

Jacoby Creek Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Jacoby Creek Elementary School
Street	1617 Old Arcata Rd.
City, State, Zip	Bayside, CA 95524-9301
Phone Number	(707) 822-4896
Principal	Melanie Anne Nannizzi
Email Address	mnannizzi@jcsk8.org
Website	www.jcsk8.org
County-District-School (CDS) Code	12 62893 6007959

Entity	Contact Information
District Name	Jacoby Creek Elementary School District
Phone Number	(707) 822-4896
Superintendent	Melanie Nannizzi
Email Address	mnannizzi@jcsk8.org
Website	www.jcsk8.org

School Description and Mission Statement (School Year 2019-20)

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 2018-2019 school year was 465. Jacoby Creek School has an outstanding staff consisting of nineteen regular education teachers, one counselor, one special education teacher, one librarian, one superintendent/principal, one assistant superintendent, 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	60
Grade 1	44
Grade 2	53
Grade 3	48
Grade 4	48
Grade 5	54
Grade 6	58
Grade 7	55
Grade 8	49
Total Enrollment	469

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	1.3
Asian	2.3
Filipino	0.9
Hispanic or Latino	12.2
White	74
Two or More Races	8.5
Socioeconomically Disadvantaged	29
English Learners	1.1
Students with Disabilities	10.7
Foster Youth	0.9
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	24	24	24
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

Kindergarten/TK:

Mathematics--Math in Focus/Singapore Math--Houghton Mifflin Harcourt

Science--Foss

History-social science--Scott Foresman

English/language arts--Houghton Mifflin Harcourt Journeys

First grade:

Mathematics-- Math in Focus and Excel

Science--FOSS

History-Social Science--Scott Foresman

English/language arts--Houghton Mifflin Harcourt Journeys

Second Grade:

Math-- Math in Focus Singapore Math and Excel

Science--FOSS plus common core supplementary

Scott Foresman History-Social Science

English/language arts--Houghton Mifflin Harcourt Journeys

Third Grade:

English/language arts--Houghton Mifflin Harcourt Journeys

Math - Houghton Mifflin Harcourt California - Go Math

Science - Houghton Mifflin - California Science

Social Studies -Scott Foresman

Fourth Grade:

Science - Foss

Social Studies- Harcourt Brace

English/language arts--Houghton Mifflin Harcourt Journeys

Math - Go Math

Fifth Grade:

Science—Foss

Social Studies—Harcourt Brace

Math—Go Math

English/language arts--Houghton Mifflin Harcourt Journeys

Sixth Grade:

Math--Big Ideas

Science--Pearson Prentice/Hall California Earth Science

Social Studies--Harcourt Reflections

English/Language Arts--Houghton Mifflin Harcourt Collections

7th-8th Math: Big Ideas Math Courses #1-3 (California Edition)

CPO Focus on Life Science (7th Grade)

CPO Focus on Physical Science (8th Grade)

7th-8th English/language Arts--English/Language Arts--Houghton Mifflin Harcourt Collections

7th grade social studies: Oxford University Press; "Medieval and Early Modern World" series

8th grade social studies: Oxford University Press; "A History of Us" Ca. Edition series.

Subject	Textbooks and Other 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	Yes	0.0%
Mathematics	The district meets both quality and currency standards	Yes	0.0%
Science	The district meets both quality and currency standards	Yes	0.0%
History-Social Science	The district meets both quality and currency standards	Yes	0.0%
Foreign Language	The district meets both quality and currency standards	Yes	0.0%
Health	The district meets both quality and currency standards	Yes	0.0%
Visual and Performing Arts	The district meets both quality and currency standards	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 and ADA compliance updates, painting, and other exciting facilities projects were completed during the summer of 2019.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Some doors in need of repair.
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	83	78	83	78	50	50
Mathematics (grades 3-8 and 11)	69	71	69	71	38	39

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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	309	303	98.06	1.94	78.22
Male	154	152	98.70	1.30	73.68
Female	155	151	97.42	2.58	82.78
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	36	36	100.00	0.00	63.89
Native Hawaiian or Pacific Islander					
White	226	220	97.35	2.65	80.45
Two or More Races	32	32	100.00	0.00	81.25
Socioeconomically Disadvantaged	103	101	98.06	1.94	67.33
English Learners	--	--	--	--	--
Students with Disabilities	42	41	97.62	2.38	51.22
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	309	303	98.06	1.94	70.63
Male	154	152	98.70	1.30	74.34
Female	155	151	97.42	2.58	66.89

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	36	36	100.00	0.00	47.22
Native Hawaiian or Pacific Islander					
White	226	220	97.35	2.65	72.27
Two or More Races	32	32	100.00	0.00	78.13
Socioeconomically Disadvantaged	103	101	98.06	1.94	52.48
English Learners	--	--	--	--	--
Students with Disabilities	42	41	97.62	2.38	43.90
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.0	32.1	35.8
7	9.1	34.5	45.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 2019-20)

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 2017-2018 school year we have 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.

The School Site Council serves as the District's LCAP advisory committee. The School Site Council will survey families and host focus group meetings annually in order to seek parent input.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.4	0.2	0.2	0.4	0.2	0.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Jacoby Creek School has policies and plans in place to assure the safety of our students. Our comprehensive school safety plan was updated in 2019 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.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	2		20	1	2		20	1	2	
1	21		2		26		2		22		2	
2	21	1	1		23		2		27		2	
3	24		2		22		2		24		2	
4	28		2		25		2		23		16	
5	26		2		28		2		27		14	
6	25		2		27		4		29		12	
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

Title	Number of FTE* Assigned to School
Other	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9610.0	\$2072.0	\$7538.0	\$62494.0
District	N/A	N/A	\$7538.0	\$62,017.00
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In addition to our regular education program, the above funding sources also provide support for programs including: Special Education, reading teacher, counseling, music, foreign language, after school enrichment, and academic support.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,247	\$45,252
Mid-Range Teacher Salary	\$59,746	\$65,210
Highest Teacher Salary	\$71,971	\$84,472
Average Principal Salary (Elementary)	\$90,500	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$40,000	\$124,686
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	3%	7%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	1.5	1.5	2