

C. A. Jacobs Intermediate

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 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 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 2016-17)

District Contact Information (School Year 2016-17)	
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 (School Year 2016-17)	
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: 2/1/2017

School Description and Mission Statement (School Year 2016-17)

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 serves 7th and 8th grade. Enrollment in 2015-2016 was 534 students, and in 2016-2017 is 523 students.

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.

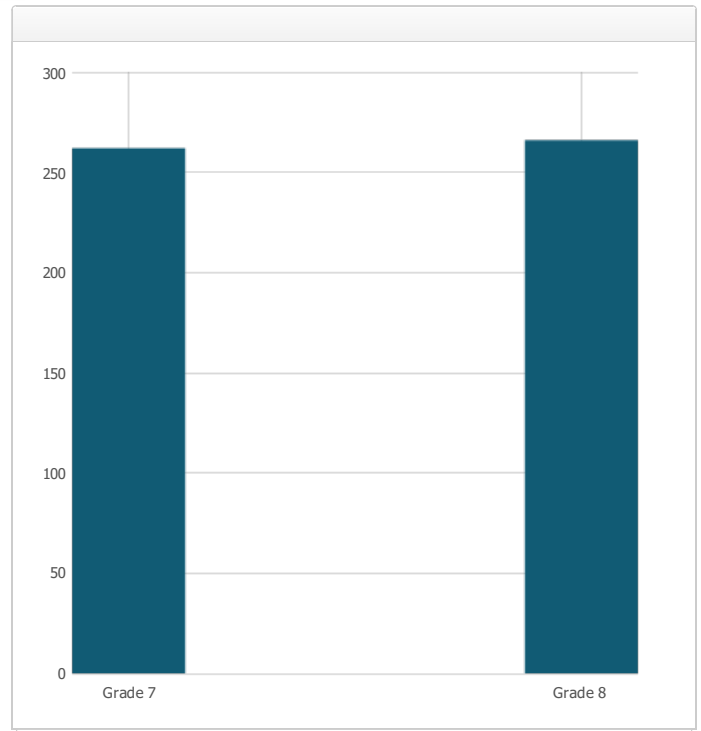
MISSION AND VISION STATEMENTS

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: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	262
Grade 8	266
Total Enrollment	528



Last updated: 2/1/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.2 %
American Indian or Alaska Native	0.8 %
Asian	0.4 %
Filipino	1.5 %
Hispanic or Latino	55.7 %
Native Hawaiian or Pacific Islander	0.2 %
White	33.9 %
Two or More Races	3.2 %
Other	1.1 %
Student Group (Other)	
Socioeconomically Disadvantaged	58.0 %
English Learners	17.0 %
Students with Disabilities	9.7 %
Foster Youth	0.0 %

Last updated: 2/1/2017

A. Conditions of Learning

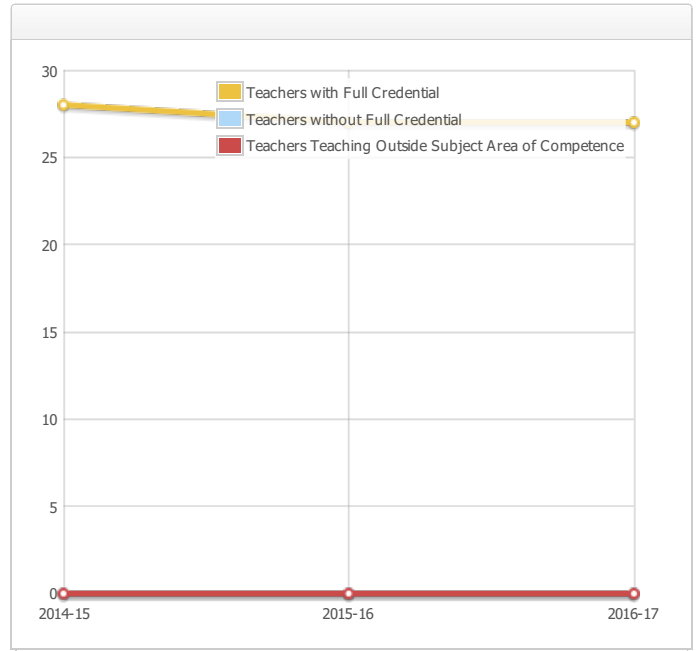
State Priority: Basic

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

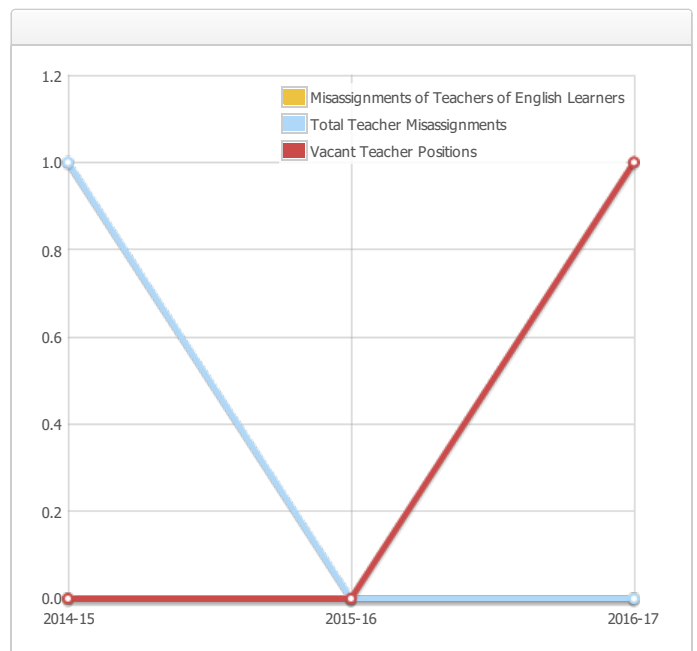
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	28	27	27	171
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	1



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: 1/30/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	98.0%	3.0%
All Schools in District	93.0%	8.0%
High-Poverty Schools in District	92.0%	8.0%
Low-Poverty Schools in District	94.0%	6.0%

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.

Last updated: 1/30/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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 - 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.

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 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: 1/24/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

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	Fair	

Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Fair
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Last updated: 1/18/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	31.0%	45.0%	33.0%	41.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	34.0%	39.0%	30.0%	32.0%	34.0%	36.0%

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: 1/24/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	267	259	97.0%	47.3%
Male	131	126	96.2%	39.5%
Female	136	133	97.8%	54.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	153	145	94.8%	39.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	87	87	100.0%	59.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	163	158	96.9%	35.5%
English Learners	46	39	84.8%	2.6%
Students with Disabilities	23	23	100.0%	18.2%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/24/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	271	261	96.3%	43.2%
Male	138	132	95.7%	37.5%
Female	133	129	97.0%	48.8%
Black or African American	11	11	100.0%	36.4%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	148	143	96.6%	36.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	95	91	95.8%	50.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	154	149	96.8%	35.9%
English Learners	39	35	89.7%	--
Students with Disabilities	26	24	92.3%	--
Students Receiving Migrant Education Services	17	16	94.1%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/24/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	267	259	97.0%	45.1%
Male	131	126	96.2%	42.6%
Female	136	133	97.8%	47.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	153	145	94.8%	36.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	87	87	100.0%	57.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	163	158	96.9%	34.0%
English Learners	46	39	84.8%	7.9%
Students with Disabilities	23	23	100.0%	22.7%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/24/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	271	260	95.9%	32.4%
Male	138	132	95.7%	34.4%
Female	133	128	96.2%	30.4%
Black or African American	11	11	100.0%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	148	143	96.6%	27.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	95	90	94.7%	40.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	154	148	96.1%	24.7%
English Learners	39	34	87.2%	6.1%
Students with Disabilities	26	22	84.6%	--
Students Receiving Migrant Education Services	17	15	88.2%	20.0%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/24/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	63.0%	45.0%	53.0%	51.0%	42.0%	43.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/24/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	271	261	96.3%	52.9%
Male	138	133	96.4%	52.6%
Female	133	128	96.2%	53.1%
Black or African American	11	10	90.9%	10.0%
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0.0%	0.0%
Filipino	--	--	--	--
Hispanic or Latino	148	146	98.7%	44.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	95	89	93.7%	69.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	154	151	98.1%	46.4%
English Learners	39	37	94.9%	8.1%
Students with Disabilities	26	23	88.5%	4.4%
Students Receiving Migrant Education Services	17	16	94.1%	31.3%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/24/2017

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	14.1%	25.4%	46.1%

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: 1/24/2017

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 2016-17)

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, 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'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

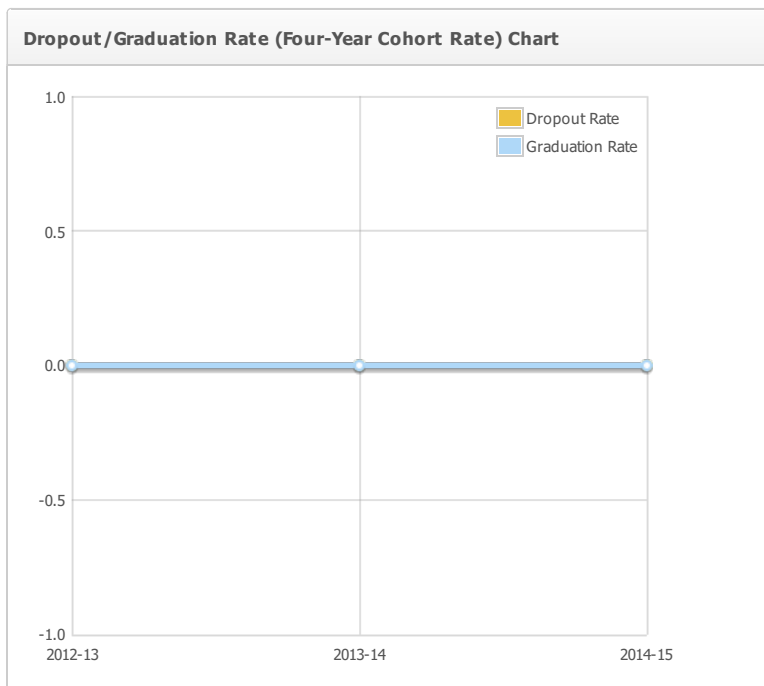
Last updated: 2/1/2017

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00				80.44	80.95	82.27



Last updated: 2/1/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	--	81	85
Black or African American	--	67	77
American Indian or Alaska Native	--	100	75
Asian	--	86	99
Filipino	--	100	97
Hispanic or Latino	--	77	84
Native Hawaiian or Pacific Islander	--	100	85
White	--	88	87
Two or More Races	--	50	91
Socioeconomically Disadvantaged	--	80	77
English Learners	--	32	51
Students with Disabilities	--	79	68
Foster Youth	--	--	--

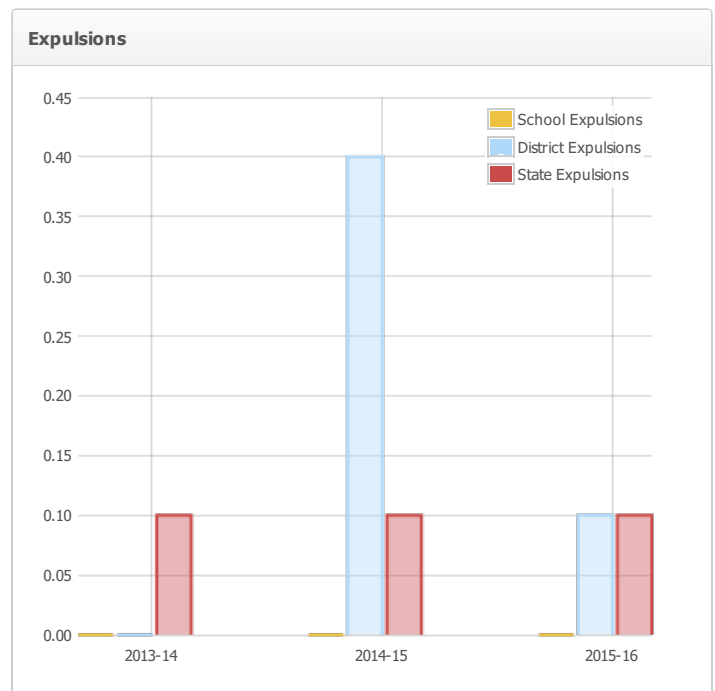
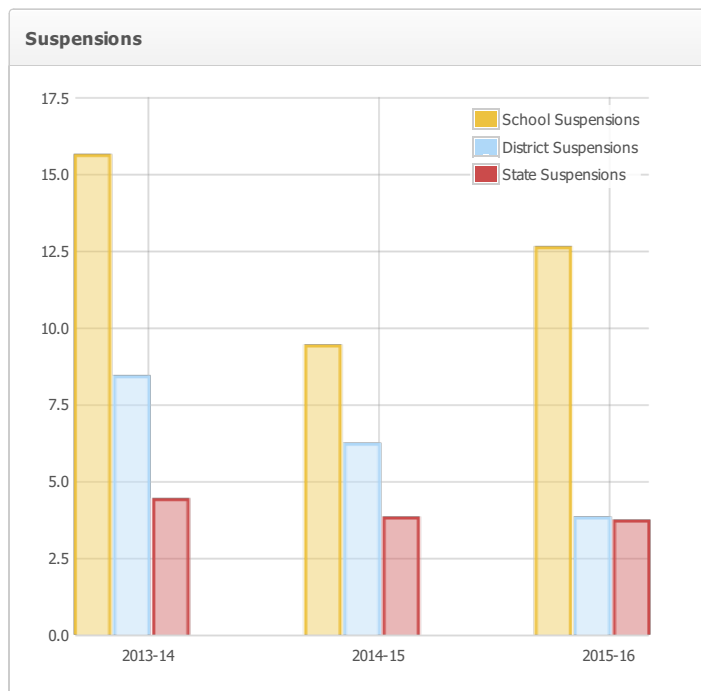
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	15.6	9.4	12.6	8.4	6.2	3.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.4	0.1	0.1	0.1	0.1



Last updated: 2/1/2017

School Safety Plan (School Year 2016-17)

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. 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. C.A. Jacobs also implements a 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. The program began in 2013-14, and has continued through the 2016-17 school year.

Last updated: 2/1/2017

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 2016-17)

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%

Note: Cells with NA values do not require data.

Last updated: 2/1/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	24.0	12	22	4	25.0	7	18	4				
Mathematics	26.0	3	20	0	29.0	1	17	4				
Science	30.0	0	15	3	32.0	0	10	7				
Social Science	29.0	0	17	2	32.0	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: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	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: 2/1/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4350.0	\$109.0	\$4240.0	\$62277.0
District	N/A	N/A	\$6664.0	\$65325.0
Percent Difference – School Site and District	--	--	-36.4%	-4.7%
State	N/A	N/A	\$5677.0	\$67348.0
Percent Difference – School Site and State	--	--	-25.3%	-7.5%

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

Last updated: 2/1/2017

Types of Services Funded (Fiscal Year 2015-16)

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. This class gives students the extra support they needed to stay organized and focused on their academics. Push-in support is also provided in English Language Arts, Science, and Math throughout the day for our students with special needs. CAJ provides AVID classes, and additional help with academics beyond the school day for students. Additionally CAJ employs an at-risk intervention program that provides students additional supports during the school day twice a week. This is based on essential skills in all core curricular areas. In addition to this Title 1 funding has provided an Academic Achievement Coordinator who oversees the after school tutoring program, and works with CAJ staff when referring a student with academic needs. They also work individually with students that have significant needs in multiple areas at CAJ.

School interventions are available for students who score below standard. This support is provided during the school day, and after school.

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

After school tutoring in Math and ELA are provided through the use of Title 1 funds.

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: 2/1/2017

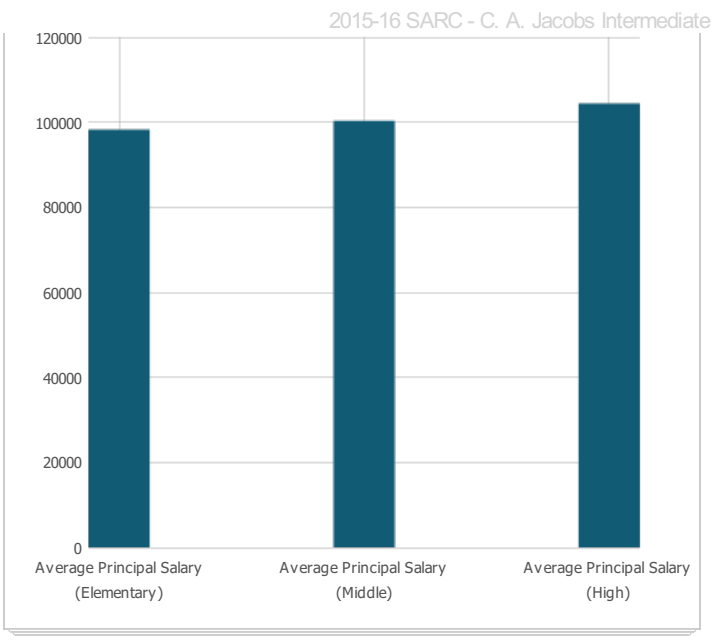
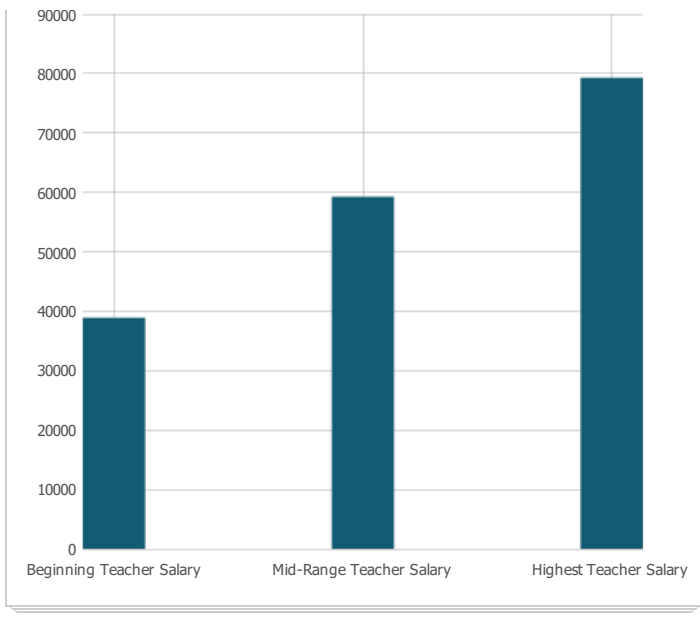
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,903	\$42,063
Mid-Range Teacher Salary	\$59,262	\$64,823
Highest Teacher Salary	\$79,285	\$84,821
Average Principal Salary (Elementary)	\$98,259	\$101,849
Average Principal Salary (Middle)	\$100,325	\$107,678
Average Principal Salary (High)	\$104,397	\$115,589
Superintendent Salary	\$175,890	\$169,152
Percent of Budget for Teacher Salaries	41.0%	35.0%
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/csl/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 2/1/2017

Professional Development

C.A.Jacobs has been heavily involved in Response To Intervention (RTI) in 2015-2016, and 2016-2017. CAJ has incorporated a system that allows for two 32 minute intervention periods per week, and allows for enrichment during these times for students as well. Staff has gone to trainings in support of this program, and recieved on site training in implementation of this program. Advancement Via Individual Determination (AVID) has also been incorporated into CAJ, a site team has been trained, and AVID classes have been brought in to CAJ. These classes are aimed at closing the achievement gap, and the CAJ site team has lead staff trainings on implementing these procedures school wide. In addition to RTI CAJ has allocated time to work in Professional Learning Communities (PLC), and has received training in specific curricular areas with a focus on Common Core instruction. Student achievement is a target goal at CAJ, and closing the achievement gap is central to that goal. The trainings in Common Core, RTI, PLC, and AVID will be on going.

Last updated: 2/1/2017