

C.A. Jacobs Intermediate

2012 - 2013 School Accountability Report

Cindy Moody-Perkins,
Principal

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200 North Lincoln Street
Dixon, CA
95620

707-693-6350

Dixon Unified
School District

Brian Dolan,
Superintendent

District Address:
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Mission Statement

Our Student's Success Is What We Address.

School Enrollment by Ethnic Group 2012 - 2013

	<u>Percentages</u>
African American	1.3%
American Indian	0.4%
Asian	1.1%
Filipino	1.6%
Hispanic or Latino	55.3%
Pacific Islander	0.0%
White	37.7%
Two or More	2.3%
None Reported	0.0%

School Profile

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 through providing a challenging curriculum that is delivered in a safe environment by a dedicated, nurturing staff.

C.A. Jacobs Intermediate School 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 Intermediate School 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 2012-13 school year, C.A. Jacobs Intermediate School served 557 students who were enrolled in grades 7th and 8th.

Parental Involvement

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, Ellensbury Lamb CO Inc.

School Safety

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.

School Facilities

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

Date of last inspection: 4/3/2013

Items Inspected	Facilities Status			Remedial Actions
	Good	Fair	Poor	
Systems	x			

(Gas,Leaks,Mech/HVAC,Sewer)				
Interior Surfaces		x		
Cleanliness (Overall Cleanliness, Pest Control)	x			
Electrical	x			
Bathrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
External Windows,Grounds,Gates,Fences	N/A			

Suspensions & Expulsions

Total number of at-home suspensions divided by total number of students accounted in CBEDS for 2012-13

	School			District		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspension Rate	33.0	26.4	29.0	14.0	9.5	10.0
Expulsion Rate	1.9	2.2	1.0	.5	.5	1.0

Average Class Size and Class Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each category

Subject	2012 - 2013			
	Avg. Class Size	1-20	21-32	33+
English	27.9	3	13	4
Mathematics	25.4	1	20	0
Science	30.1	0	16	2
Social Science	29.3	0	16	3
Physical Education	31	0	14	4

Student Enrollment by Grade

This table displays the number of students enrolled in each grade level at the school

	2012-2013		
Kindergarten	--	Grade 8	285
Grade 1	--	Ungraded Elementary	--
Grade 2	--	Grade 9	--
Grade 3	--	Grade 10	--
Grade 4	--	Grade 11	--
Grade 5	--	Grade 12	--
Grade 6	--	Ungraded Secondary	--
Grade 7	272	Total Enrollment	557

Physical Fitness

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. <http://dq.cde.ca.gov/dataquest/PhysFitness/PFTDN/MeetingHFZ2011.aspx?r=0&t=1&y=2012-13&c=48705326051023&n=0000>

District Wide	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	n/a	n/a	n/a
7	21.2	20.5	31.5
9	n/a	n/a	n/a

Curriculum & Instructional Materials

All curriculum decisions and development at C.A. Jacobs Intermediate School are currently transitions to the California Common Core State Standards. C.A. Jacobs Intermediate School analyzes testing data to assess areas in the curriculum that need improvement. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. Quality of all materials is reviewed annually and replacements are ordered. All classes have sufficient materials and reviewed annually to reach compliance with the Williams Act. The table displays information collected in May 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject Area	Textbook Title/Publisher	Year of Adoption	% Lacking
English Language Arts	McGraw Hill	2012	0%
Mathematics	McDougal	2003-04	0%
History/Social Science	Holt, Rinehart & Winston	2016-07	0%
Science	Prentice Hall	2008-09	0%
Other	--	--	--
Most recent SBE or LEA Approved Instructional Materials			Yes

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.

	School			District
	2011	2012	2013	2013
Fully Credentialed	26	25	27	168
Without Full Credentials	0	0	0	0
Teaching Outside Subject	0	0	0	0

Teacher Assignment

Indicators	School		
	2010	2011	2012
Vacant Teacher Positions	0	0	0
Misassignments of English Teachers	0	0	0
Total Teacher Misassignments	0	0	0

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement if they do not make AYP for two consecutive years in the same content area (ELA/Math) or the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year they do not make AYP. Detailed information about PI identification can be found at the CDE AYP web page: www.cde.ca.gov/ta/ac/ay.

Indicators	School	District
Program Improvement Status	Yes	Yes
First Year of Program Improvement	2009-10	2008-09
Number of Schools in Program Improvement	--	Year 3+

Core Academic Class Taught by No Child Left Behind Compliant Teachers (2012-13 School Year)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Taught by NCLB Teachers	Taught by Non-NCLB Teachers
This School	100%	0%
All Schools in District	100%	0%
High Poverty Schools in District	100%	0%
Low-Poverty Schools in District	--	--

Professional Development

Indicator	Professional Development Days		
	2011	2012	2013
Number of school days dedicated to staff development	3	3	3

API Index Ranks - Three Year Comparison

API is an annual measure of the academic performance and progress of California school. <http://dq.cde.ca.gov/dataquest/>

API Results	2011	2012	2013
Statewide	6	5	6
Similar Schools	5	2	5

Counselors, and Support Staff – 2013

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE	Average Students Per Counselor
Academic Counselor Counselor (social behavior)	1	570

Librarian	0	--
Library Staff	.5	--
Psychologist	.5	--
Social Worker	0	--
Nurse	.1	--
Speech	.5	--
Language/Hearing		
Resource Specialist	.5	--
Instructional Aides	2.5	--

API by Student Group - Growth Comparison

<http://www.cde.ca.gov/ta/ac/ap/>

Group	2012-13 Growth API		
	School	District	State
All Students	804	748	756
Black or African American	--	696	667
American Indian/Alaskan	--	--	721
Asian	--	835	876
Filipino	--	813	834
Hispanic or Latino	753	700	709
Pacific Islander	--	--	736
White (Not Hispanic)	867	813	819
Two or More Races	870	784	--
Socioeconomically Disadvantaged	751	703	710
English Learners	672	647	662
Students with Disabilities	513	521	530

API Growth by Student Group

Group	Actual Change		
	2010-11	2011-12	2012-13
All Students	-2	28	-13
Black or African American	--	--	--
American Indian/Alaskan	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	-19	29	5
Pacific Islander	--	--	--
White (Not Hispanic)	-4	45	-31
Two or More Races	--	--	--
Socioeconomically Disadvantaged	6	20	7
English Learners	-26	9	-26
Students with Disabilities	--	--	--

Adequate Yearly Progress

The NCLB requires that all schools and districts meet the following AYP criteria:

- Participation rate on the state's standards-based assessments in English-Language Arts and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information regarding AYP can be found at www.cde.ca.gov/ta/ac/ay/

AYP Criteria	School	District
Overall		
Participation Rate – ELA	99%	100%
Participation – Math	99%	99%
Percent Proficient – ELA	50.9%	47.6%
Percent Proficient – Math	58.7%	54.9%
API	-13	-11
Graduation Rate	N/A	80.5%

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

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CST's); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CST's show how well students are doing in relation to the state content standards. The CST's include English-language Arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CST's with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations or modifications of the CMA with accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>.

California Standards Test Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English Language Arts	55.5%	60.7%	50.9%	50.0%	50.4%	47.6%	54.4%	57.2%	56.6 %
Mathematics	56.2%	61.0%	58.7%	44.3%	45.3%	54.9%	50.4%	51.5%	59.5%
Science	64.4%	70.6%	62.0%	49.7%	49.7%	49.1%	57.0%	59.5%	57.0%
History-Social Science	41.8%	56.5%	54.0%	41.6%	41.6%	42.7%	47.7%	48.8%	49.3%

*Scores are not shown when the number of students tested is 10 or less.

Standardized Testing and Reporting by Student Group -2013

Percentage of Students Scoring at Proficient or Advanced Level	English Language-Arts	Mathematics
All Students in District	47.6%%	54.9%
All Students at School	50.9%	58.7%
Black or African American	--	--
American Indian or Alaskan Native	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	39.5%	51.7%
Pacific Islander	--	--
White (Not Hispanic)	66.0%	69.0%
Two or More Races	53.8%	46.2%

School Expenditures:

Per Pupil and School Site Teacher Salaries – 2012

	Expenditures Per Pupil	Per Pupil (supplemental)	Per Pupil (basic)	Average Teacher Salary
School	\$4045.00	\$144.00	\$3901.00	
District			\$7218.00	\$62,008.00
State			\$8323.00	\$68,531.00

Teacher and Support Staff:

Expenditures per Pupil and Site Teacher Salaries - 2012

This table displays a comparison of the school's per pupil expenditures from unrestricted sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site, district and state levels. <http://www.cde.ca.gov/fg/fr/sa/cefavg salaries.asp>

Range	District	State Average for Districts in the Same Category
Beginning Teacher Salary	\$36,495	\$38,578
Mid-Range Teacher Salary	\$55,593	\$59,799
Highest Teacher Salary	\$74,377	\$78,044
Average Elementary Principal	\$92,465.	\$95,442
Average Middle Principal	\$99,328	\$98,080
Average High Principal	\$105,376	\$106,787
Superintendent Salary	\$181,627	\$150,595
Percent of Budget for Teacher Salaries	41.56%	37.14%
Percent of Budget for Administrative Salaries	7.69%	5.93%

Data Access

DataQuest:

DataQuest is a search engine located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, county and the state. DataQuest allows parents and community members to access accountability reports such as; API, AYP, test data, enrollment, graduates, course enrollments, staffing and data pertaining to 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.