

Jacoby Creek

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.

Mrs. Melanie Anne Nannizzi, Principal

 Principal, Jacoby Creek

About Our School

Contact

Jacoby Creek
1617 Old Arcata Rd.
Bayside, CA 95524-9301

Phone: 707-822-4896
E-mail: mnannizzi@jcsk8.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Jacoby Creek Elementary
Phone Number	(707) 822-4896
Superintendent	Timothy Parisi
E-mail Address	superintendent@jcsk8.org
Web Site	http://jcsk8.org

School Contact Information (School Year 2016-17)	
School Name	Jacoby Creek
Street	1617 Old Arcata Rd.
City, State, Zip	Bayside, Ca, 95524-9301
Phone Number	707-822-4896
Principal	Mrs. Melanie Anne Nannizzi, Principal
E-mail Address	mnannizzi@jcsk8.org
Web Site	http://jcsk8.org
County-District-School (CDS) Code	12628936007959

Last updated: 12/14/2016

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

Jacoby Creek School District includes students from transitional kindergarten through eighth grade. We are a one-school district serving the community of Humboldt County.

Our school enjoys a strong local and statewide reputation for academic excellence. Approximately 50% of our students attend from outside our school district. School enrollment for the 2014-15 school year was 429. Jacoby Creek School has an outstanding staff consisting of eighteen regular education teachers, one speech/language specialist, one counselor, one special education teacher, one librarian, one superintendent, one principal, one technology coordinator and five special program teachers including: reading support, vocal music, instrumental music, Spanish, and drama.

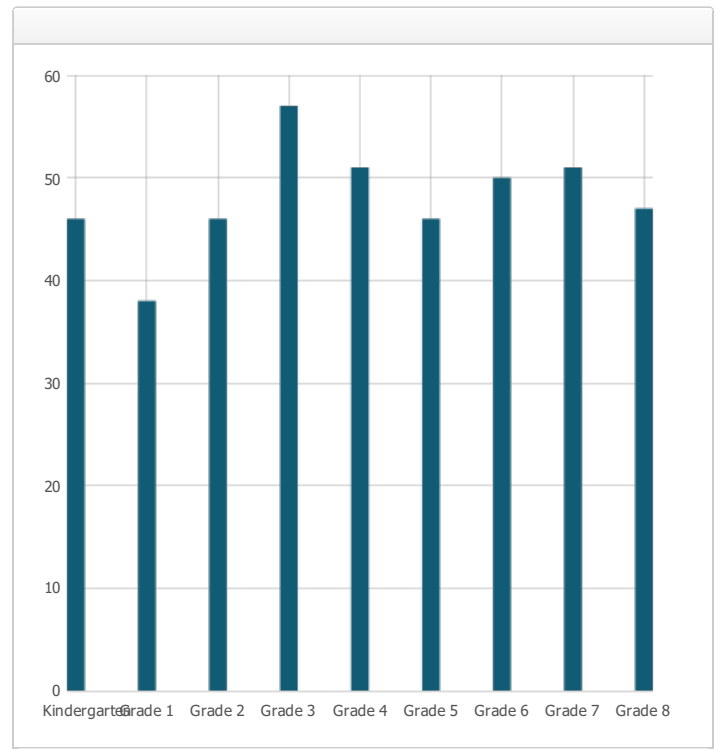
The mission of Jacoby Creek School District, in partnership with the parents and the community, is to provide in a structured, safe and supportive atmosphere, a high quality program of academic instruction which meets the needs of all students and equips them with the skills necessary for success in the homes, workplaces, and communities of today and tomorrow.

The district also strives to develop the qualities of good character, self-discipline, and responsible citizenship in our students. We encourage them to pursue excellence and embrace new challenges without fear of failure. Finally, we nurture and encourage each student's respect of self and the needs and rights of others.

Last updated: 12/14/2016

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

Grade Level	Number of Students
Kindergarten	46
Grade 1	38
Grade 2	46
Grade 3	57
Grade 4	51
Grade 5	46
Grade 6	50
Grade 7	51
Grade 8	47
Total Enrollment	432



Last updated: 12/14/2016

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

Student Group	Percent of Total Enrollment
Black or African American	1.9 %
American Indian or Alaska Native	1.4 %
Asian	2.5 %
Filipino	0.9 %
Hispanic or Latino	11.3 %
Native Hawaiian or Pacific Islander	0.2 %
White	72.9 %
Two or More Races	8.8 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	18.5 %
English Learners	0.7 %
Students with Disabilities	11.1 %
Foster Youth	0.0 %

Last updated: 12/14/2016

A. Conditions of Learning

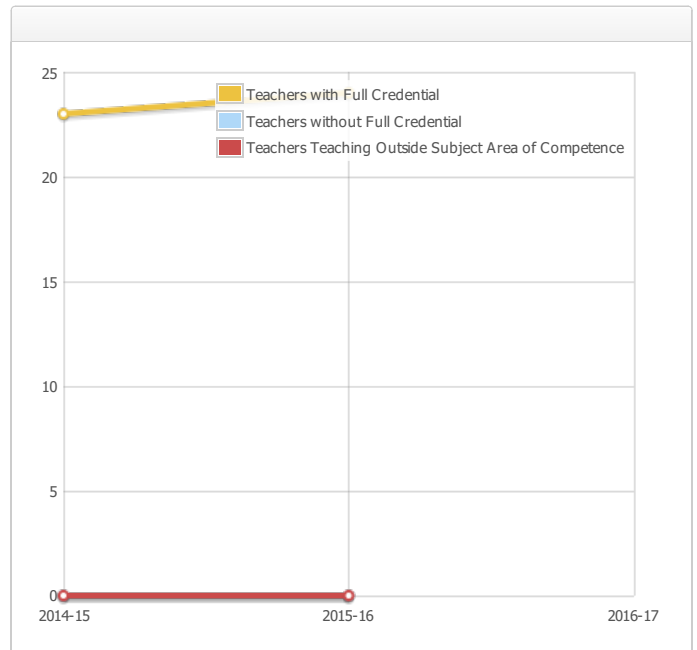
State Priority: Basic

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

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

Teacher Credentials

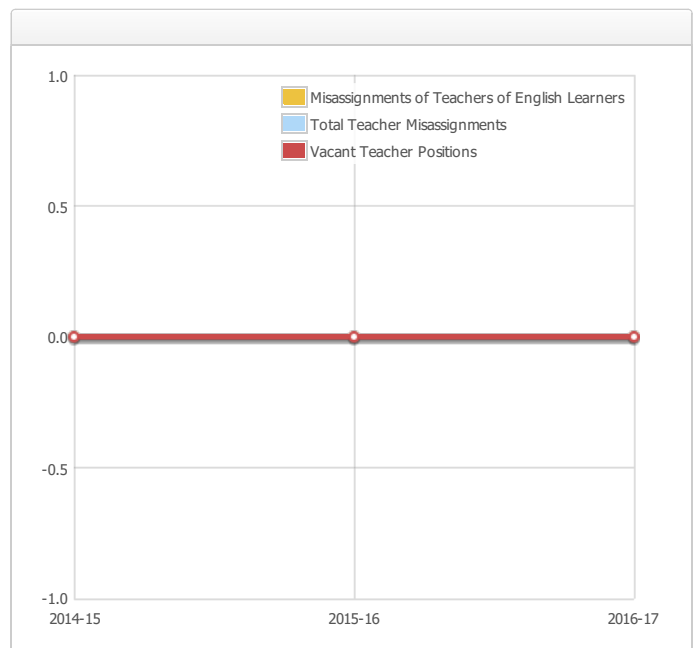
Teachers	School		District	
	2014-15	2015-16	2016-17	2016-17
With Full Credential	23	24		
Without Full Credential	0	0		
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0		



Last updated: 12/14/2016

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*	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.

Last updated: 12/14/2016

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	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

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: 1/3/2017

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

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The district meets both quality and currency standards		0.0 %
Mathematics	The district meets both quality and currency standards		0.0 %
Science	The district meets both quality and currency standards		0.0 %
History-Social Science	The district meets both quality and currency standards		0.0 %
Foreign Language	The district meets both quality and currency standards		0.0 %
Health	The district meets both quality and currency standards		0.0 %
Visual and Performing Arts	The district meets both quality and currency standards		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: 1/3/2017

School Facility Conditions and Planned Improvements

Jacoby Creek School is proud of the safe and clean environment we provide for our students. Our facilities are maintained by two full-time maintenance employees and two custodians. During the 2005-2006 school year our site received a million dollar grant from the state to perform a facilities upgrade consisting of new windows, siding, roofing, technology infrastructure and phone system. In 2010 we completed construction of 3 new energy-efficient classrooms for our 7th and 8th grade students. Additionally, five classrooms, the staff work room and the staff lounge were all modernized within the recent past. A fairly new play field with recreation equipment provided a very enjoyable play environment for our students. We have nearly completed our California Clean Energy Jobs Act projects. These projects which have greatly increased our energy efficiency. Our district recently passed a 2.6 million dollar facilities bond which will be used to repair and improve our school's facilities.

Last updated: 1/3/2017

School Facility Good Repair Status

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

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

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/3/2017

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)	72.0%	77.0%	72.0%	77.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	65.0%	71.0%	65.0%	71.0%	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: 1/6/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	57	100.0%	80.7%
Male	27	27	100.0%	77.8%
Female	30	30	100.0%	83.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100.0%	85.3%
Two or More Races	11	11	100.0%	81.8%
Socioeconomically Disadvantaged	14	14	100.0%	71.4%
English Learners	--	--	--	--
Students with Disabilities	11	11	100.0%	63.6%
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: 1/6/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	51	50	98.0%	82.0%
Male	32	31	96.9%	80.7%
Female	19	19	100.0%	84.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	42	97.7%	85.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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.

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Last updated: 1/6/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	48	47	97.9%	83.0%
Male	20	20	100.0%	70.0%
Female	28	27	96.4%	92.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	30	96.8%	90.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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.

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Last updated: 1/6/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	50	49	98.0%	61.2%
Male	28	27	96.4%	55.6%
Female	22	22	100.0%	68.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	33	97.1%	57.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.0%	36.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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.

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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: 1/6/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	53	52	98.1%	78.9%
Male	25	24	96.0%	70.8%
Female	28	28	100.0%	85.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	35	97.2%	77.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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.

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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: 1/6/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	42	41	97.6%	75.6%
Male	18	18	100.0%	61.1%
Female	24	23	95.8%	87.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	31	96.9%	74.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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.

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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: 1/6/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	57	100.0%	79.0%
Male	27	27	100.0%	77.8%
Female	30	30	100.0%	80.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100.0%	88.2%
Two or More Races	11	11	100.0%	63.6%
Socioeconomically Disadvantaged	14	14	100.0%	71.4%
English Learners	--	--	--	--
Students with Disabilities	11	11	100.0%	81.8%
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.

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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: 1/6/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	51	50	98.0%	78.0%
Male	32	31	96.9%	77.4%
Female	19	19	100.0%	79.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	42	97.7%	81.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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.

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Last updated: 1/6/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	48	47	97.9%	61.7%
Male	20	20	100.0%	65.0%
Female	28	27	96.4%	59.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	30	96.8%	66.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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.

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Last updated: 1/6/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	50	49	98.0%	44.9%
Male	28	27	96.4%	44.4%
Female	22	22	100.0%	45.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	33	97.1%	42.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.0%	27.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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Last updated: 1/6/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	53	52	98.1%	80.8%
Male	25	24	96.0%	87.5%
Female	28	28	100.0%	75.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	35	97.2%	85.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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: 1/6/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	42	41	97.6%	78.1%
Male	18	18	100.0%	72.2%
Female	24	23	95.8%	82.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	31	96.9%	77.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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: 1/6/2017

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)	86.0%	92.0%	91.0%	86.0%	92.0%	91.0%	--	--	--

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: 1/6/2017

**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	90	87	96.7%	90.8%
Male	38	37	97.4%	89.2%
Female	52	50	96.2%	92.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	63	60	95.2%	90.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.0%	88.2%
English Learners	0	0	0.0%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
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: 1/6/2017

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
5	10.4%	39.6%	47.9%
7	11.5%	21.2%	51.9%

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: 1/6/2017

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)

As a community school, we appreciate our parent and community volunteers who enable us to provide students with more individual attention, special study programs, special equipment and supplies. During the 2015-2016 school year we had over 200 parents volunteer in the following ways: School Site Council, Jacoby Creek Children's Education Foundation, JCS School Board, Parent Teacher Organization, library program helpers, special event helpers, after school sports volunteers, classroom volunteers, and playground volunteers.

State Priority: Pupil Engagement

Last updated: 1/3/2017

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

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

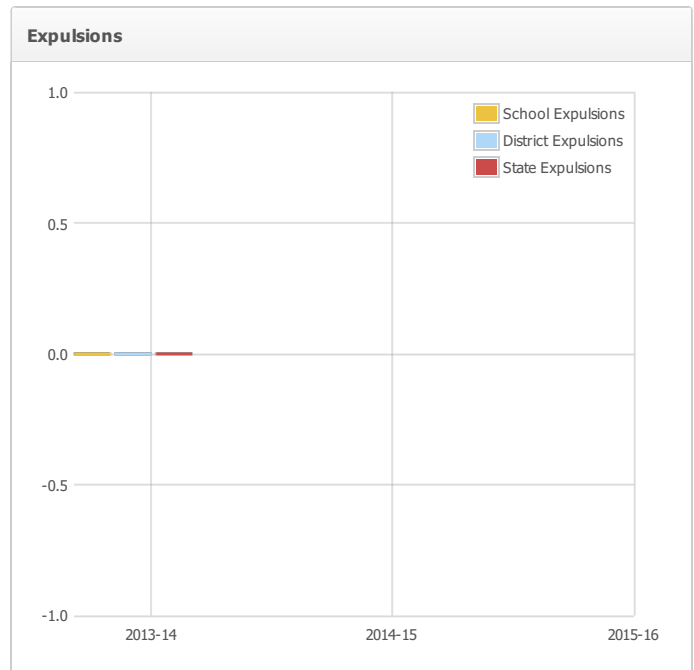
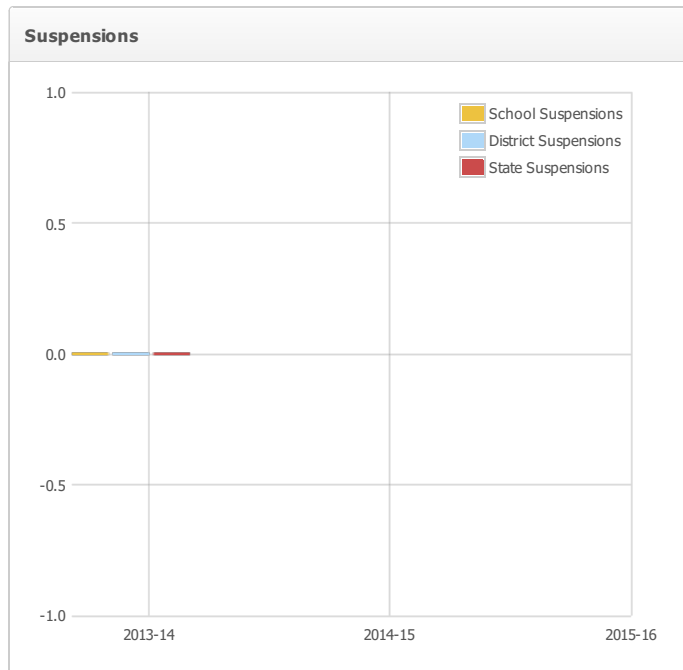
State Priority: School Climate

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									
Expulsions									



School Safety Plan (School Year 2016-17)

Jacoby Creek School has policies and plans in place to assure the safety of our students. Our comprehensive school safety plan was updated in 2016 and covers the details of all emergency responses. Each month we practice one emergency situation. We strive to ensure effective communication by equipping all classrooms with telephones and access to the Internet. Our office maintains a weather radio alert as well as a CB to cover emergency situations. Visitors are required to register in the school office and display a guest badge during their visit. Additionally, all staff has been trained in first aid, CPR and threat assessment. Student comfort and safety is a very high priority..

Last updated: 1/3/2017

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	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 12/14/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *				
		1-20	21-32		33+	1-20		21-32	33+	1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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												
Mathematics												
Science												
Social Science												

* 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.

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		
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.9	N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)		N/A
Other	1.0	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: 12/14/2016

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	\$8207.0	\$1104.0	\$7103.0	\$61765.0
District	N/A	N/A	\$7103.0	\$61765.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$5677.0	\$60985.0
Percent Difference – School Site and State	N/A	N/A	25.0%	1.0%

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

Last updated: 1/6/2017

Types of Services Funded (Fiscal Year 2015-16)

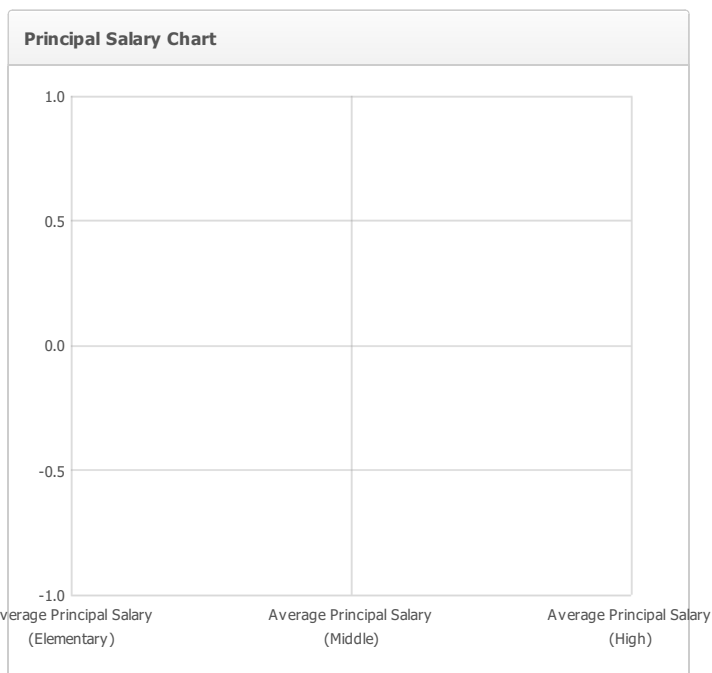
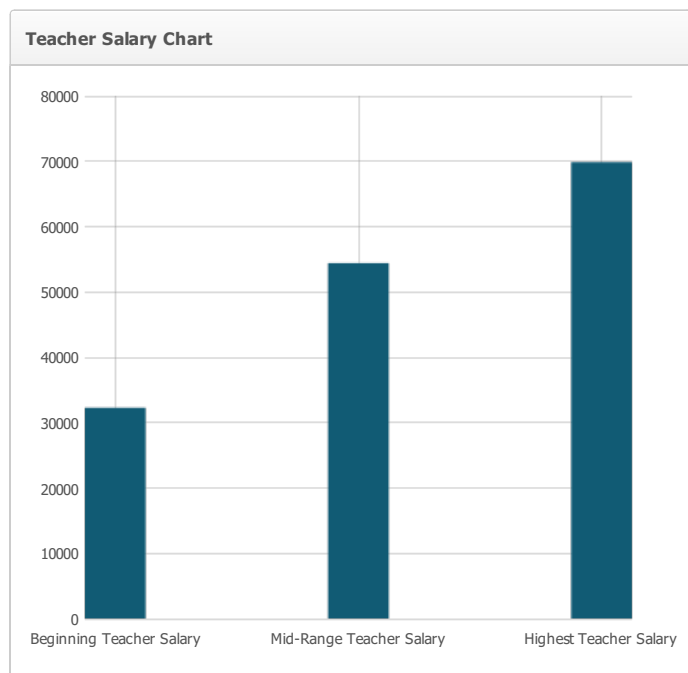
In addition to our regular education program, the above funding sources also provide support for programs including: School Improvement, Special Education, Speech and Language, Reading Teacher, Counseling services, Gifted and Talented activities, Music and Spanish programs, a Nurse, and a School Psychologist.

Last updated: 12/14/2016

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$32,279	\$41,085
Mid-Range Teacher Salary	\$54,424	\$59,415
Highest Teacher Salary	\$69,875	\$75,998
Average Principal Salary (Elementary)	\$	\$100,438
Average Principal Salary (Middle)	\$	\$101,868
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$115,193	\$116,069
Percent of Budget for Teacher Salaries	38.6%	33.0%
Percent of Budget for Administrative Salaries	3.4%	7.0%

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



Last updated: 1/6/2017

Professional Development

For the past 2 years, Jacoby Creek School has provided 4 days of professional development for teachers. Recent training and curriculum development revolves around the Common Core State Standards for kindergarten through eighth grade. Over the past years, staff members have been trained in effective methodologies for teaching reading and mathematics, prevention of bullying, response to intervention, embedding art in the curriculum, the new common core standards, transitional kindergarten, and grading practices. Classified staff also participates in professional development in their areas of responsibility.

Last updated: 12/14/2016