

# C. A. Jacobs Intermediate School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### **About This School**

#### **School Contact Information (School Year 2020-2021)**

| Entity                                   | Contact Information   |
|--|---|
| <b>School Name</b>                       | C. A. Jacobs Intermediate School                                |
| <b>Street</b>                            | 200 North Lincoln St.   |
| <b>City, State, Zip</b>                  | Dixon, Ca, 95620-3209   |
| <b>Phone Number</b>                      | 707-693-6350  |
| <b>Principal</b>                         | Kamilah O'Connor  |
| <b>Email Address</b>                     | kamilah.oconnor@dixonusd.org                                    |
| <b>Website</b>                           | <a href="http://caj.dixonusd.org/">http://caj.dixonusd.org/</a> |
| <b>County-District-School (CDS) Code</b> | 48705326051023  |

## District Contact Information (School Year 2020-2021)

| Entity         | Contact Information |
|----------------|---------------------|
| District Name  | Dixon Unified       |
| Phone Number   | (707) 693-6300      |
| Superintendent | Brian Dolan         |
| Email Address  | bdolan@dixonusd.org |
| Website        | www .dixonusd.org   |

## School Description and Mission Statement (School Year 2020-2021)

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 is the only middle school in the Dixon Unified School District that 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 in the 2018-19 school year, C.A. Jacobs served 6th, 7th, and 8th. Enrollment in 2015-16 was 534 students, 2016-17 523 students, 2017-18 531 students, 2018-19 740 students, and 2019-20 is 731 students, and 2020-21 is 577.

C.A. Jacobs prides itself on being a culture that focuses on relationships and providing excellent first instruction through the Professional Learning Community model. 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 student's greatest needs are. Academic learning is the primary focus of the school.

### C.A. Jacobs Vision and Mission Statements

C.A. Jacobs's 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

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

### Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 6                 | 200                |
| Grade 7                 | 218                |
| Grade 8                 | 259                |
| <b>Total Enrollment</b> | <b>677</b>         |

### Student Enrollment by Student Group (School Year 2019-2020)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.8                         |
| American Indian or Alaska Native    | 0.3                         |
| Asian                               | 0.9                         |
| Filipino                            | 1.9                         |
| Hispanic or Latino                  | 64                          |
| Native Hawaiian or Pacific Islander | 1                           |
| White                               | 25.6                        |
| Two or More Races                   | 3.1                         |
| Socioeconomically Disadvantaged     | 60.7                        |
| English Learners                    | 21.1                        |
| Students with Disabilities          | 11.7                        |
| Homeless                            | 6.1                         |

## 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 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential   | 24             | 26             | 25             | 144              |
| Without Full Credential  | 1              | 1              | 1              | 7                |
| Teaching Outside Subject Area of Competence (with full credential) | 1              | 0              | 0              | 3                |

## Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

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

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2019

| Subject                       | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------|--|
| <b>Reading/Language Arts</b>  | McGraw -Hill Glencoe Literature California Treasures (Adopted 2012)<br>Novels<br>The Book Thief<br>The Outsiders<br>The Hunger Games<br>Esperanza Rising<br>The Giver<br>Wonder<br>The Only Road               | Yes                        | 0.00 %                                     |
| <b>Mathematics</b>            | Houghton Mifflin Harcourt - Big Ideas Math<br>Houghton Mifflin Harcourt - Big Ideas Math Accelerated<br>CPM - Core Connections, Integrated I   | Yes                        | 0.00 %                                     |
| <b>Science</b>                | StemScopes (Adopted 2020)  | Yes                        | 0.00 %                                     |
| <b>History-Social Science</b> | Holt - W orld History Ancient Civilizations<br>Holt – California Social Studies: United States History Independence to 1914<br>Holt – California Social Studies: W orld History Medieval to Early Modern Times | Yes                        | 0.00 %                                     |

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. 100% of our bathrooms are in working order. The Dixon Unified School District along with North Bay Schools Insurance performs yearly safety inspections with the purpose of identifying and correcting any and all safety issues and concerns. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. All HVAC units undergo regular maintenance and cleaning. All classrooms currently have WiFi capabilities. Above and beyond the daily cleaning maintenance performed by custodial staff, the district schedules thorough cleaning of classrooms on a regular basis. There are no scheduled facility improvements.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** August 2020

| System Inspected  | Rating | Repair Needed and Action Taken or Planned  |
|---|--------|--|
| <b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>                       | Good   |  |
| <b>Interior: Interior Surfaces</b>                                      | 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. |
| <b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>       | Good   |  |
| <b>Electrical: Electrical</b>   | 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. |
| <b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>                 | Fair   |  |
| <b>Safety: Fire Safety, Hazardous Materials</b>                         | Good   |  |
| <b>Structural: Structural Damage, Roofs</b>                             | Good   |  |
| <b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b> | Fair   |  |
| <b>Overall Rating</b>   | Fair   |  |

## 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

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject  | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 35             | N/A            | 41               | N/A              | 50            | N/A           |
| Mathematics (grades 3-8 and 11)                    | 31             | N/A            | 33               | N/A              | 39            | N/A           |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                        | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male                                | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian                               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White                               | N/A              | N/A           | N/A            | N/A                | N/A                     |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

| Subject                               | School<br>2018-19 | School<br>2019-20 | District<br>2018-19 | District<br>2019-20 | State<br>2018-19 | State<br>2019-20 |
|---------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 25                | N/A               | 23                  | N/A                 | 30               | N/A              |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 physical education.

**California Physical Fitness Test Results (School Year 2019-2020)**

| Grade Level | Percentage of Students<br>Meeting Four of Six<br>Fitness Standards | Percentage of Students<br>Meeting Five of Six<br>Fitness Standards | Percentage of Students<br>Meeting Six of Six<br>Fitness Standards |
|-------------|--|--|---|
| 5           | N/A  | N/A  | N/A   |
| 7           | N/A  | N/A  | N/A   |
| 9           | N/A  | N/A  | N/A   |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 school site

**Opportunities for Parental Involvement (School Year 2020-2021)**

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, 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: 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

(data collected between July through June, each full school year respectively)

| Rate        | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 16.4           | 16.3           | 6.9              | 6.7              | 3.5           | 3.5           |
| Expulsions  | 0.0            | 0.3            | 0.1              | 0.1              | 0.1           | 0.1           |

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate        | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.1            | 0.0              | 2.5           |
| Expulsions  | 0.0            | 0.0              | 0.1           |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

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 include 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, and utilizing Positive Behavioral Supports and Intervention (PBIS), which is a program based on providing students with positive supports and interventions system-wide, 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, and providing means for students to approach any issue with supportive staff and in a caring environment.

### Average Class Size and Class Size Distribution (Secondary)

| Subject               | 2017-18            | 2017-18                    | 2017-18                     | 2017-18                   | 2018-19            | 2018-19                    | 2018-19                     | 2018-19                   | 2019-20            | 2019-20                    | 2019-20                     | 2019-20                   |
|-----------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
|                       | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ |
| English Language Arts | 23                 | 11                         | 15                          | 3                         | 21                 | 12                         | 19                          |                           | 22                 | 9                          | 15                          | 3                         |
| Mathematics           | 29                 |                            | 16                          | 2                         | 26                 | 2                          | 17                          | 1                         | 26                 | 4                          | 11                          | 5                         |
| Science               | 29                 |                            | 17                          | 1                         | 27                 | 3                          | 16                          |                           | 30                 |                            | 16                          |                           |
| Social Science        | 29                 |                            | 19                          | 1                         | 27                 | 4                          | 14                          | 2                         | 28                 | 1                          | 13                          | 4                         |

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title                | Ratio |
|----------------------|-------|
| Academic Counselors* | 677   |

\*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.

### Student Support Services Staff (School Year 2019-2020)

| Title   | Number of FTE*<br>Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1                                    |
| Library Media Teacher (Librarian)                             |                                      |
| Library Media Services Staff (Paraprofessional)               |                                      |
| Psychologist  |                                      |
| Social Worker   |                                      |
| Nurse   |                                      |
| Speech/Language/Hearing Specialist                            |                                      |
| Resource Specialist (non-teaching)                            |                                      |
| Other   | 1                                    |

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$6,238.00                   | \$1,286.00                          | \$4952.00                             | \$67,755.00            |
| District                                      | N/A                          | N/A                                 | \$8,559.00                            | \$62,062.00            |
| Percent Difference - School Site and District | N/A                          | N/A                                 |                                       |                        |
| State   | N/A                          | N/A                                 | \$7,750.00                            | \$75,706.00            |
| Percent Difference - School Site and State    | N/A                          | N/A                                 |                                       |                        |

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

## Types of Services Funded (Fiscal Year 2019-2020)

C.A. Jacobs Middle School has Individual Education Plans through the Special Education Department for qualifying students, and a 504 program to support students as well. C.A. Jacobs also has an English Language Development program, and Mental Health support available. C.A. Jacobs also has courses for students struggling in Math, and English. C.A. Jacobs also has an AVID program, positive behavioral interventions and supports and additional classes designed to help students be successful in their academic day, and routines associated with it.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$42,974        | \$47,145                                     |
| Mid-Range Teacher Salary                      | \$64,867        | \$74,952                                     |
| Highest Teacher Salary                        | \$86,402        | \$96,092                                     |
| Average Principal Salary (Elementary)         | \$102,491       | \$116,716                                    |
| Average Principal Salary (Middle)             | \$110,987       | \$120,813                                    |
| Average Principal Salary (High)               | \$114,458       | \$131,905                                    |
| Superintendent Salary                         | \$187,101       | \$192,565                                    |
| Percent of Budget for Teacher Salaries        | 32.0            | 31.0   |
| Percent of Budget for Administrative Salaries | 6.0             | 6.0  |

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

## Professional Development (Most Recent Three Years)

| Measure   | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 31      | 30      | 30      |