

C. A. Jacobs Intermediate

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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/fq/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 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).

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 (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
District Name	Dixon Unified	School Name	C. A. Jacobs Intermediate
Phone Number	(707) 693-6300	Street	200 North Lincoln St.
Superintendent	Brian Dolan	City, State, Zip	Dixon, Ca, 95620-3209
E-mail Address	bdolan@dixonusd.org	Phone Number	707-693-6350
Web Site	http://www.dixonusd.org	Principal	Dan Bledsoe, Principal
		E-mail Address	dan.bledsoe@dixonusd.org
		Web Site	http://caj.dixonusd.org/
		County-District-School (CDS) Code	48705326051023

Last updated: 1/9/2018

School Description and Mission Statement (School Year 2017-18)

C.A. Jacobs Intermediate School is located in the city of Dixon which was founded in 1868 upon the rich farmlands of the 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 3,200 students K-12 in three elementary schools, one middle school, one comprehensive high school 9-12, and several alternatives programs such as Maine Prairie Continuation High School, the options center, Dixon Community Day School, and Independent Study programs. During the 2017-18 school year C.A. Jacobs served 7th and 8th grade students, and coming in the 2018-19 school year C.A. Jacobs will serve 6th, 7th, and 8th. Enrollment in 2015-16 was 534 students, 2016-17 523 students, 2017-18 531 students, and projected enrollment in 2018-19 is 740 students.

C.A. Jacobs prides itself on being a culture that is building programs in intervention, and enrichment. The faculty, administration, and support staff provide an exemplary learning environment where students have access to programs targeted at their needs where a data rich environment is used to provide instruction where students greatest needs are. Academic learning is the primary focus of the school, but our staff operates on the principal that a caring environment that fosters self-esteem and individual development is the best road toward learning.

C.A, Jacobs Vision and Mission Statements

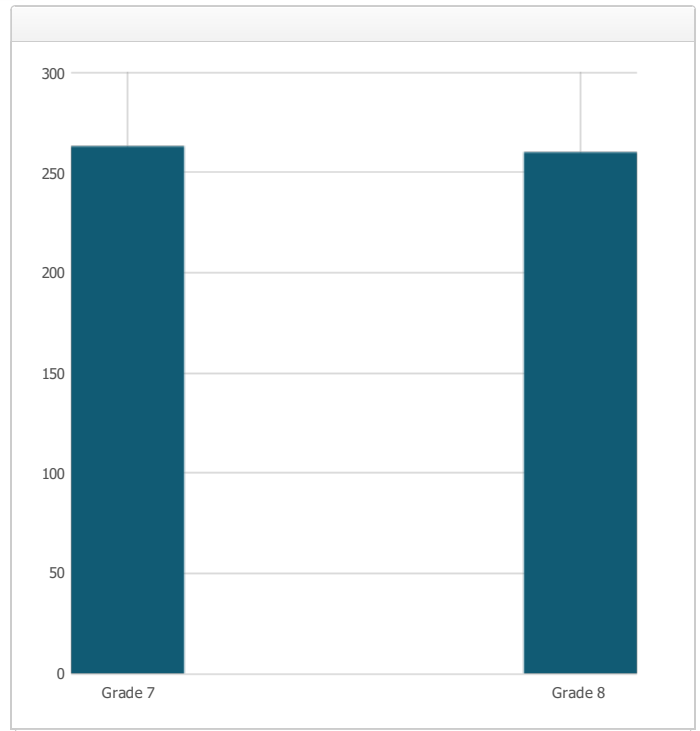
C.A. Jacobs vision is to close the achievement gap by preparing all students for college and career readiness and success in a global society.

C.A. Jacobs Mission is that Cougars are Safe, Respectful, and Productive.

Last updated: 1/31/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	263
Grade 8	260
Total Enrollment	523



Last updated: 1/9/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.3 %
American Indian or Alaska Native	0.6 %
Asian	1.3 %
Filipino	1.7 %
Hispanic or Latino	57.6 %
Native Hawaiian or Pacific Islander	0.2 %
White	32.5 %
Two or More Races	3.4 %
Other	1.4 %
Student Group (Other)	
Socioeconomically Disadvantaged	57.9 %
English Learners	14.7 %
Students with Disabilities	9.9 %
Foster Youth	0.0 %

Last updated: 1/9/2018

A. Conditions of Learning

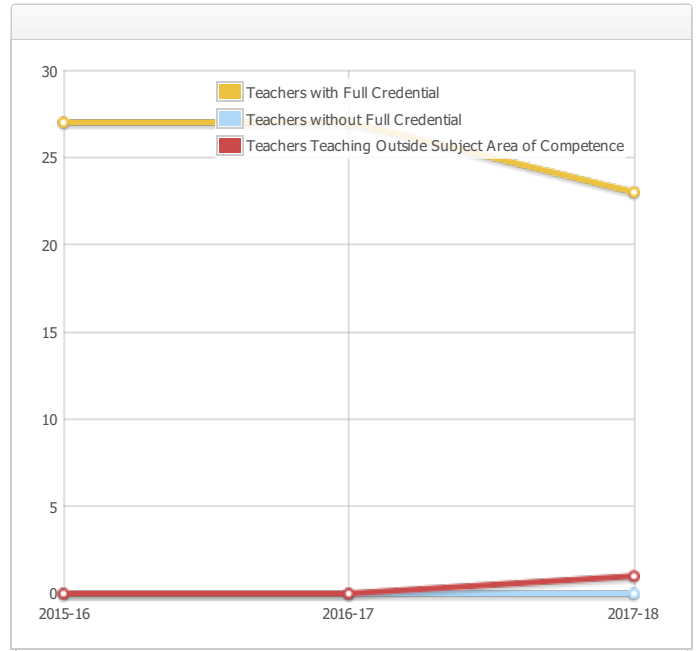
State Priority: Basic

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

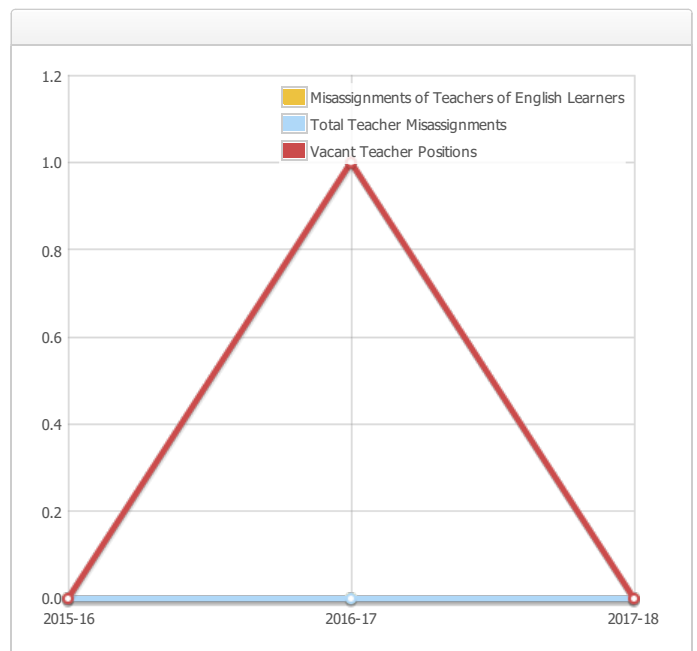
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	27	27	23	148
Without Full Credential	0	0	0	10
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	5



Last updated: 1/30/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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: 1/30/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the 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 - Glencoe Literature California Treasures Novels: The Outsiders The Lightning Thief The Hunger Games Esperanza Rising The Absolutely True Diary of a Part-Time Indian		0.0 %
Mathematics	Houghton Mifflin Harcourt - Big Ideas Math Houghton Mifflin Harcourt - Big Ideas Math Accelerated CPM - Core Connections, Integrated I		0.0 %
Science	Prentice Hall/Pearson - Focus on California Life Science Prentice Hall/Pearson - Focus on California Physical Science		0.0 %
History-Social Science	Holt – California Social Studies: United States History Independence to 1914 Holt – California Social Studies: World History Medieval to Early Modern Times		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	N/A	0.0 %

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

Last updated: 1/30/2018

School Facility Conditions and Planned Improvements

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 Director of maintenance and operations (or his designee) 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: 1/30/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	The District has completed a Facilities Needs Assessment, and has passed A General Obligation Facility Improvement Bond. Over the next few years the District will be engaged in several modernization projects
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Poor	The District has completed a Facilities Needs Assessment, and has passed A General Obligation Facility Improvement Bond. Over the next few years the District will be engaged in several modernization projects
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2017

Overall Rating	Fair
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Last updated: 1/30/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	45%	42%	41%	40%	48%	48%
Mathematics (grades 3-8 and 11)	39%	37%	32%	31%	36%	37%

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: 1/30/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	532	517	97.18%	42.14%
Male	258	248	96.12%	36.99%
Female	274	269	98.18%	46.84%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	302	293	97.02%	34.93%
Native Hawaiian or Pacific Islander	--	--	--	
White	173	168	97.11%	53.29%
Two or More Races	20	19	95.00%	57.89%
Socioeconomically Disadvantaged	308	297	96.43%	31.19%
English Learners	164	157	95.73%	21.79%
Students with Disabilities	49	47	95.92%	
Students Receiving Migrant Education Services	27	22	81.48%	28.57%
Foster Youth				

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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 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.

Last updated: 1/30/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	533	522	97.94%	36.78%
Male	258	253	98.06%	35.97%
Female	275	269	97.82%	37.55%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	303	296	97.69%	31.08%
Native Hawaiian or Pacific Islander	--	--	--	
White	173	170	98.27%	43.53%
Two or More Races	20	19	95.00%	52.63%
Socioeconomically Disadvantaged	308	300	97.40%	25.33%
English Learners	164	159	96.95%	20.13%
Students with Disabilities	49	47	95.92%	--
Students Receiving Migrant Education Services	27	23	85.19%	30.43%
Foster Youth				

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

Note: 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 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.

Last updated: 1/30/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	45.0%	53.0%	42.0%	43.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/30/2018

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	11.2%	28.5%	44.6%

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: 1/30/2018

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 (School Year 2017-18)

Parents play an important role at C.A. Jacobs Middle School through active participation and involvement in the school Site Council, English Learners Advisory Committee, Music Boosters, Parent/Teacher Organization, Back to School Night, Open House, and Parent/Teacher conferences. Parents are welcome to volunteer in classrooms and at school activities. C.A Jacobs Middle School also benefits from donations and partnerships with local businesses and services. C.A. Jacobs 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: 1/30/2018

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

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

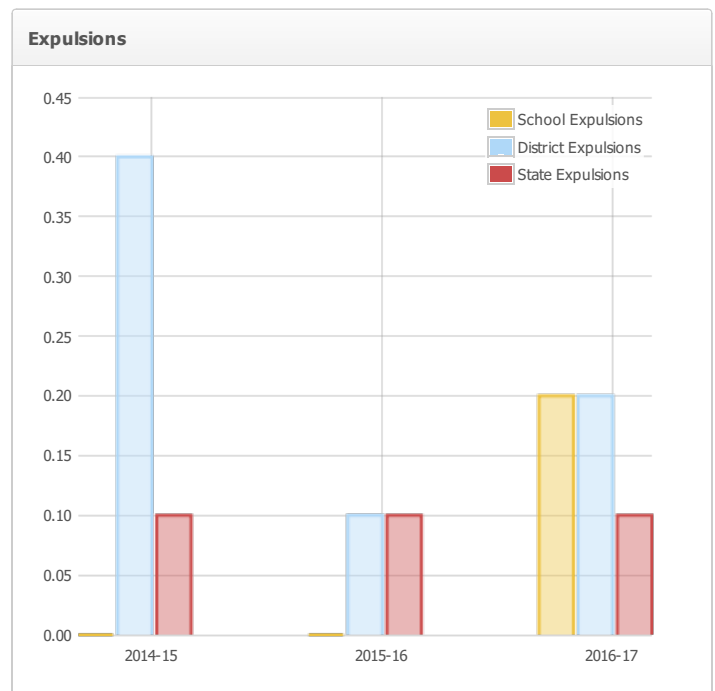
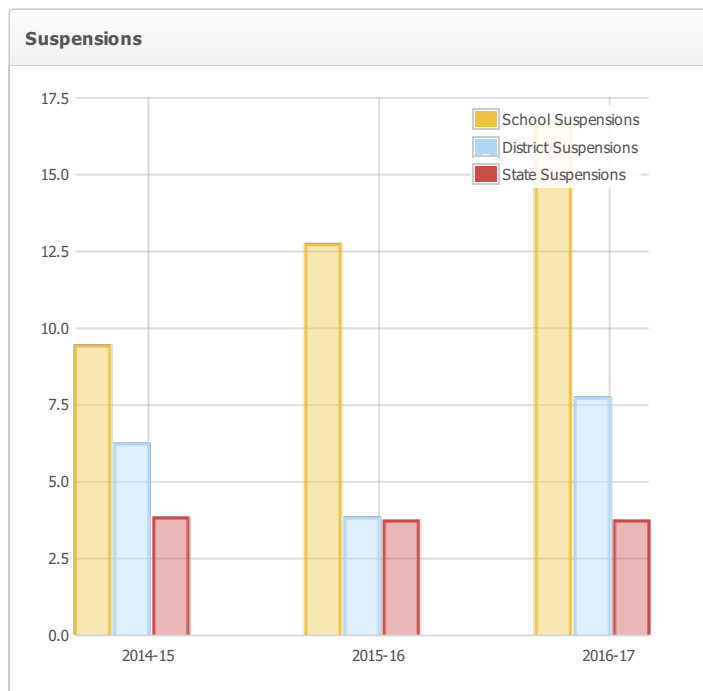
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	9.4%	12.7%	16.7%	6.2%	3.8%	7.7%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.2%	0.4%	0.1%	0.2%	0.1%	0.1%	0.1%



Last updated: 1/30/2018

School Safety Plan (School Year 2017-18)

The safety of students and staff is a primary concern of C.A. Jacobs Middle School. The school Site Safety Plan is evaluated and revised annually. Key elements of the Safety Plan are the school's physical, emotional, and cultural environment along with the Emergency Response Team. C.A. Jacobs Middle School maintains a disaster 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 and regulations pertaining to hazardous materials and state earthquake standards. Fire, disaster drills, and lockdown/school intruder drills, and shelter in place 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 badge.

C.A. Jacobs is currently training in Positive Behavioral Supports and Intervention (PBIS), which is a program based on providing students with positive supports and interventions systemwide, and has previously received training in Building Effective Schools Together (BEST). BEST is a program based on positive behavior supports that help schools develop and implement positive school rules, rule teaching, and positive reinforcement systems school wide. C.A. Jacobs runs student solution teams, and implements a No Bully system. Collectively C.A. Jacobs is working at addressing bullying, providing means for students to approach any issue with supportive staff and in a caring environment.

Last updated: 1/31/2018

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.

Federal Intervention Program (School Year 2017-18)

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	75.0%

Last updated: 1/30/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	7	18	4	24.0	9	17	2	24.0	9	14	4
Mathematics	29.0	1	17	4	20.0	3	1	0	26.0	1	1	1
Science	32.0	0	10	7	31.0	0	12	6	28.0	1	18	0
Social Science	32.0	0	12	6	31.0	0	15	4	29.0	1	14	5

* 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: 1/30/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	500.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.3	N/A
Psychologist	0.4	N/A
Social Worker	0.5	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: 1/31/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4985.0	\$104.0	\$5926.0	\$62099.0
District	N/A	N/A	\$7702.0	\$68111.0
Percent Difference – School Site and District	N/A	N/A	-26.1%	-9.2%
State	N/A	N/A	\$6574.0	\$69649.0
Percent Difference – School Site and State	N/A	N/A	-10.4%	-11.5%

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

Last updated: 1/30/2018

Types of Services Funded (Fiscal Year 2016-17)

C.A. Jacobs Master Schedule changes each year to reflect individual student needs. C.A. Jacobs continues to offer English Language Arts, and Math support classes, and will be bringing Tier 3 Intervention courses in Math to C.A. Jacobs next year. These courses will be targeted intervention courses based on where students are individually, and will provide for the use of data to drive the instructional program for each student.

English Language Development (ELD) is also offered at C.A. Jacobs. 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 curriculum support classes, and push in support in general education classes based on their IEP. Curriculum support gives students the extra support they need to stay organized and focused on their academics.

AVID classes are offered in 7th, and 8th grade.

Additionally C.A. Jacobs employs an At-Risk Intervention Program that provides students additional support during the school day twice a week. This is based on essential skills taught in all subject matter. In addition to this Title 1 funding has provided an Academic Achievement Coordinator, and Intervention Coordinator that oversee the school wide RTI programs for intervention and enrichment, assessment, data dissemination, staff development, and the capacity to target individual student growth needs with a teacher and program.

School Interventions are available for students who score below standard. This support is provided during the school day, and through the C.A. Jacobs workshop program on Tuesday and Thursday.

Our most at risk English Language Learners are provided direct instruction every day in ELD.

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

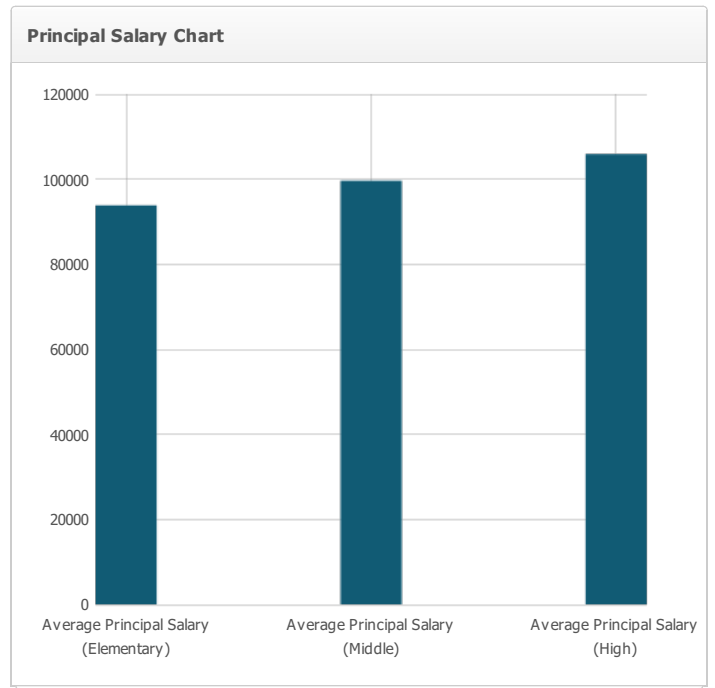
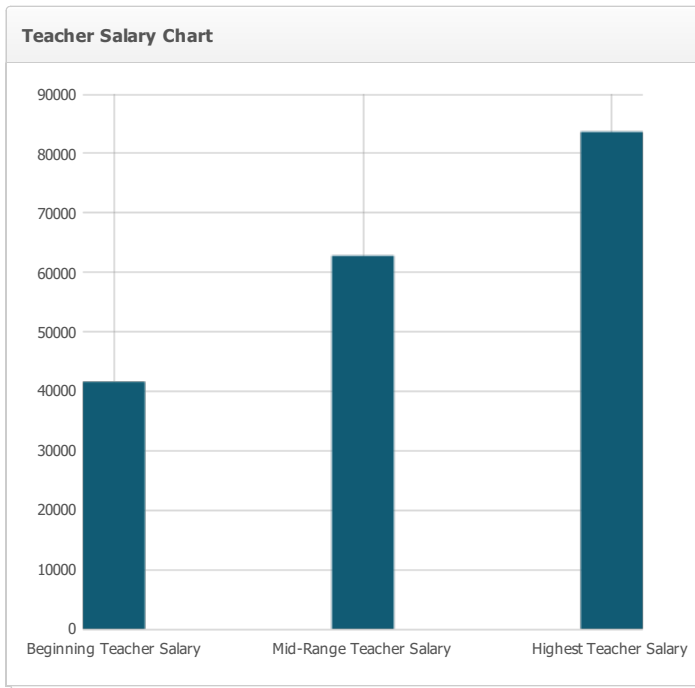
CAJ has a systems approach to intervention provided by staff, and additional support through the Academic Achievement, and Intervention Coordinator.

Last updated: 1/31/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,611	\$44,144
Mid-Range Teacher Salary	\$62,810	\$69,119
Highest Teacher Salary	\$83,662	\$86,005
Average Principal Salary (Elementary)	\$93,838	\$106,785
Average Principal Salary (Middle)	\$99,645	\$111,569
Average Principal Salary (High)	\$105,916	\$121,395
Superintendent Salary	\$181,167	\$178,104
Percent of Budget for Teacher Salaries	39.0%	34.0%
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/>.



Last updated: 1/30/2018

Professional Development

C.A. Jacobs has been heavily involved in Response To Intervention (RTI) in 2015-16, 2017-18, and will again in 2018-19. C.A. Jacobs has incorporated a system that allows for two 32 minute intervention periods twice per week for every student. This system also allows for enrichment for those students not needing intervention. Staff has gone to trainings, visited other schools, and produced school wide professional development in support of this program.

Advancement Via Individual Determination (AVID) has also been incorporated into C.A. Jacobs, and a site team has been trained, and AVID classes have been brought in to C.A. Jacobs. These classes are aimed at closing the achievement gap, and the C.A. Jacobs site team has led staff trainings on implementing these procedures school wide.

In addition to RTI and AVID, C.A. Jacobs has allocated time for staff to work in Professional Learning Communities (PLC), and has received training in specific areas with a focus on Common Core Instruction. Student achievement is a target goal at C.A. Jacobs, and closing the achievement gap is central to that goal. The trainings in Common Core, RTI, and AVID will be on going.

Last updated: 1/31/2018