

A. Conditions of Learning

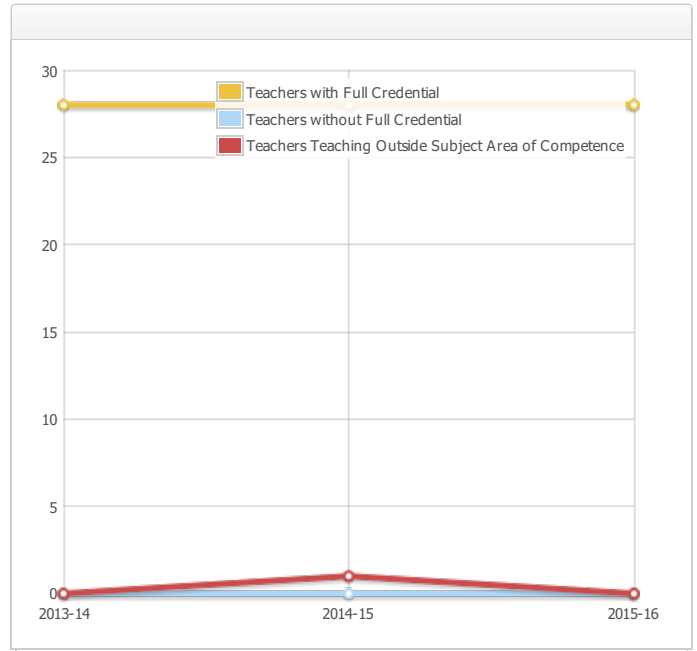
State Priority: Basic

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

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

Teacher Credentials

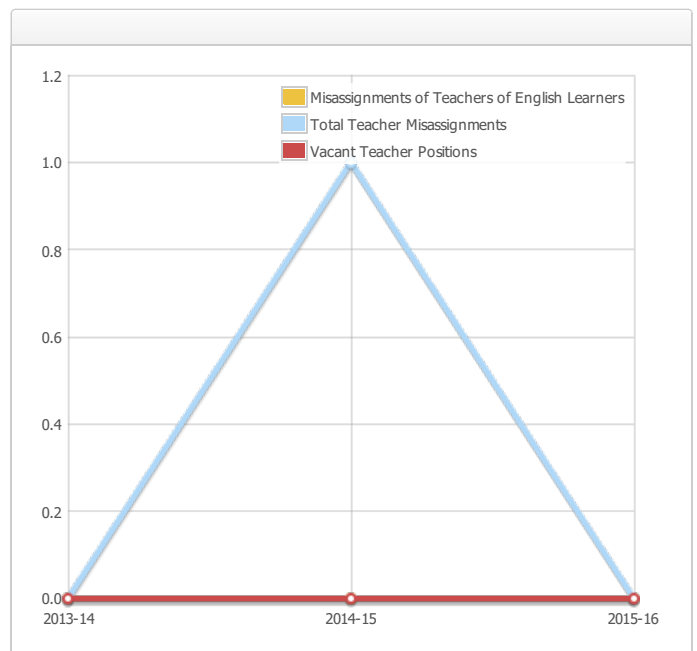
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	28	28	28	178
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0



Last updated: 1/25/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	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: 1/25/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	94.0%	6.0%
Low-Poverty Schools in District	79.0%	21.0%

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:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill	Yes	0.0 %
Mathematics	McDougal	Yes	0.0 %
Science	Prentice Hall	Yes	0.0 %
History-Social Science	Holt, Rinehart & Winston	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 (Grades 9-12)	N/A		0.0 %

Last updated: 1/11/2016

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 performs yearly safety inspections with the purpose of identifying and correcting any and all safety issues and concerns.

Last updated: 1/11/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: July 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	School district is currently on contract with a firm that is performing a facilities master plan. This will drive the decision/feasibility to repair/modernize/replace.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Poor	School district is currently on contract with a firm that is performing a facilities master plan. This will drive the decision/feasibility to repair/modernize/replace.
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	Fair	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: July 2015

Overall Rating	Fair
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Last updated: 1/11/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	30.0%	32.0%	44.0%
Mathematics (grades 3-8 and 11)	33.0%	30.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/11/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	264	255	96.6%	41.0%	31.0%	25.0%	2.0%
Male	264	126	47.7%	47.0%	26.0%	24.0%	0.0%
Female	264	129	48.9%	35.0%	36.0%	26.0%	3.0%
Black or African American	264	10	3.8%	--	--	--	--
American Indian or Alaska Native	264	1	0.4%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	264	1	0.4%	--	--	--	--
Hispanic or Latino	264	146	55.3%	45.0%	29.0%	24.0%	1.0%
Native Hawaiian or Pacific Islander	264	1	0.4%	--	--	--	--
White	264	84	31.8%	38.0%	31.0%	27.0%	2.0%
Two or More Races	264	10	3.8%	--	--	--	--
Socioeconomically Disadvantaged	264	137	51.9%	44.0%	29.0%	23.0%	1.0%
English Learners	264	46	17.4%	85.0%	15.0%	0.0%	0.0%
Students with Disabilities	264	27	10.2%	78.0%	19.0%	0.0%	0.0%
Students Receiving Migrant Education Services	264	9	3.4%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/11/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	292	283	96.9%	33.0%	30.0%	26.0%	7.0%
Male	292	153	52.4%	43.0%	26.0%	22.0%	4.0%
Female	292	130	44.5%	22.0%	34.0%	32.0%	11.0%
Black or African American	292	7	2.4%	--	--	--	--
American Indian or Alaska Native	292	2	0.7%	--	--	--	--
Asian	292	3	1.0%	--	--	--	--
Filipino	292	5	1.7%	--	--	--	--
Hispanic or Latino	292	167	57.2%	42.0%	30.0%	22.0%	4.0%
Native Hawaiian or Pacific Islander	292	1	0.3%	--	--	--	--
White	292	85	29.1%	21.0%	25.0%	35.0%	13.0%
Two or More Races	292	9	3.1%	--	--	--	--
Socioeconomically Disadvantaged	292	158	54.1%	40.0%	28.0%	22.0%	4.0%
English Learners	292	58	19.9%	72.0%	16.0%	5.0%	0.0%
Students with Disabilities	292	32	11.0%	72.0%	13.0%	3.0%	0.0%
Students Receiving Migrant Education Services	292	11	3.8%	45.0%	27.0%	18.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/11/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	264	254	96.2%	35.0%	38.0%	21.0%	6.0%
Male	264	125	47.3%	34.0%	36.0%	24.0%	5.0%
Female	264	129	48.9%	35.0%	40.0%	19.0%	7.0%
Black or African American	264	10	3.8%	--	--	--	--
American Indian or Alaska Native	264	1	0.4%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	264	1	0.4%	--	--	--	--
Hispanic or Latino	264	146	55.3%	38.0%	41.0%	16.0%	4.0%
Native Hawaiian or Pacific Islander	264	1	0.4%	--	--	--	--
White	264	83	31.4%	28.0%	30.0%	34.0%	8.0%
Two or More Races	264	10	3.8%	--	--	--	--
Socioeconomically Disadvantaged	264	137	51.9%	42.0%	39.0%	16.0%	3.0%
English Learners	264	46	17.4%	65.0%	26.0%	7.0%	0.0%
Students with Disabilities	264	26	9.8%	81.0%	12.0%	4.0%	0.0%
Students Receiving Migrant Education Services	264	9	3.4%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/4/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	292	281	96.2%	37.0%	21.0%	23.0%	16.0%
Male	292	151	51.7%	41.0%	22.0%	20.0%	14.0%
Female	292	130	44.5%	32.0%	21.0%	28.0%	18.0%
Black or African American	292	7	2.4%	--	--	--	--
American Indian or Alaska Native	292	2	0.7%	--	--	--	--
Asian	292	3	1.0%	--	--	--	--
Filipino	292	5	1.7%	--	--	--	--
Hispanic or Latino	292	166	56.8%	44.0%	23.0%	21.0%	8.0%
Native Hawaiian or Pacific Islander	292	1	0.3%	--	--	--	--
White	292	84	28.8%	23.0%	19.0%	27.0%	30.0%
Two or More Races	292	9	3.1%	--	--	--	--
Socioeconomically Disadvantaged	292	156	53.4%	44.0%	22.0%	19.0%	10.0%
English Learners	292	57	19.5%	81.0%	9.0%	4.0%	0.0%
Students with Disabilities	292	31	10.6%	84.0%	0.0%	3.0%	3.0%
Students Receiving Migrant Education Services	292	11	3.8%	27.0%	45.0%	9.0%	9.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/4/2016

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	62.0%	63.0%	45.0%	48.0%	51.0%	42.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/4/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	42.0%
All Students at the School	45.0%
Male	46.0%
Female	43.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	31.0%
Native Hawaiian or Pacific Islander	--
White	68.0%
Two or More Races	--
Socioeconomically Disadvantaged	37.0%
English Learners	5.0%
Students with Disabilities	10.0%
Students Receiving Migrant Education Services	27.0%
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/4/2016

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 areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Percent of Students Meeting Fitness Standards

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
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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: 1/11/2016

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 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, and 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: 1/11/2016

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

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

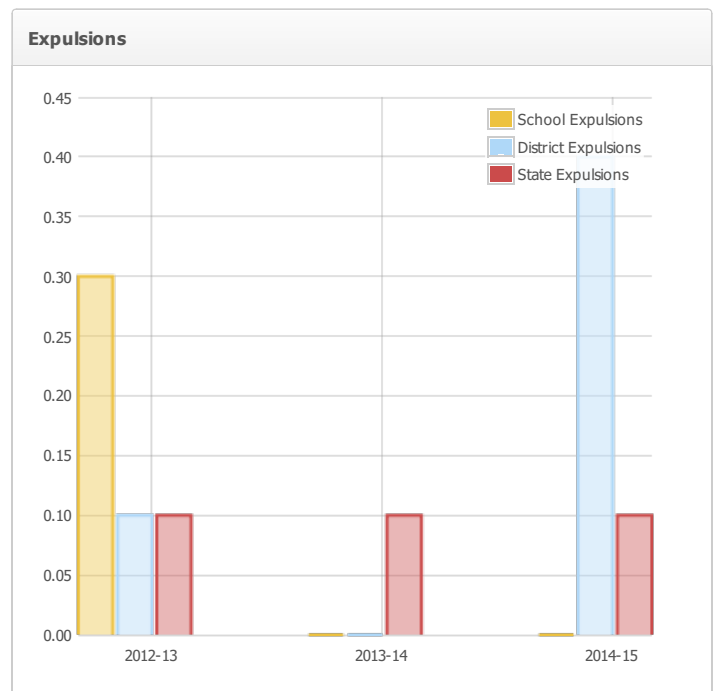
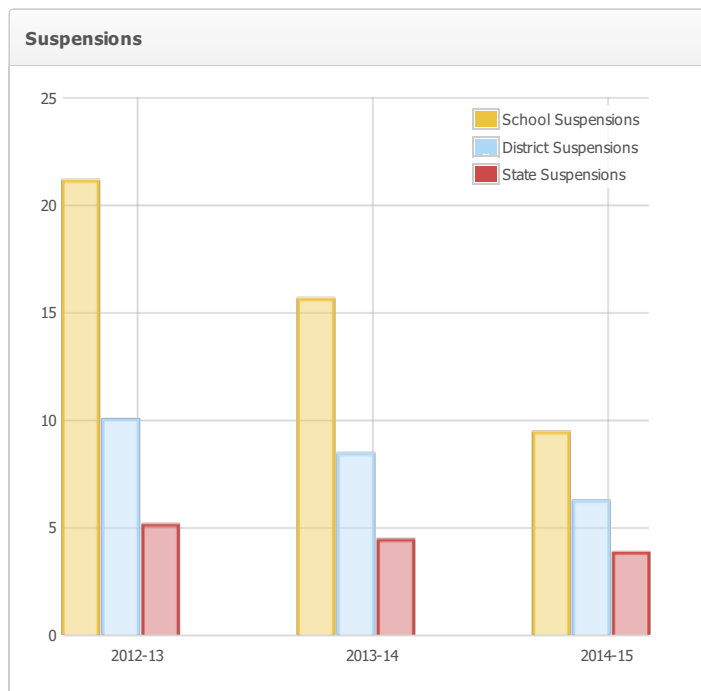
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	21.1	15.6	9.4	10.0	8.4	6.2	5.1	4.4	3.8
Expulsions	0.3	0.0	0.0	0.1	0.0	0.4	0.1	0.1	0.1



Last updated: 1/4/2016

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. This program continued in 2014-15, and is on going.

Last updated: 1/11/2016

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		Yes	
Met Graduation Rate	N/A	Yes	

Last updated: 1/4/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60.0%

Note: Cells with NA values do not require data.

Last updated: 1/4/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	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	25.0	13	18	6	24.0	12	22	4	25.0	7	18	4
Mathematics	26.0	4	20		26.0	3	20		29.0	1	17	4
Science	30.0		16	1	30.0		15	3	32.0		10	7
Social Science	29.0		17	1	29.0		17	2	32.0		12	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.

Last updated: 1/4/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

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	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		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: 1/25/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4270.0	\$222.0	\$4048.0	\$58843.0
District	N/A	N/A	\$0.0	\$62463.0
Percent Difference – School Site and District	N/A	N/A	-24.3%	-4.2%
State	N/A	N/A	\$5348.0	\$65267.0
Percent Difference – School Site and State	N/A	N/A	-13.7%	-6.7%

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

Last updated: 1/25/2016

Types of Services Funded (Fiscal Year 2014-15)

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: 1/11/2016

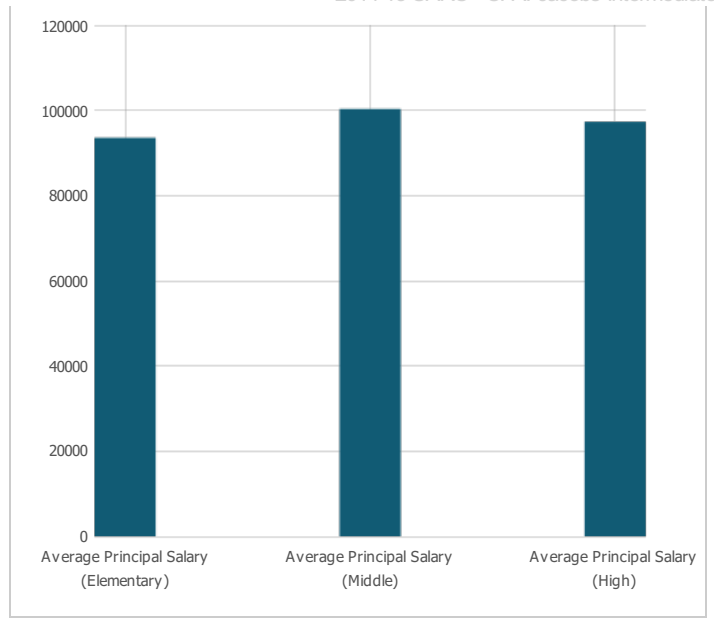
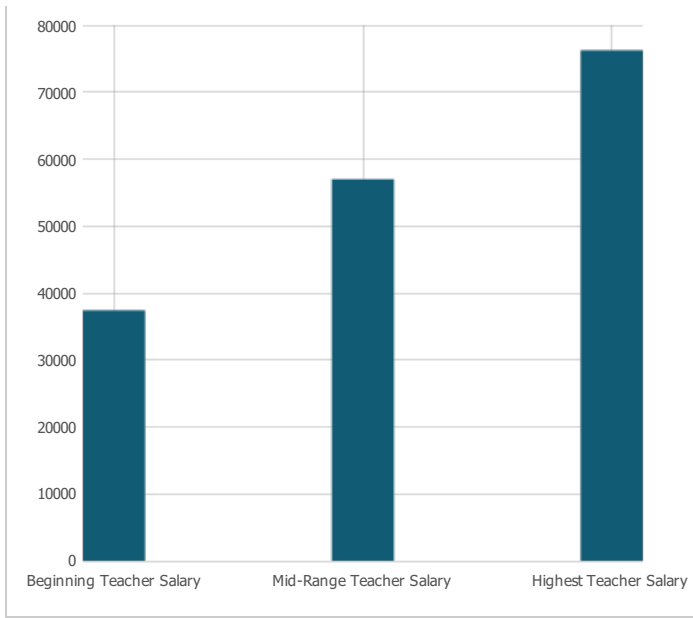
Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,407	\$40,379
Mid-Range Teacher Salary	\$56,983	\$62,323
Highest Teacher Salary	\$76,236	\$81,127
Average Principal Salary (Elementary)	\$93,563	\$99,192
Average Principal Salary (Middle)	\$100,325	\$91,287
Average Principal Salary (High)	\$97,331	\$112,088
Superintendent Salary	\$169,125	\$159,821
Percent of Budget for Teacher Salaries	40.0%	36.0%
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: 1/25/2016

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: 1/11/2016