

Jacoby Creek Charter School District

CDS Code: 1262893

Charter Renewal Application

2010 – 2015

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SCHOOL SYNOPSIS

Jacoby Creek Elementary School District is a one-school district located in the unincorporated village of Bayside, California. Bayside is adjacent to Arcata, a city of 15,000 people located on California's northern coast, 300 miles north of San Francisco. Many residents of Arcata and Bayside make their living in the lumber or fishing industries; others work for government agencies, in the tourist industry or in one of the local retail or small manufacturing businesses. The dominant employer in Arcata is Humboldt State University, where many parents of our students work. Jacoby Creek School District serves approximately 425 students from Bayside and the surrounding communities.

Jacoby Creek School District's students from kindergarten through eighth grade consistently demonstrate high levels of achievement. For example, our current Academic Performance Index (API) is 920. (**see attachment "B"**) Results of academic competitions in the areas of mathematics, history, science and spelling are consistently positive. Reports from our local high school indicate that as sophomores, 92.5 % of our students passed the H.S.E.E. in language arts and 85% passed in the subject area of mathematics. We have been recognized twice as a National Blue Ribbon School and four times as a California Distinguished School.

The Jacoby Creek Charter School District will operate on a non-sectarian basis in its programs, admissions policies, employment practices, all other operations, and shall not charge tuition. It will not discriminate against any person based in whole or in part on ethnicity, national origin or disability.

MISSION STATEMENT

Jacoby Creek Charter School District is seeking to continue its charter district status. It is our mission to foster a life-long love of learning by balancing artistic, academic and practical work educating the whole child. The district will use a community based, student centered setting to enrich imagination, creativity, academic excellence and social responsibility. Teaching will be responsive to developmental levels, diverse learning styles and cultural backgrounds. Students will emerge capable of self-expression, effective communication, problem solving, and critical thinking, with a global consciousness and the ability to succeed amidst the challenges of the twenty-first century.

The goal of our community based, student centered program is to first provide a clear school vision that supports California standards and assessments, and second to demonstrates accountability by improving student achievement and school success. While continuing to maintain our high test scores and academic excellence, we will marshal the assets of our entire community to enhance student learning and to produce well rounded twenty-first century citizens. In order to achieve this goal, we have increased our partnership with our local and international community. Our vision of community based, student centered education will expand the use of individual expertise in the education of our students. Specifically, we believe the connection between school and the real world can be illuminated for students by exposing them to new cultures, professions, and real life experiences. These community members are not always credentialed teaching professionals. One advantage of our charter status is allowing the district greater flexibility in the use of these gifted, very qualified world citizens to enrich the education of our students.

Our district's vision, as outlined in our Three Year Strategic Action Plan (**see attachment "C"**), will be reviewed twice a year by long range planning committees, which include the Board, parents, staff and community members. The School Site Council will explore, research and develop ideas and make recommendations to the administration and the Board of Education. In addition to these committees, parent surveys will gather ideas and input on the quality and direction of our programs.

Jacoby Creek Charter District will serve the community by allowing access to our site for community organizations and programs. We will continue to cooperate with Arcata Parks and Recreation, Humboldt State University, and the AFS-USA Global Educators Program. Our students serve the wider communities of our country and the world by participating in civic issues, national election and patriotic activities. Our district teaches awareness of global, multi-cultural, political, social, consumer, health and environmental issues. Some of these activities include student participation in environmental projects such as stream reclamation, wetlands restoration, fundraising for charities, and enhancing cultural and multi-cultural awareness in the community through guest artists, field trips, service learning, and student performances.

ELEMENT A

Jacoby Creek Elementary School seeks to continue as a community centered school that creates a feeling of connection, commitment and shared purpose among faculty, students, parents and community. We will continue to foster strong partnerships, set high expectations for all of our students, share the accountability of our results, build upon our communities' strengths and problem solve together. By capitalizing on the human and natural resources of our community and by cultivating the expertise of the individuals in our community, we will offer a rich, meaning centered, thinking curriculum to all of our students.

At the Primary level, teachers will use parent and community volunteers in the classroom to provide individual and small group support in all curricular areas. Students needing more of a challenge, as well as students who need extra time with concepts will benefit from this type of community involvement. We will also create a "Speakers Bank" so classroom teachers can call upon experts in the community to come and share their knowledge of particular topics with the primary students. In addition to experts, we will also call upon elders of our community to share their personal histories and to tell us about our community as it was in the past. Primary students will also have multiple opportunities to venture out into their community on field trips that tie into areas of study. A kindergarten class walking to our local post office, first graders visiting a nearby state park to watch whales, second graders touring local food production plants and third graders participating in their dune restoration project are examples of how primary students connect with their community.

Our middle grade program (fourth through sixth grade) will further incorporate the community into our educational program by calling upon "community experts" to enhance the classroom, offer enrichment and teach after-school classes. Whether in the areas of art, science, technology, or athletics, our goal is to tap into the assets of our community to provide a rich and engaging learning experience for all of our students.

In the upper grade program, we will partner with the community to provide tutoring for individuals who would benefit from additional support. We will continue to build on the enrichment and after-school opportunities and we will connect students with mentors who will provide specialized guidance for specific projects. School-to-Career and service learning opportunities will integrate classroom and workplace learning by linking students with local businesses and individuals.

The educational program at Jacoby Creek will be structured to incorporate state standards in all content areas at all grade levels. Students will be assessed with multiple measures that will include district assessments, progress reports, state achievement tests, authentic assessments and measurable student outcomes. The curriculum will be balanced not only in terms of subject area content, but also with regard to instructional methods and learning activities that support and nurture a variety of learning styles. Staff will use a repertoire of learning strategies and study skills that will emphasize essential core knowledge, activity-based learning and reflective thought. A systematic progression of

character development and thinking and study skills embedded in a rich curriculum will move our students toward the goal of creating independent, life-long learners.

In addition to the rich classroom curriculum, Jacoby Creek students will join with the community for several all school events. Several times a year, students will travel to Humboldt State University to participate in the Center Arts Program. Center Arts brings to the area professional music, dance, mime, and theatrical works. Jacoby Creek students will be exposed to school and community experts who will share their talents during our annual Exploration or Career Day. With community support we will hold an Oral Language Faire during the fall. Students can participate by reciting poetry, dramatic works or speeches. Springtime will bring the Folk Dance Festival. Each class will learn and perform a folk dance for the school and community. These are some of the school wide events we offer our students. The specific choices during any given year will evolve as we take advantage of new opportunities our dynamic community presents to us.

K-3 Program Description

The Jacoby Creek K-3 educational program will emphasize an experience-based education with a strong, vital and regular connection to home, community and the real world. Students' learning will be guided by lessons and projects with concrete, representational and abstract material used to stimulate purposeful learning. Our teaching principle is to understand what students know and what they need to learn and then challenge and support them in learning it well. Student generated projects will be encouraged in each classroom. Our project-based approach will incorporate our natural environment to teach and integrate the four curricular areas. Field trips, on-site observations, experimentation and familiar, everyday phenomena will provide experiences for children to learn through their own activity. By way of K-3 meetings and same grade collaboration, teachers will continue to refine what we know about child development and respond to curriculum changes. We will assess student learning by using multiple forms of assessment such as oral and dramatic presentations, group and individual projects, writing questions, rubrics, district assessments in each curricular area, reflective dialogue and journals, report cards, and state achievement tests. Our parents and community members are our partners in education. We want to foster this partnership and make it stronger by sharing resources, expertise, and working together to model caring and high expectations for social and academic excellence. We will expand on our community volunteer involvement to individualize studies for the varied proficiency levels of students within each classroom, to provide cross age tutoring, and to teach subject matter in context. With this support, we will expose children to language acquisition opportunities and to multi-cultural language activities where they exist. Performing and Visual Arts will provide students the opportunity to develop their imaginations and foster individual creativity. Character Counts and Healthy Play will be reiterated through physical education, awards assemblies and class meetings, thus allowing students to voice concerns and learn ways to give compliments and practice problem solving methods and conflict resolution. Our goal will be to model this "community" approach to education in order to promote life long learners with a sense of social and civic awareness.

K-3 Program in Language Arts

The Language Arts program in K-3 models and provides opportunities for students to develop a love of reading and writing. Students, teachers, and parents are invited to participate in the pursuit of literacy. We work together for all children to hear good literature and provide students opportunities to immerse themselves in rhyming language, class performances, collaborative reading and writing, and individual experiences for language expression. Children who read below grade level receive additional support from our full time reading teacher.

K-3 Mathematics Program

Students begin with a basic curriculum that increases in scope and content as the years progress. Teachers will construct activities and questions to promote critical thinking. Students will learn a range of strategies to use in solving problems. Students will be encouraged to think about math in relationship to everyday life and to develop an appreciation for its uses.

K-3 Social Science Program

The Social Science program gives students insight into their place in time. Students form a connection between themselves and their community. They learn to acknowledge, honor and respect diversity. Students learn about great leaders and contributors as well as local citizens who have helped shape our geographical area. Activities for involvement include field trips, senior volunteers, professional guest speakers, mapping skills and family research and traditions. Our “speaker’s bank” helps teachers to more fully use our local human resources.

K-3 Science Program

The science program engages students in earth science, physical science and life science activities at each grade level. Children learn through their own activity. Open-ended questioning techniques are used to facilitate an inquiry-based discovery of concepts. Hands-on science is emphasized as is correct vocabulary, and proper use of materials for safety. Students use our rich natural environment as a place to explore as they begin to compare their locale to the world. Field trips and professional guest speakers are used to expand the students’ background knowledge and to provide them with real life experiences.

4-6 Grade Program Description

The focus of our educational program in 4th through 6th grade is to further develop self-motivated, competent, life-long learners. Learning takes place best when students have choices in how they learn and how they demonstrate what they know. The program in 4th through 6th grades foster imagination, creativity, academic excellence and social

responsibility. Teachers facilitate this process by open-ended questioning techniques, and by building a classroom climate that allows student collaboration and dialogue. The wider resources of the community are tapped to enrich the learning environment. Teacher and student created rubrics are used as a tool for students to monitor their own learning. Other forms of assessments include group and individual projects, district assessments, reflective journals, demonstrations, presentations, dramatic interpretation and other student designed methods. We will continue with an academic program based on the California Standards. It will be a program of mastering academic tasks in the context of meaningful learning experiences that meet individual learning needs. This program will systematically teach critical organization and study skills for the development of success in the classroom that will translate to success in the wider community and in life. It will emphasize the development of higher order thinking and communication skills. These thinking skills will involve moral reasoning, critical thinking, problem solving, aesthetic judgment, and the use of scientific methods. Communications skills characteristic to the core subject areas will specifically involve reading, writing, speaking, listening; nonverbal expressions of the visual and performing arts; and the symbolic language of mathematics and science.

Students not achieving at expected levels, or students achieving substantially above expectations will be supported in the regular classroom by modification or enrichment of the curriculum and by one on one or small group instruction. This instruction will be conducted by trained tutors and community volunteers. A supervised study hall is available four days a week after school for all students.

4-6 Language Arts

The language arts program integrates all the elements of language: listening, speaking, reading, and writing. In addition to improving students' language, reading and writing skills, the program helps students develop the type of thinking skills they will need for the twenty-first century. Reading activities help students become fluent in language as they expand their understanding of text. Writing mechanics allow students to plan strategies for communicating their thoughts effectively according to their audience and purpose. Speaking and listening activities involve students actively as they describe their encounters with literature and composition, and communicate their understandings and insights to others.

4-6 Mathematics

The curriculum is mathematically rich, offering students opportunities to learn important mathematical concepts and procedures with understanding. Students will engage in mathematical explorations carefully chosen by the teachers to guide students to these concepts and procedures. Students will be encouraged to approach the same problem from different perspectives or represent the mathematics in different ways until they find methods that enable them to make progress. Teachers will help students make, refine,

and explore conjectures on the basis of evidence and use a variety of reasoning and proof techniques to confirm or disprove those conjectures. Orally, in writing, and with constructions students will communicate their results effectively.

4-6 Social Science

Students in the 4th through 6th grades learn about the history of cultures, societies, and economic systems that prevailed at home and in other parts of the world. They will recognize the political and cultural barriers that divide people as well as the common human qualities that unite them. Teachers will use technology, original source documents, debates, simulations, role-playing or any means available to illuminate for students powerful ideas, great events, major issues, significant trends, and the contributions of everyday men and women. Within the context of this program, (California history, early American history and ancient civilizations), history will be broadly interpreted to include not only the political, economic, and social arrangements of a given society but also its beliefs, regions, culture, arts, architecture, law, literature, sciences, and technology. Poetry, novels, plays, essays, documents, inaugural addresses, myths, legends, tall tales, biographies, and religious literature will help reveal the life and times of the people

4-6 Science

In the science curriculum of 4th through 6th grades, students will be assisted in increasing their knowledge of the natural world and understanding their connections to our technologically advanced society. The program will lead the student to a progressively greater understanding of the natural world through independent, small group, and whole class investigations. The program will present science concepts as a series of thematic presentations so that students appreciate the connections across science disciplines and learn how science relates to other subjects and their world. The goal of the program will be that students learn science by doing science.

The science program utilizes a hands-on approach demonstrating scientific principles and processes in the areas of Earth, Life, and Physical Sciences. The expectation that students will be active learners is emphasized throughout the curriculum. This active learning will be accomplished by hands-on laboratory experiences, active reading, listening, discourse, and using new learning technologies, and will lead students to regularly make new associations between new ideas and their previous conception of how the world works. Students will be guided to make meaning for themselves by merging the content and the processes of science. Scientific instruction, concepts and processes will be further reinforced, enhanced and supported by parents and the community.

7-8 Grade Program Grade Description

Upper grade students participate in a departmentalized program where the core teachers provide content expertise in their subject areas. The core subjects are science, math, social science, and language arts. Each student has an equivalent of 5 class periods of 55

minutes each per week. Many of the classes are organized into block periods allowing time for students to experiment, investigate, share ideas, and summarize results. Each of the upper grade staff will also teach a literature class 5 days per week and will begin with a 20-minute, D.E.A.R (Drop-Everything-And-Read) session and journal writing. Morning activity classes, offered 4 days per week, will provide community service and career education opportunities. Students will be able to further explore their special interests and creative potentials in these classes. This part of the upper grade program is more completely described in another section of this document.

Upper grade students develop personal responsibility and ownership of their achievements and shortcomings by organizing and facilitating student-led conferences between parents, teachers, and the student. In these conferences, students assess and explain their own progress as well as set goals for the future. They also develop civic responsibility by working together to problem solve issues brought to student-generated class meetings. Special events are planned by students, i.e. dances, fieldtrips, assemblies, etc., and students work together in fundraising, publicizing and achieving their planned goal.

7-8 Language Arts

The junior high language arts program covers the California Language Arts Standards while allowing for student choice and varying interests.

The McDougal Littell Literature Program and Write Source 2000 Writing Program are utilized as student and teacher resources. Core novels include: *The Diary of Anne Frank*, *Farewell to Manzanar*, *Romeo and Juliet*, *Flowers for Algernon*, *The Outsiders*, *The Pearl*, *Call of the Wild* and more. These novels offer themes stressing social responsibility and offer insights into different cultures and human experiences. In addition to reading the core novels, students are required to always have a free reading book of their choice to help foster a life-long love of reading. Students and teachers participate in a twenty-minute D.E.A.R. (Drop Everything And Read) period following lunch each day, and students write weekly responses in a journal to their teacher.

Writing takes place for a variety of purposes and addressing different audiences. Daily quick writes, in addition to long-term writing assignments, are abundant. Students experience and practice the writing process, from prewriting to publishing. They practice constructive criticism in peer response conferences throughout the year, building on the idea of teamwork and interactive learning.

Whenever possible, students are exposed to units of study in which they may choose areas of research to explore in depth. Students are also supported by learning skills necessary for completion of Science Fair and/or History Day projects. As well, the program chooses literature selections, both fiction and non-fiction, which fit historically into the 7th and 8th grade social science content.

7-8 Grade Mathematics

The goal of the upper-grade math program is to develop students with skills in algebraic reasoning and geometric problem solving. The program closely follows the California content standards in mathematics for 7th and 8th graders, but when educationally appropriate, move beyond its scope. Textbooks used include McDougal Littell's Algebra 1 and Math Concepts Course 2; Saxon's Math 76, Math 87, Algebra 1 and Algebra 2. In addition, teacher prepared units in probability, surface area and volume, patterns and functions, transformational geometry, applications of the quadratic formula, proportional reasoning, number theory, geometric constructions with compass and straight-edge, and others will be incorporated in to the program.

Seventh grade is essentially a pre-algebra course where students are expected to master basic skills and to communicate mathematically with symbols and words, extending their abilities to express mathematical ideas with variable notation. Eighth grade focuses upon the understanding of algebraic expression and problem solving. To think algebraically, students are required to formulate multiple representations of a problem situation. Students are asked to communicate their ideas in both written and verbal means. In all classes students use computers to organize data with spreadsheet programs. In the 8th grade students become more sophisticated in their use of spreadsheets, writing functions so that the spreadsheet will generate tables of data, and displaying the data in an appropriate graph. When appropriate, students will use graphing calculators to help visualize and display equations, tables, and derive solutions.

The more capable and interested students who wish to advance their problem solving skills have the opportunity to participate in a series of coaching sessions as preparation for competitive math tournaments on the local and state level.

Students who are struggling with math have the opportunity to participate in a tutorial program before school, during the elective period, or after school.

7-8 Grade Social Science

The goal of the seventh and eighth grade social studies program is to prepare the students for citizenship. A variety of activities, including daily current events discussions, geography bees and games, historical research projects, and explorations of primary sources are used in conjunction with the state adopted curriculum to reinforce valuable critical thinking skills. In seventh grade World History/Geography, physical and cultural geography are emphasized as a canvass on which world history is painted. Since our community consists of many families who are well traveled, this resource is tapped to provide first hand visual and oral presentations about foreign countries and cultures. The theme of "tolerance" is the glue that binds the units of study together. In eighth grade U.S. History/Geography the interplay of geography with history is emphasized to explain the rise of sectional differences and conflict. Mock Supreme Court hearings about historical and current events are frequently used to reinforce key concepts of the Constitution and Bill of Rights. The theme of Freedom, Responsibility, and Participation

as requirements among 21st century citizens of a democratic republic, are an overarching goal in eighth grade social studies.

7-8 Grade Science

Scientific literacy in the twenty-first century requires an appreciation for the unique character of scientific inquiry, distinct from other intellectual endeavors such as art, philosophy and religion. Human beings are intensely curious and have many means of making sense of their world and the universe. Scientific inquiry: the gathering of evidence, reevaluation of existing understandings, and search for overarching consistent explanations is how scientific theories are shaped and developed over time. The best way for students to gain this understanding is for them to learn science by doing science. This is the philosophy behind the methods that are used in our program to address the California Science Content Standards in the seventh and eighth grades.

Students engage in independent and small-group science investigations which include traditional background research and teacher-facilitated discussions, but emphasize hands-on experimentation and the development of scientific reasoning and lab skills as a means to both ends: science content mastery and scientific inquiry.

In addition to lab-based experiments students complete long-term independent science projects on topics of their choosing, with mentoring support from their teacher, university students and professors and community scientists. Students also participate in ongoing field study projects as a community service component of their science program. For example, students contribute each year to a growing database on the quality of our local Jacoby Creek. Seventh grade students focus their fieldwork on the life science aspects of the creek study: aquatic organisms, riparian vegetation and salmon habitat. Eighth grade students monitor physical parameters including dissolved oxygen, temperature, cross-section and stream flow. Seventh and eighth grade students share their information with each other and with community groups monitoring other local streams. This ongoing project integrates life and physical sciences, math, writing, career education and service learning. On a global level, students participate in a world-wide weather monitoring project, operating a weather station and uploading weather station data and their own cloud observation notes to a website each week, to be shared with students around the world. They use the data from other school sites in independent data analysis investigations on weather parameters of their choosing.

Special Education Program

Our charter school meets the needs of students who are not achieving at expected levels, pupils with disabilities and other special needs, and pupils achieving substantially below grade level. The needs of this targeted student population will be met through a team approach including the Resource Specialist Program, speech and Language program and/or our Title 1 Reading Program.

Our charter school is in compliance with the provisions of Ed. Code 47641, 47605 (b)(5)(All through C), 47605 (d)(1 and 2(A)) by continuing to use a Student Study Team approach for identifying “at-risk” students in grades K-8 (**see attachment “D”**). The

process may result in a special Education referral where the student will be assessed to determine eligibility for special Education programs and services. Services are delivered through a 504 Plan and IEP for the Resource Specialist Program or speech and language program, and/or placement in our Title 1 Reading Program.

The Resource Specialist Program serves a full caseload of up to twenty-eight identified students where students will be seen on a daily basis for individual or small group instruction in their identified area(s) of need. Student progress are determined by developing or reviewing individual goals and objectives at the annual (or triennial) IEP, as well as at Parent-Teacher conferences in November and February. Additionally, student progress is assessed formally or informally on an annual basis. Frequency of assessment may vary depending upon grade level, subject matter, outcome of previous objective measurements and information that may be collected from anecdotal sources.

The Reading Program targets students in grades K-8 who receive a score of Basic or below on the STAR test, score below the 50% on the Results tests for primary, or below 50% on the SRI test for middle grade students. Teacher referrals are also used to qualify students for extra support. These students are individually assessed and a group of thirty-five to forty students are selected to be given daily small group instruction. The program emphasizes the prevention and correction of reading difficulties early in the educational career of the students. The goals are for students to reach or surpass grade level performance, to become self-sufficient readers/learners in the classroom, and to become life-long readers and learners.

Our team emphasizes a community-based student centered education through the use of parent, community members and college students serving as individual and small group tutors, enabling students to become self-motivated, competent, life-long learners. Student progress and behavior are tracked through the use of achievement/behavior charts and positive reinforcement systems.

Students who are above grade level, and students identified as gifted and talented, are provided advanced or accelerated opportunities through pullout programs, after school enrichment activities, mentors, tutors, career education and services learning projects. The identification of GATE students for kindergarten through third grade are done in three ways: using our "Teacher GATE Referral Screening Form, referral for evaluation by the classroom teacher, or the student may be identified as musically gifted by the music teacher using the Primary Measures of Music Audition.

The identification of fourth through eighth grade students will be based on a rubric using the Structure of the Intellect (SOI) and STAR test scores, or by using the rubric for performing arts (music). All students will be tested in the fourth grade. All new students in fifth through eighth grades will be tested upon entry into the school, and students with high STAR test scores in the sixth grade will be tested again in the seventh grade using the SOI.

Students identified for the GATE program (3rd – 8th grades) will be served by the use of the IEP model and the development of a program plan. For students who are identified as

musically gifted (3rd – 8th grades) the program plan will include music opportunities. The GATE program will be reviewed annually by teachers, parents and students. The individual program plans for 3rd – 8th grade students will be done annually by parents, students and teachers. A teacher report on each student will be completed three times per year. The program will be monitored by the GATE Coordinator and reflect each student's individual needs.

The GATE program will encourage student participation, obtain mentors and volunteers to support:

- Meeting the needs of students in the classroom including differentiated curriculum, accelerated materials and advanced placement using part-time grouping, clustering, mentoring, tutoring, and pull-out opportunities.
- Programs that provide opportunities for students with certain interests or talents to work together. Such programs will include instrumental music, vocal music, electives, and after school enrichments classes (talent scholarships will be provided for GATE students), performance arts through the school play, service learning opportunities, career education and others.
- Programs that provide special opportunities for students – technology, School to Career activities, cross-age tutors, career education, service learning, Center Arts performances, Readers' theater and more.
- All talent search programs – Geography Bee, Spelling Bee, Science Fair, history day, MathCOUNTS, math league, Golden State Math Exam, etc.
- Non-school opportunities including camps, contests, classes, and talent search (John Hopkins testing and programs for talented youth).

ELEMENT B

As a charter district our overarching goal is to enhance our ability to design and implement an educational delivery model based on community involvement. This involvement is designed to both utilize community expertise in the educational process and to give back to the community through service learning projects (**see attachment "E"**).

Measurable student outcomes for K-3 Language Arts Program

By the end of third grade:

- Students will be presented with a systematic literature arts program based on intensive reading, writing, speaking, performing and listening.
- Students will learn to read and expand their reading skills by reading.
- Students will learn to write and improve their writing skills by writing.
- Students will present classroom plays to the community.
- Students will give oral reports/presentations.
- Students will be instructed in phonics lessons to understand the relationships between letters and sounds.
- Strategies will be taught for reading comprehension and reading for information.

- Students will participate in the writing process of prewriting, first draft, revision, and final draft.
- Students will be taught the correct use of sentence structure, grammar, punctuation, and capitalization.
- Students will practice spiraling spelling strategies.
- Students will be exposed to good literature read daily, in order to develop an ear for written language, enlarge their vocabulary, develop knowledge content, and build a love of reading.
- Students will have opportunities to respond to and analyze literature.
- Students will be given weekly opportunities for in-class book publishing with volunteer support.
- Students will have reading and writing experiences with a variety of genres.
- Students will develop their beginning writing skills by writing in a predictable book format. As they developmentally progress, students will copy models of different genres to lead them toward proficiency in their own writings e.g. personal narrative, folk tale, autobiographical incident and research reports.
- Journals will be used for reflection and for prompted writing purposes.
- Students will have opportunities for choral reading, shared reading, report reading and reading silently.
- Students will have an opportunity to participate in an Oral Language Faire with expert help from community members.
- Students will understand the structure and organization of various reference materials.

Measurable student outcomes for the K-3 Mathematics Program

By the end of third grade:

- Students will use cooking as a method of investigation to understand estimation, quantity, and measurement.
- Students will use concrete objects to explore answers to addition and subtraction problems.
- Students will identify, sort and classify objects by attributes.
- Students will use patterns to help solve problems.
- Students will learn about mathematical language by writing a series of their own word problems.
- Students will deepen their understanding of place value as they move through the grades.
- Students will conduct probability experiments.
- Students will calculate and solve problems involving addition, subtraction, multiplication and division.
- Students will understand that there's a relationship between whole numbers, fractions and decimals.
- Students will describe and compare the attributes of plane and geometric figures.

- Students will learn to collect information, record, organize, display and interpret this information using graphs and tables.
- Students will practice the concepts of parts of a whole by experimenting with probability, money, time, and fractions
- Students will experience math centers staffed by parent and community volunteers.

Measurable student outcomes for K-3 Social Science Program

By the end of third grade:

- Students will practice being good citizens in the classroom and learn appropriate civic behavior as it relates to the larger society.
- Students will hear stories that address conflict and raise value issues.
- Students will hear stories for thinking about times past.
- Students will develop their self worth and assume individual and group responsibilities in classroom activities.
- Students will learn about their responsibilities to other people, explore their geographic world and develop an awareness of cultural diversity through exposure to literature, performances and service learning experiences.
- Students will role-play, read and write legends, fairy tales, folktales, American Indian tales and stories of the Southwest.
- Students will read and listen to biographies to learn about people who have made a difference.
- Students will use maps and globes.
- Students will practice using cardinal directions.
- Students will be engaged in activities to learn about physical features in natural landscapes as opposed to maps. In that process, they will learn to interpret and read map symbols and legends.
- Students will discuss the basic understanding of human wants and needs as it relates to economic and international trade.
- Students will show their family history by creating a project they can tell about.
- Students will study American Indian tribes and learn how they vary in tribal identity and adapt to their environment.
- Students are encouraged to compare the past with today's changes.
- Students are invited to discuss and/or participate in important community events.

Measurable student outcomes for K-3 Science Program

By the end of third grade:

- Students will learn the scientific process and have many opportunities to apply it in their own investigations.
- Students will explore science concepts by asking meaningful questions and conducting investigations.

- Students will predict outcomes of science topics and compare their results with their predictions.
- Students will collect data and analyze the data to develop a logical conclusion.
- Students will practice using observation skills to understand that results can be unpredictable due to variables.
- Students will use magnifiers and microscopes to observe and draw or describe objects.
- Students will write or draw descriptions of a sequence of events and observations.
- Students will measure length, weight, liquids and temperature with appropriate tools. They will express those measurements in standard and metric measures.
- Students will research a science topic and be provided an opportunity to show what they know in developmentally appropriate ways.
- Students will use the Internet to access information for research reports.
- Students will participate in presentations given by experts in their field and have the opportunity for questions and answers.

Measurable student outcomes for the 4-6 Language Arts Program

Measurable outcomes will be judged using a variety of criteria. Methods will be grade level and subject appropriate. In addition to traditional paper and pencil testing (essays, multiple choice, matching, short answers, etc.) and standardized testing, assessments may include group and individual projects, district assessments, reflective journals, demonstrations, presentations, and dramatic interpretations. Teacher and student created rubrics may also be used as tools so students can monitor their own learning successes.

The following are examples of outcomes for each content area. Each can be measured by one of the methods described above.

By the end of sixth grade:

- Students will know strategies to effectively read for pleasure or for information.
- Students will have been exposed to a variety of literature genres through self-examination and read alouds.
- Students will have been taught author's craft and literary devices through mini-lessons and read alouds.
- Students will have been taught and will have opportunities to use the writing process from prewriting to publication.
- Students will have been taught and will have used the following writing genres: Short stories, narrative, autobiographical sketch, biographical sketch, expository essay, cause and effect essay, compare and contrast essay, problem/solution essay,

- description, summary, research report and investigations and responses to literature.
- Students will have achieved developmental competencies in grammar, listening, performing, and speaking.
 - Students will have several opportunities each year to share a favorite author or piece of literature. The method used in sharing will be up to the students.
 - Students will have frequent opportunities to collaborate with peers and receive peer responses to their writing.
 - Several times students will meet and have the opportunity to question professional community authors and illustrators.
 - At least twice a year students will study a novel as a class. These novels will integrate with the grade level social science focus.

Measurable student outcomes for 4-6 Mathematics Program

By the end of sixth grade:

- Students will understand and demonstrate competencies in adding, subtracting, multiplication and division of whole numbers, fractions, decimals and integers.
- Students will understand how to apply a variety of problem solving strategies to real world math problems.
- Students will understand and construct geometric figures. They will understand how to use formulas to find area, perimeter, circumference, volume and surface area.
- Students will understand the measurement of length, weight, capacity and time.
- Students will understand ratio, proportion, and probability.
- Several times a year, students will have the opportunity to demonstrate their mathematical knowledge through an individual or group project.
- Students will work with teachers and each other to develop rubrics to evaluate these projects.
- Students will have frequent opportunities to dialogue and collaborate with each other to clarify their knowledge.

Measurable student outcomes for 4-6 Social Science Program

By the end of sixth grade:

- Students will create a relief map of California.
- Students will research and present a report on one of the United States and will choose from a menu that includes creating a travel brochure, designing a game, researching and preparing regional recipes, designing a poster of state emblems, etc.
- Students will learn and perform a folk dance representative of their area of study each year.

- Students will research and write a report on the subject of their choice concerning ancient civilizations.
- Students will create artwork, sculpture, weavings, interpretive displays, etc. based on their study.
- Students will research, prepare, and share customs, food, and traditions from their area of study.
- Students will read historical fiction related to the grade level area of study at least twice each year.
- Students will have frequent opportunities to research, examine, and relate on a functional level to the historical peoples by studying the daily life of the average person of the time.
- Students will learn about their responsibilities to other people, explore their geographic world and develop an awareness of cultural diversity through exposure to literature, performances, and service learning experiences.

Measurable student outcomes 4-6 Science Program

By the end of sixth grade:

- Students will participate in science simulations, using multiple media to learn about oceans, topics related to earth science, environmental science, astronomy, and life science.
- Students will participate in regularly scheduled field trips to our local Arcata marsh and Wildlife Sanctuary to learn first hand to identify local plants and wildlife. They will construct their own field identification notebooks and will be able to identify numerous shorebirds.
- Students will construct models of the human body, placing the organs in correct locations, and learning about the body systems.
- Students will have been exposed to many local experts who will come to the classroom or lead field trips that share their expertise in science.
- Students will use technology such as Internet access, digital cameras, and Power Point to research and create multimedia projects.
- Students will spend five days at Whiskeytown Environmental School in an outdoor setting and curriculum that emphasizes change, adaptation, cycles and recycling, interdependence, and ecological responsibility.
- Students will create models that illustrate the reshaping of the topography by weathering, erosion, and deposition of sediment.
- Students will show that scientific progress is made by asking meaningful questions and conducting careful investigations.
- Students will attend the Gem and Mineral Show and will share the experience with their primary buddies.
- Students will have multiple opportunities for observation, data gathering, analysis of results and presentation of findings. The students will have choices regarding the methods used to present. They may include drama, projects, oral and written presentations and demonstrations.

- Students will have the opportunity to complete a long-term independent science project on a topic of their choosing, with mentoring support from teachers, university student and professors and community scientists.

Measurable student outcomes for 7-8 Language Arts Program

Measurable outcomes will be judged using a variety of criteria. Methods will be grade level and subject appropriate. In addition to traditional paper and pencil testing (essays, multiple choice, matching, short answers, etc.) and standardized testing, assessments may include group and individual projects, district assessments, reflective journals, demonstrations, presentations, and dramatic interpretations. Teacher and student created rubrics may also be used as tools so students can monitor their own learning successes.

The following are examples of outcomes for each content area. Each can be measured by one of the methods described above.

- Students will read various genres of literature independently and as a group.
- Students will learn strategies for different genres of writing; expository, persuasive, narrative, and summary.
- Students will understand and be able to articulate literary terms in a discussion about a piece of writing.
- Students will demonstrate proper use of mechanics, grammar, spelling, and word usage.
- Students will be able to word process a piece of writing, utilizing various formatting techniques.
- Students will practice public speaking through formal and informal presentations to the class and community.
- Students will participate in quick writes which enable them to problem solve and discuss real world issues facing students of the 21st century.
- Students will write and illustrate stories written expressly for the students they are partnered with for “study buddies,” providing the upper grade students with a realistic author’s experience.
- Students will have a multitude of opportunities to experience the writing process through Writer’s Workshop, which involved peer response and interaction with their own writing, as well as that of their peers.

Measurable student outcomes in 7-8 Mathematics Program

By the end of seventh grade:

- Students will demonstrate competency in basic arithmetic operations on whole numbers, decimals and fractions.

- Students will solve simple algebraic equations.
- Students will demonstrate competency in solving problems using ratio, proportion, and percent. Students will write a paper on using indirect measurements to find the height of trees and buildings around the school.
- Students will write simple functions to describe geometric patterns and number patterns. Students will further write a paper describing patterns discovered in a given problem and display the information graphically.
- Students will use a computer spreadsheet to create charts and graphs to display information from data collected from classmates concerning mean, median and mode.
- Students will demonstrate knowledge of geometric formulas on perimeter, area, surface area, and volume.
- Students will learn basic graphing concepts on a coordinate system.
- Students will create a paper describing and using a compass and straightedge to create regular polygons.

By the end of eighth grade:

- Students will demonstrate basic knowledge of writing, graphing, and solving linear and quadratic equations.
- Students will demonstrate knowledge of manipulating and simplifying algebraic expressions.
- Students will demonstrate knowledge of sets of numbers and how they are used in the domain and range of a function.
- Students will create reports using spreadsheets, word processing programs, and graphing calculators on the following areas: transformational geometry, exponential growth and decay, finding the lengths of all the diagonals in a regular hexagon and regular octagon, comparing the advantages and disadvantages of different investment scenarios, and patterns in painted cubes.
- Students will give clear, well-organized lessons to a parent or adult on the following topics:
- Proof of the Pythagorean Theorem, proof that the sum of the interior angles of a triangle are 180 degrees, the derivation and use of the quadratic formula, and how to reflect a point over a given line.
- Students will demonstrate the ability to create multiple representations to a problem.

Measurable student outcomes for 7-8 Social Science Program:

- Students will discuss and debate Current Events daily in order to help them find relevance and make connections to world and U.S. history, as well as “find their place in the world”.

- Students will participate in simulations, such as mock Supreme Court hearings to develop empathy and deeper understanding of historical events, as well as reinforce a deep understanding of the constitution.
- Students will identify and discuss the significance of a variety of historical biographies, themes, and events.
- Students will use primary sources to research topics related to a general theme. They will demonstrate their analysis and interpretation of their topic's significance in history by writing an historical paper, creating a visual exhibit, or producing a performance.
- Students will write essays and give oral presentations in which they evaluate historical figures' and events' significance in history.
- Students will write poetry and prose, and create art projects related to units of study.
- Students will demonstrate their knowledge of world and U.S. geography by locating and labeling significant features on a variety of maps.
- Students will demonstrate their understanding of the interconnectedness of geography and history in terms of the themes of geography (place, location, movement, relationships etc.)

Measurable student outcomes for 7-8 Science Program

Biology, Genetics and Evolution:

Students will:

- Use microscopes and other resources to investigate the structure and function of cells from a variety of plant and animal sources, including their own bodies. They will observe single-cell organisms and discover that all living organisms are composed of cells, from just one to many trillions. Students will create a visual product that demonstrates their understanding that cells function similarly in diverse organisms.
- Compare the anatomy and physiology of plants and animals to extend their understanding of the complementary nature of structure and function from cells to tissues, organs, organ systems and organisms.
- Engage in a number of heredity simulations which model sexual reproduction, producing offspring that inherit half their genes from each parent.
- Engage in activities modeling the process of natural selection and understand that biological evolution accounts for the diversity of species developed through gradual processes over time, and that both genetic variation and environmental factors are causes of evolution and diversity of organisms. Students will create timelines to scale to discover the vastness of geologic time.
- Explore and analyze information from independent lines of evidence from geology, fossils, and comparative anatomy and demonstrate an understanding of how these lines of evidence are used to provide the basis for the theory of evolution.

Physical Science – Physics and Chemistry:

Students will:

- Explore the relationships between forces and motion by performing multiple lab experiments with a wide assortment of objects and forces. Students will be given challenge tasks to perform, demonstrating their understanding of transfer of energy, balanced and unbalanced forces, the acceleration of gravity, momentum, acceleration, and more. After a few directed labs and research notes, students will create “Rube Goldberg” type devices to meet a specific challenge, such as moving a marble across the room, using the energy of a falling meter stick.
- Perform calculations solving problems involving distance, time, and average speed. They will interpret graphs of position versus time and graphs of speed versus time for motion in a single direction. They will be able to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.
- Observe multiple examples illustrating that all forms of matter are composed of one or more of the elements.
- Build models to illustrate that atoms are composed of protons, neutrons and electrons, and use these models to demonstrate that the interaction of the outer electrons is important in determining the chemical properties of matter: what will react, with what and how.
- Create a class project Periodic Table, discovering the arrangement of the elements based on atomic structure and properties.
- Perform experiments to classify compounds by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.
- demonstrate by experimentation that the properties of compounds will be different than the properties of their constituent atoms, and that the proportion of elements in a given compound is unique and definite, for example, comparing properties of water (H_2O) and hydrogen peroxide (H_2O_2)
- Demonstrate by experiment and careful measurement of mass, the conservation of matter in chemical reactions. They will apply this principle to writing balanced chemical equations.
- Eighth grade students will plan and teach science lessons to their kindergarten study buddies in an ongoing weekly program. These lessons will be activity-based mini-labs in which the eighth graders will help the kindergarteners learn science in fun, hands-on labs.

ELEMENT C

Our assessment strategies will not change as a result of becoming a district-wide charter. We will do what is necessary and appropriate for each child. This will

include ongoing assessment throughout the school year with both formal and informal opportunities for parent input and feedback. Historically successful student-led conferences will be scheduled in seventh grade and eighth grade, and regular parent-teacher conferences will occur at the other levels. Individual results of STAR tests will be mailed to parents and discussed as needed. The teaching staff will collaborate, review and revise district driven assessment.

We are, however, monitoring and assessing other areas, some of which include:

- Percentages of students participating in after school enrichment (currently 30%)
- Percentages of students in performance-based projects (currently 100%)
- Percentages of students in advanced foreign language program (currently at 22%)
- Percentages of students qualifying for gifted program (currently at 12%)

Areas such as student attendance, homework completion, parent conference attendance, etc. have proven to be areas of success in the District and are not areas in need of monitoring.

ELEMENT D

The District will continue to be governed by 5 elected members of the Board of Trustees, retaining all existing terms and qualifications. The existing election process will remain the same. Ultimate authority for defining school policy will rest with the Jacoby Creek Charter School District Board of Trustees. Monthly meetings will be held to discuss the regular board agenda.

In addition, the district-wide charter includes the School Site Council with all of its functions intact. School Site Council membership is by election. The Site Council provides feedback opportunities for district parents and teachers and advises the Board of Education. The Site Council oversees all categorical programs and develops a yearly categorical budget for Board of Education approval.

ELEMENT E

To be creative and flexible in providing an optimal learning environment, the charter will maintain existing district employment standards for all those who work with children. These standards will be reflected in the charter's hiring practices, evaluation methods, and professional development. The charter district will make all hiring decisions.

The charter will adhere to existing state law relating to the tenure of certificated staff. Certificated staff assignments outside credential authorization will be

based on mutual agreement between the administration and certificated staff member. Past practices regarding certificated staff assignments in regard to request and seniority will be maintained in addition to being consistent with all No Child Left Behind regulations.

The administration will also recognize state laws of permanency for classified staff.

During the life of the charter, the administration will have the flexibility of hiring non-certificated employees, on a contractual basis, as allowed by law in non-core areas where such employees have demonstrated their competency through experience and/or education. They shall complete a district-developed orientation for classroom behavior management. Certificated staff will not be assigned to a supervisory role over a non-certificated employee without the permission of the staff member.

The charter will enter into an agreement with the local state university to become a professional development district. These agreements will allow college students in neighboring areas to do observations or student teaching in our district. This will further allow classes to be offered for student teaching in our district.

ELEMENT F

The charter will adhere to the existing state laws regarding fingerprinting and drug testing of employees. Each staff member will provide the district with a criminal record summary. The charter will adhere to existing board policy pertaining to the safety and health of all employees and students. Records will be maintained at the district office as well as the county office of education. Our comprehensive school safety plan (**see attachment ‘F’**) was updated this year 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 aide and CPR.

ELEMENT G

The charter will retain the existing grade level configuration of the District to ensure racial and ethnic balance that is reflective of the general population residing within the historical attendance area of the district.

ELEMENT H

In admitting students, no applicant will be discriminated against on the basis of ethnicity, national origin, gender or disability.

Admission to the Charter will be open to all students, and will not be determined according to the place of residence of the pupil, or of his or her parent or guardian within this state, except as provided for in the first and second of the following listed items. (see **attachment “G”**)

Admission preference will be based on the following conditions:

1. Enrollment shall be provided to all students who live in the legal boundaries of the district.
2. If space is available enrollment shall be provided to all students who currently attend the school.
3. If further space is available, preference shall be given to siblings of students currently attending the school.
4. If further space is available, preference shall be given to students whose parents are employed full-time at Jacoby Creek School District.
5. If further space is available, preference shall be given to students whose parents are employed part-time at Jacoby Creek School District.
6. New students not within one of the above categories applying for remaining slots will receive those slots determined by a public random drawing.

The district will strive to maintain small class sizes with two classes per grade level. Primary classes, kindergarten through third grade, will not exceed an average of twenty students per class. In grades four through eight the district will strive not to exceed twenty six students per class.

1. Student meets state minimum age requirements for admission to kindergarten, and
2. Student has satisfied all state and locally required immunizations

ELEMENT I

The charter will adhere to the Jacoby Creek School District Board of Education Policies and Administrative Regulations, and participate in the board's annual independent audit of fiscal and program operations. The annual independent audit will employ generally accepted accounting principals, and all audit exceptions and deficiencies will be resolved to the satisfaction of the chartering authority.

ELEMENT J

The Charter District will maintain all existing student discipline policies and administrative guidelines. Policies and program descriptions related to student

behavior, attendance, substance abuse, safety and school programs will be printed and distributed in the Parent-Student Handbook which is revised each year. **(See attachment “H”)** Students may be suspended or expelled by: violating California Education Code 48900, or violating other provisions of state and federal statutes related to student safety issues.

Due process for students will follow existing procedures adopted by the district Board of Education, which include: meeting(s) with teacher and student; meeting(s) with teacher, student and parent; meeting(s) with teacher, student, parent and counselor; meeting(s) with teacher, student, parent, counselor and principal; and a hearing before the district Board of Education. In case of an expulsion, a pupil, pupil’s parent or guardian may appeal the expulsion to the County Board of Education. Recommendations at each level of the process could include: behavioral contracts, program modifications, counseling interventions, or alternative placement in other district or county programs. All policies and regulations shall conform to applicable federal law regarding students with active IEPs or 504 plans.

Discipline policies and administrative guidelines regarding suspension and expulsion will be periodically reviewed and modified to maintain conformity with state and federal statutes.

ELEMENT K

All new and existing employees and the district will contribute to STRS, PERS and Social Security, as appropriate.

ELEMENT L

No pupil residing within the historical attendance area of the district shall be required to attend the Jacoby Creek School District. The district shall assist parents in finding an educational alternative for pupils who choose not to attend Jacoby Creek School. The district will assist with an interdistrict transfer for a pupil pursuant to Education Code Section 46600. The District has also entered into agreements with other districts (Arcata School District, Freshwater School District, and Pacific Union School District) which have agreed to accept the District’s students who meet the transfer requirements of the receiving districts **(see addendum I)**. The Humboldt County Community Schools are also available to those students who fall within the County Community School criteria.

Students and parents who reside within the boundaries of the District, or in another district of the county or any county contiguous to the District, who have been dismissed from the School District, will be assisted in identifying

alternative programs including: home schooling, independent study, community school, and interdistrict transfer.

In the event that a parent and the School District cannot agree on an alternative placement, the dispute resolution process outlined in Element N of this charter shall be implemented.

ELEMENT M

It is the intent of the Jacoby Creek School District to continue to employ all current certificated and classified employees, subject to the effects of declining enrollment and/or reduction in funding.

The district will not require any employee of the district to be employed in the District-wide Charter. All employees of the district who work at the district school prior to the establishment of the charter will be offered the opportunity to work in the district-wide charter. Once the employee signs the district-wide charter agreement, that employee shall be deemed to be a district-wide charter employee with seniority, sick leave as well as other rights and privileges intact. If the charter agreement is revoked or rescinded, those employees whom the district employed before the charter agreement was approved and who are currently employed by the charter would then revert to being district employees. Once the district-wide charter begins operations, any new employees hired to work in the district-wide charter shall be deemed to be district-wide charter employees, not district employees, except that such employees may gain the right to return to the employment of the district if such right is granted through an employment contract or collective bargaining agreement approved by the district and the JCTA.

In the event of a dispute between the district and any employee related to this provision of the charter, the dispute resolution process outlined in Element N of this charter shall be implemented

ELEMENT N

Disagreement may arise in any community. Parents, students, board members, volunteers, and staff at the district-wide charter will be provided a copy of the school's policies and dispute resolution process and will agree to work within it. If the State Board of Education and State Superintendent of Public Instruction believe they have cause to revoke this charter, they agree to notify the governing board of the district and grant the district reasonable time to respond to the notice and take appropriate corrective action prior to revoking the charter.

The district recognizes that the State Board of Education is not a local education agency, and thus may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter. In doing so, the district

understands that the State Board of Education must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter. The district also understands that a disputed matter will be addressed in accordance with the law and regulations pertaining thereto. The district's cost of dispute resolution would be funded from funds within the district's reserve.

The district agrees to work to accomplish all tasks necessary to fully implement this charter, including the submission of any necessary and duly prepared waiver requests to the State Board of Education.

The Board of Trustees of Jacoby Creek agrees to review the annual independent fiscal and programmatic audit and performance report as specified in Element I, consistent with the State Board of Education's adopted Policies.

ELEMENT O

The charter shall be deemed the exclusive public school employer of the employees of the district for the purposes of the Educational Employment Relations Act. The Jacoby Creek School District recognizes Jacoby Creek Teachers Association (JCTA)/CTA/NEA and California School Employees Association, Bayside Chapter as the exclusive representatives for the purpose of collective bargaining under the Educational Employment Relations Act. The District-wide Charter shall countersign the existing Agreement with JCTA when the current district becomes the District-wide Charter. The parties to the Agreement will negotiate any contract language that either party believes is necessary to effectively transition to a District-wide charter.

ELEMENT P

In the event that our charter district should close, the governing board will take official action identifying the reason for the district's closure, whether the charter was revoked, not renewed or closed voluntarily and state the effective date of the closure. This notice will reflect that the district will resume operation as a non-charter public school district. All parents and students of the charter district, including those on waiting lists, will be notified of this action as soon as possible.

Notification will also be sent to the Charter School Unit at the CDE and to the Humboldt County Office of Education. This notification will include the following information:

1. Charter District name, charter district number (D8) and CDS code (12 62893 600 7949)
2. Date of closure action
3. Effective date of the closure, if different

4. Reason for the closure pursuant to Education Code Sections 47604.5, 47606 or 47607
5. That the school district will reopen as a non-charter school district
6. That all student records will be maintained at the District Office

ANNUAL REPORT OF THE GOVERNING BOARD TO THE CALIFORNIA DEPARTMENT OF EDUCATION

Should the District-wide Charter decide that it is in their best interest to convert back to school district status before the charter has elapsed, the Board of Education will convene a meeting(s) with the certificated employees. If over 60% of those involved determine that the charter is no longer meeting the needs of the district, the California Department of Education will be contacted with a request to dissolve the district-wide charter status.

CHARTER PROCEDURE FOR CHANGE

The term of this charter shall be for up to five (5) years following the adoption by the local Board of Education and approval by the State Board of Education and State Superintendent of Public Instruction, unless revoked by the State Board of Education and State Superintendent of Public Instruction or rescinded by the Jacoby Creek Board of Education prior to the expiration of the charter.

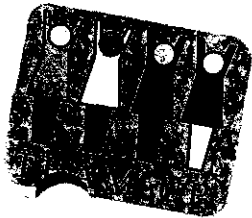
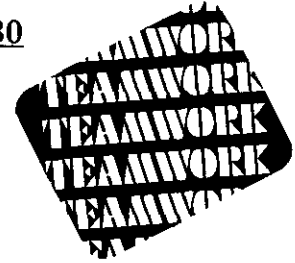
Minor refinement or clarifications of the proposed charter during state review for approval may be accomplished by the district Lead Petitioners upon review and consensus.

Addendum: A
Faculty Meeting Schedule

MINIMUM DAY MONDAY SCHEDULE 2009-2010



August 31 – Prep
September 7 – **Labor Day**
September 14 – *Grade Level Meeting*
September 21 – Staff Information Exchange Meetings 2:30-3:30
September 28 – Prep
October 5 – *Grade Level Meeting*
October 12 – Prep
October 19 - Staff Information Exchange Meetings 2:30-3:30
October 26 – Prep
November 2 – SIEM (Conference Scheduling) 2:30-3:30
November 9 – Prep
November 16 – **Conference Week**
November 23- **Thanksgiving Week**
November 30 – *Grade Level Meeting*
December 7 – Prep
December 14 – Prep
December 21 – **Winter Holiday**
December 28 – **Winter Holiday**
January 4 – *Grade Level Meeting*
January 11 - Staff Information Exchange Meetings 2:30-3:30
January 18 – **Martin Luther King Jr. Day**
January 25 – Prep
February 1 – *Grade Level Meeting*
February 8 – Staff Information Exchange Meetings 2:30-3:30
February 15 – **Presidents Week**
February 22 – Prep
March 1 – SIEM (Conference Scheduling) 2:30-3:30
March 8 – *Grade Level Meeting*
March 15 – **Conference Week**
March 22 - Staff Information Exchange Meetings 2:30-3:30
March 29 – Prep
April 5 – **Spring Break**
April 12 – Prep
April 19 – *Grade Level Meeting*
April 26 – Prep
May 3 - Prep
May 10 - Staff Information Exchange Meetings 2:30-3:30
May 17 – Prep
May 24 – Prep
May 31 – **Memorial Day**
June 7 – *Grade Level Meeting*
June 14 – Prep



Regular Staff Meetings will be held on the following **Wednesdays (3:15 – 4:30)**

September 2, October 7, November 4, December 2,
January 6, February 3, March 3, March 31, May 5, June 2

Addendum: B
AYP and API Documents

2008-09 Growth Academic Performance Index (API) Chart



School Chart
2009 Growth
Academic Performance Index (API) Report

California Department of Education
Academic Accountability and Awards Division
9/14/2009

School: Jacoby Creek Charter
LEA: Jacoby Creek Elementary
County: Humboldt
CDS Code: 12-62893-6007959
School Type: Elementary

2009 Growth API Links:

- School Growth API and Targets Met
- School Demographic Characteristics
- School Content Area Weights
- LEA List of Schools
- County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2008-09 APR		2008-09 State API			2009 Federal AYP and PI		
Summary	Glossary	2008 Base	Guide	2009 Growth	AYP	PI	Guide

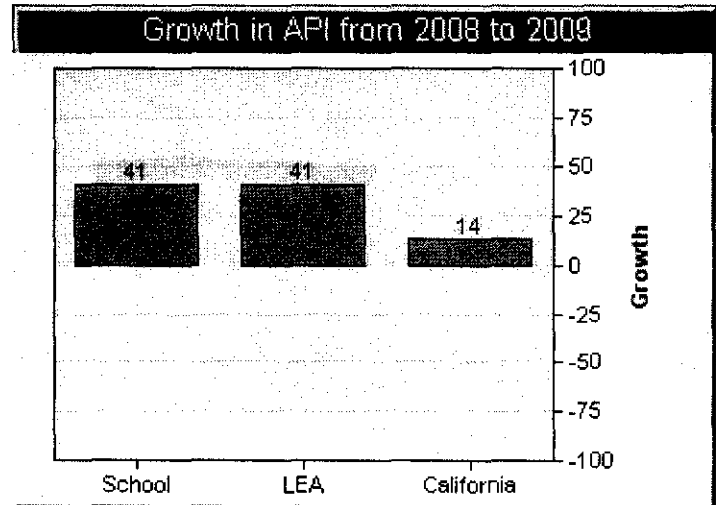
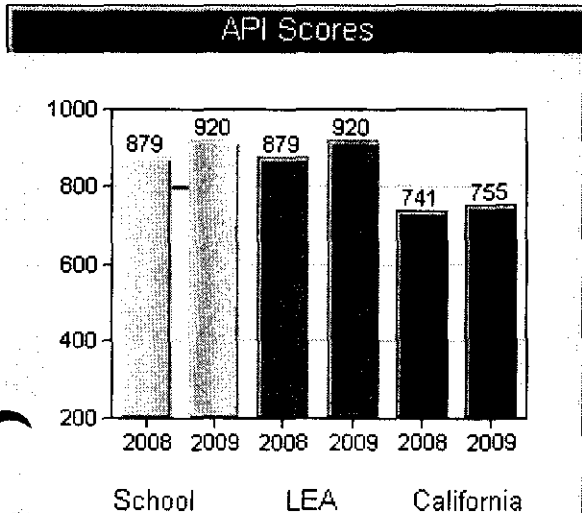
State Accountability: Academic Performance Index (API)

2008 Base API	2009 Growth API	Growth in the API from 2008 to 2009
879	920	41

Met 2008-09 Growth API Targets:

Schoolwide Yes
All Subgroups Yes
Both Yes

Schools that do not have a valid 2008 Base API will not have any growth or target information.



Statewide Performance Target for Schools = API of 800 or Above

2008-09 Accountability Progress Reporting (APR)



School Overview
2009 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
11/20/2009

School: Jacoby Creek Charter
LEA: Jacoby Creek Elementary
County: Humboldt
CDS Code: 12-62893-6007959
School Type: Elementary

2009 AYP and PI Links:

- School Chart
- School Report
- School PI Status
- LEA List of schools
- County List of Schools

Direct Funded Charter School: No

(An LEA is a school district or county office of education.)

2008-09 APR		2008-09 State API			2009 Federal AYP and PI		
Summary	Glossary	2008 Base	Guide	Growth	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 9 of 9 AYP Criteria

Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	Yes	Yes
Academic Performance Index (API) - Additional Indicator for AYP		Yes
Graduation Rate		N/A

Met 2009 AYP Criteria

GROUPS	Participation Rate		Percent Proficient	
	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Schoolwide	Yes	Yes	Yes	Yes
African American or Black (not of Hispanic origin)	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Pacific Islander	--	--	--	--
White (not of Hispanic origin)	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Addendum: C
Three Year Strategic Action Plan

**Jacoby Creek School District
 Action Plan
 2003/04 - 2005/06
 Working Draft**

This document is designed to provide the Jacoby Creek School District Trustees with an "Action Plan" for the implementation of Community, Staff & Board-developed goals and objectives. The plan covers a three-year period which will be evaluated and amended as needed in December and June of each year. This Action Plan was developed by the School Site Council in collaboration with all school committees, staff, community and students. Each item is listed in priority order.

Area	Goal	Action	Time-line	Cost
I. Facilities:	<p>1. Provide an inside lunch facility for the students</p> <p><i>Relative weight: 16 (see attached summary)</i></p> <p>ACCOMPLISHED</p>	<p>A. Redesign the gym schedule to allow for an inside lunch period.</p> <p>B. Clear out the storage room to create storage space for the tables.</p> <p>C. Purchase folding lunch tables.</p>	<p>May 2003</p> <p>July 2003</p> <p>Aug. 2003</p>	<p>\$10,000 Capital Outlay</p>
	<p>2. Improve the traffic flow in front of the school including student pickup, drop off and parking</p> <p><i>Relative weight: 5 (see attached summary)</i></p> <p>B & C ACCOMPLISHED</p>	<p>A. Work with the city of Arcata to write the Safe Routes to School Grant to include:</p> <ol style="list-style-type: none"> 1. Traffic calming tables 2. Radar activated speed display signs 3. Additional sidewalks <p>B. Consult with a professional striper to determine the most efficient configuration for parking lot.</p> <p>C. Contact with a professional striper to re-stripe the parking lot.</p>	<p>May 2003</p> <p>July 2003</p> <p>Aug. 2003</p>	<p>\$100,000</p> <p>\$800</p>

	<p>3. Provide a permanent classroom for both kindergarten classrooms.</p> <p><i>Relative weight: 5 (see attached summary)</i></p> <p>ACCOMPLISHED</p>	<p>A. Move the second kindergarten into room 8.</p>	<p>July 2003</p>	
	<p>4. Develop a master plan for our facilities and landscaping</p> <p><i>Relative weight: 4 (see attached summary)</i></p> <p>IN PROGRESS</p>	<p>A. Continue working with the Facilities Committee to develop a master plan.</p>	<p>March 2004</p>	
	<p>5. Build multi purpose art/elective program room</p> <p><i>Relative weight: 3 (see attached summary)</i></p>	<p>A. Continue working with the Facilities Committee to develop a master plan. B. Work with DANCO Builders, SSC and our Foundation to determine the feasibility of building and financing a new multi purpose/art room..</p>	<p>March 2004</p>	
	<p>6. Build additional bathrooms nearer to the portable classrooms</p> <p><i>Relative weight: 2 (see attached summary)</i></p>	<p>A. Work with DANCO Builders, SSC and our Foundation to determine the feasibility of building and financing new bathrooms. B. Construct covered walkways for students</p>	<p>June 2004 May 2005</p>	<p>\$40,000 (ish)</p>

<p>III. Staffing</p>	<p>1. Provide time for teaching staff for collaboration and curriculum articulation.</p> <p><i>Relative weight: 11 (see attached summary)</i></p> <p>ACCOMPLISHED</p>	<p>A. Maintain early release Mondays</p>	<p>Ongoing</p>	
	<p>2. Reinstate classroom aides</p> <p><i>Relative weight: 9 (see attached summary)</i></p> <p>ACCOMPLISHED</p>	<p>A. Work with Trustees, SSC and Northern Humboldt to determine the financial feasibility and timing of reinstating classroom aides.</p>	<p>Sept. 2003 - ongoing</p>	<p>\$40,000 (1st-3rd) 3hrs. Each</p>
	<p>3. Provide a full time counselor</p> <p><i>Relative weight: 6 (see attached summary)</i></p>	<p>A. When financially feasible increase the school counselor position to full time.</p>		
	<p>4. Increase the time and educational scope of the technology coordinator position</p> <p><i>Relative weight: 4 (see attached summary)</i></p> <p>ACCOMPLISHED/ONGOING</p>	<p>A. Work with Trustees, SSC and Northern Humboldt to determine the financial feasibility and timing of increasing our technology coordinator position B. Continue to provide our technology coordinator with technology training. 1. Evaluate and rewrite the technology education curriculum.</p>	<p>Sept. 2003 - ongoing Sept. 2003 - ongoing</p>	<p>\$3,000 \$300</p>

<p>II. Extra Programs:</p>	<p>1. Provide academic and social support for non-proficient & at-risk students.</p> <p><i>Relative weight: 10 (see attached summary)</i></p> <p>ACCOMPLISHED/ONGOING</p>	<p>A. Fully fund the Reading Specialist position B. Create a "Core Support" program for junior high. C. Utilize assessment data and teacher input to determine other critical areas of students' needs. D. Reevaluate utilization of personnel as it pertains to student needs.</p>	<p>June 2003 June 2003 ongoing Sept.2003 ongoing</p>	<p>\$34,000</p>
	<p>2. Maintain and improve a safe and respectful playground</p> <p><i>Relative weight: 7 (see attached summary)</i></p> <p>B & C ACCOMPLISHED</p>	<p>A. Maintain, and increase when possible, the school counselor position. B. Implement "Class Meetings" at all grade levels. C. Maintain that current level of playground supervisors. D. Reinstate the "Healthy Play" Program.</p>	<p>When possible Sept.2003 Ongoing When possible</p>	<p>\$30,000 \$250</p>
	<p>3. Provide Spanish instruction to students Kindergarten through eighth grade.</p> <p><i>Relative weight: 5 (see attached summary)</i></p> <p>ACCOMPLISHED</p>	<p>A. Work with the SSC and Board of Trustees to determine the financial feasibility.</p>	<p>2003-2004 school year.</p>	<p>\$8,000</p>
	<p>4. Maintain and improve the existing sports and PE program</p> <p><i>Relative weight: 3 (see attached summary)</i></p> <p>ACCOMPLISHED/ONGOING</p>	<p>A. Work with the Athletic committee and staff to evaluate the existing program and develop a plan for improvement. B. Work with the Athletic Director to improve the physical education program.</p>	<p>2003-2004 school year. 2003-2004 school year.</p>	

	<p>5. Provide teacher training in the area of technology</p> <p><i>Relative weight: 3 (see attached summary)</i></p> <p>ACCOMPLISHED/ONGOING</p>	<p>A. Write the staff training technology grant. B. Work with the technology committee to develop a training program and schedule.</p>	<p>May 2003 Sept. Oct. 2003</p>	<p>\$1,200</p>
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**Jacoby Creek School District
 Action Plan
 2006/07 - 2008/09
 Working Draft**

This document is designed to provide the Jacoby Creek School District Trustees with an "Action Plan" for the implementation of Community, Staff & Board-developed goals and objectives. The plan covers a three-year period which will be evaluated and amended as needed in December and June of each year. This Action Plan was developed by the School Site Council in collaboration with all school committees, staff, and community. Each item is listed in priority order.

Area	Goal	Action	Time-line	Cost
I. Staffing:	1. Provide teacher assistants that also serve as playground supervisors. Survey votes: 64	A. As we hire new teacher assistants, combine/extend their duties to include playground supervision. B. Where possible, extend existing teacher assistants duties to include playground supervision.	September 2006 & ongoing	\$5,000 to increase playground support
	2. Increase teacher assistant time in the classrooms. Survey votes: 42	A. Extend current teacher assistant time.	January 2006	\$10,000
	3. Fund a full-time counseling program. Survey votes:41	A. Extend current .5 FTE counseling position to full-time	September 2006	\$29,000
	4. Provide training for playground supervision staff Survey votes: 37	A. Schedule regular training opportunities for playground supervisors. Utilize counselor and principal for this training.	September 2006 and ongoing	No additional cost

	<p>5. Develop and expand our physical education program for lower and middle grades.</p> <p>Survey votes: 32</p>	<p>A. Analyze the financial feasibility of, and program priority for, expanding our physical education program to include lower and middle grades.</p>	<p>September 2006- ongoing</p>	<p>\$3,500/yr. per additional hour, plus benefits</p>
	<p>6. Adopt a student council and /or increase a venue for student voice and input.</p> <p>Survey votes: 25</p>	<p>A. Explore options for developing a student council.</p>	<p>September 2006</p>	<p>To be determined</p>
	<p>7. Expand the scope of foreign language beyond Spanish.</p> <p>Survey votes: 24</p>	<p>A. Utilize the After school Enrichment program to offer foreign language classes. B. Explore the financial feasibility of providing additional foreign language classes to the core curriculum.</p>	<p>September 2006</p>	<p>To be determined</p>
<p>III. Facility/ Equipment Priorities</p>	<p>1. Build adequate classroom space to support all school programs including music, art, science labs, meeting rooms and extra curricular instruction.</p> <p>Survey votes: 66</p>	<p>A. Work to pass a bond measure at the November 7, 2006 election. B. If bond is successful hire an architect to design new buildings.</p>	<p>June 2006 -</p>	<p>\$3,700,000</p>
	<p>2. Upgrade computers and operating systems throughout the school on an ongoing basis.</p> <p>Survey votes: 47</p>	<p>A. Work with Technology committee to determine needs, cost, and schedule for upgrading computers and operating system.</p>	<p>Ongoing</p>	<p>To be determined</p>

IV. District Policies / Admin. Priorities	<p>1. Provide time for faculty to review and discuss curriculum and develop common goals based upon education best practices. This would include time for collaboration between faculty, staff, parent volunteers, etc. to ensure that we have a shared vision and are all "on the same page."</p> <p>Survey votes: 52</p>	<p>A. Work with staff to expand some Staff Information Exchange Meetings to 3 - 4 hours. B. Utilizing Staff Development funds to compensate staff for extra time.</p>	2006-ongoing	\$6,000 per day (two meetings equal one full day)
	<p>2. Facilitate class size reduction for middle and upper grades.</p> <p>Survey votes: 51</p>	<p>A. Work with certificated union and Board to determine financial feasibility and district priorities.</p>	2006- ongoing	\$300,000
	<p>3. Increase classified staff (bus drivers, aides, librarian, office employees, etc) compensation to meet area standards.</p> <p>Survey votes: 41</p>	<p>A. Work with classified union to determine area standards. B. If below standards utilize the negotiation process to address the issue.</p>	2006	To be determined
	<p>4. Increase benefits for school staff.</p> <p>Survey votes: 37</p>	<p>A. Utilize the negotiation process to address issue.</p>	2006- ongoing	To be determined

Addendum: D

Student Study Team process

STUDENT STUDY TEAM REFERRAL/GROUP MEMORY

Date set _____
Student _____ Date of Birth ____/____/____ Language spoken at home _____
Teacher _____ Grade _____ School _____ Team members attending _____

- 1. Target Behavior/Concern _____
- 2. Desired Behavior/Goal _____

3. Strengths	4. Known Information (Personal, Home, School)	5. Modifications	6. Possible Reasons for Behavior (Hypotheses)	7. Strategies (Brainstorm)	8. Actions (Who, When)

Follow up date (3-6 weeks)

Addendum: E

Service Learning project and descriptive flyer

Projects in Progress

- **Environmental Science/Social Studies—People Helping People to Survive project—Kathy Goodman**
- **Salmon-in-the-classroom/habitat restoration/water quality studies—Bill Trewartha evaluate formally year 2**
- **Local Legacies—Oral History Project—Sarah Barry-Holmes evaluate formally year 2**
- **Future Problem Solvers—Pam Hydock-Gunn—Connections to GATE program, leadership skill building, conducting community needs assessment**
- **JCS Live—Service-learning—Jim Ritter and Susi Huschle—connections to career education, leadership skill building and emergency preparedness training**
- **Adopt-A-Dune project—Cathy Girard and Melanie Burton—will implement this year—connections to science**
- **Stream Study project—Diana Skiles**
- **K-3 tree planting (4-year) project—All teachers participating—connections to science curriculum**
- **Kindergarten Valentine Project—Sherry Griffith—community partners include local post office and senior citizens**
- **Feeding the Animals Project at Sequoia Zoo—Mrs. Cocks 6th grade class is assisting the zoo with creating a garden on site to grow vegetables to feed the zoo animals**

Projects in Planning Stages

- **Adopt-A-Family Thanksgiving Project—Melanie Burton will implement next year evaluate formally year 2**
- **1st grade class play—Pam Guttero—will adapt her curriculum to include taking her play to the Arcata Community Center during the Senior lunch program**
- **3rd grade Environmental Science Project—Catherine Girard is developing a unit which she may alter to meet service-learning criteria as well**

Service-Learning

Jacoby Creek Charter School

JCS received a CalServe Developmental grant whose funding supports implementing higher-level service-learning programs with a three year implementation timeline.

First year: Planning phase; professional development; and needs assessments.

Second year: Students will respond to the results of the information gathered through needs assessments; one service-learning project per grade span (primary, middle, upper grades) will be implemented; and ongoing professional development.

Third year: JCS will strive to have one service-learning project offered at each grade level which meet critical community needs; and ongoing professional development.

*"Community -
Live in it, learn from it, and give to it"*



**Linking Classrooms
and Communities**



**CalServe K-12
Service-Learning
Initiative**

Service learning is a method of teaching K-16 curriculum that integrates and enhances the academic curriculum by participating in thoughtfully organized community service that builds knowledge, character, and civic skills to young people.

Integrated learning—articulates goals that arise from broader classroom or school goals integrating academic learning content with service.

High quality service—is age-appropriate, well-organized and performed in response to an actual community need.

Collaboration—is among students, parents, community-based organization staff, school administrators, teachers, and recipients of service. All partners benefit from the project and contribute to its planning.

Student Voice—provides participation in: choosing and planning the service project; planning and implementing the reflection sessions, evaluation; and celebration.

Civic responsibility—promotes students' responsibility to care for others, contributes to the community, and students understand their impact on the community.

Reflection—establishes connection between students' service experiences and the academic curriculum.

Evaluation—all partners are involved in evaluating the service-learning project to measure progress towards the learning and service goals.

Last year a pilot service-learning project was implemented. JCS students combined forces with several community partners and worked very hard to improve our garden space so we could begin to grow food to feed our communities homeless. Our middle and upper grade garden elective classes and after school enrichment class worked side-by-side to help make this project a success. The middle grade elective and after school enrichment classes were taught by H.S.U. students who brought their love for the environment and passion for teaching students to be responsible consumers of the environment to our site. Judy Morris, student teacher, taught the upper grade elective. Two JCS graduates from Arcata High School's C.E.D.A.R. program (Arcata High's service-learning program) and parent volunteer, Colleen Bryie, assisted with the after school enrichment program. Utilizing the service-learning teaching model the students effectively designed, prepared, and planted the garden. Due to continued rain during the spring, harvest was postponed until the end of summer. Through a generous donation from the Jacoby Creek Educational Foundation the gardening project continued throughout the summer school session. Plans to continue the garden project are in place for this year. Students involved in this project learned valuable lifeskills, while participating in academic instruction and a service activity that met a real community need.

THANKS TO ALL PARTICIPANTS!



Middle grade elective class at work!

- ▶ Increased student engagement
- ▶ Improved character
- ▶ Improved academic achievement
- ▶ Exposure to new careers
- ▶ Improved thinking skills
- ▶ Improved social behavior
- ▶ Increased community support
- ▶ Positive school environments
- ▶ Stronger ties to schools, communities, and society

Addendum: F
Comprehensive School Safety Plan

Jacoby Creek School

Disaster Plan

September 2009

Revised 9/09

Action Team Assignments

All adults will first assist students out of the buildings after the earthquake stops. When students have been assisted out of the buildings and the initial roll call has been completed adults report to their respective Action Teams. (* denotes Team Leader)

Command Post (North side of gym)

*Eric Grantz, Linda Raich, Cathryn Babinski, and Catherine Girard

Medical Aid (Blacktop behind Gym)

* Karen Simmons, Abby Proulx,
Sarah Holmes, Heidi Walsh, Megan Day, and Karen Purcell

Search and Rescue (Office Area)

*Rich Holloway, Mark Barsanti, Rebecca Corrigan,
Anita Reynolds, Carol Jacobson, Janet Beckstead, Joanna Tapasa

Damage Assessment (Custodian's Shed/Boiler Room)

*John Moore, Kirk Goddard

Supplies and Shelter (Boiler Room)

*Bill Trewartha, Janet Dungan-Byrne, Bev Welch,
Sara McDowall, Doug Courtemanche.

ANYONE UNASSIGNED OR JOB COMPLETED REPORT TO COMMAND CENTER

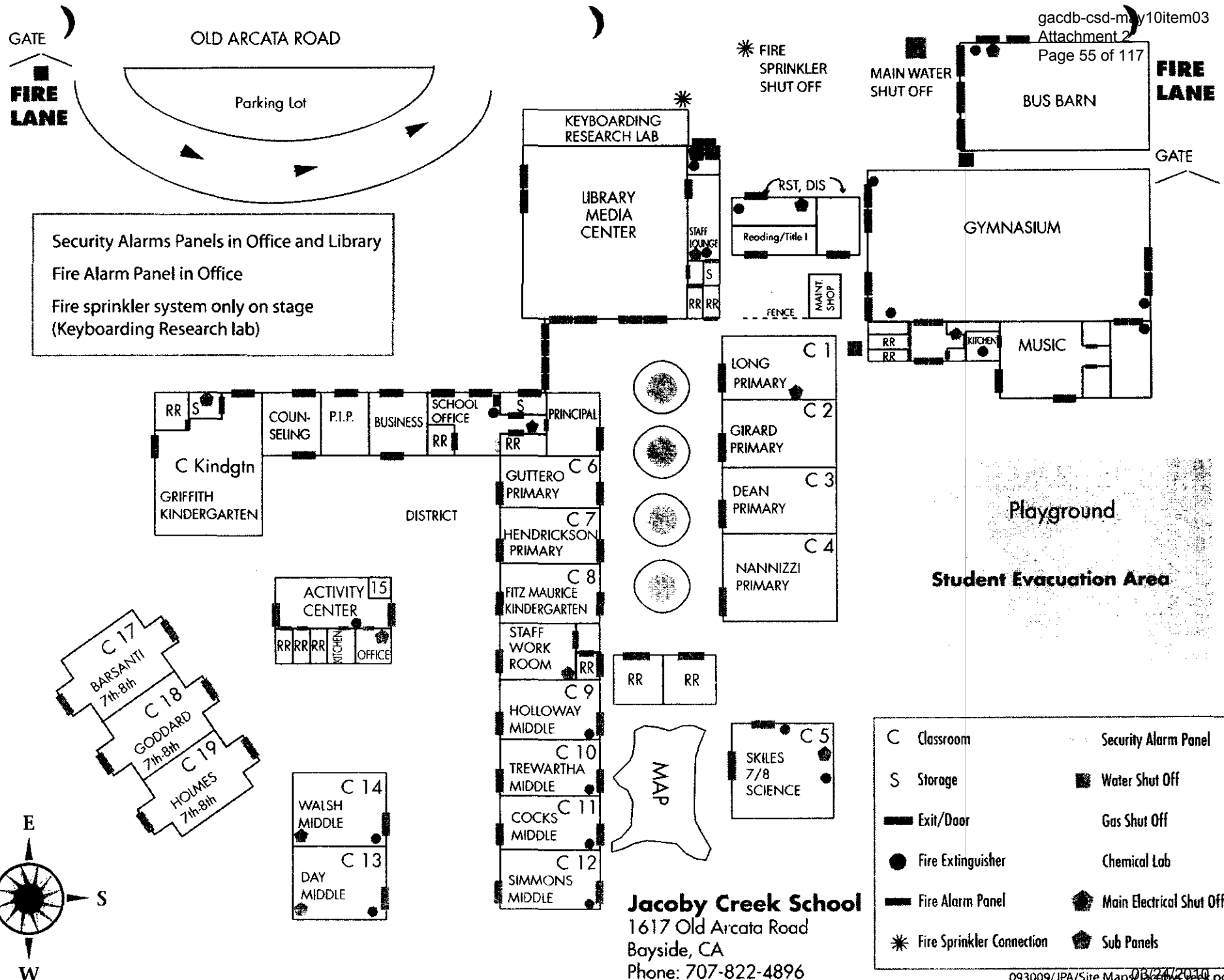
Student Supervision (Field Area)

Names of teacher(s) who stays w/students are underlined

K - <u>Pamela Ritter</u>	...buddy with...	8 - Sarah Holmes
K - <u>Mary Dominick</u>	...buddy with...	8 - Kirk Goddard
1 - <u>Pam Guttero</u>	...buddy with...	3 - Catherine Girard
1 - <u>Angie Dean</u>	...buddy with...	7 - Mark Barsanti
2 - <u>Sue Hendrickson</u>	...buddy with...	6 - Megan Day
2 - <u>Patty Long</u>	...buddy with...	6 - Karen Simmons
3 - <u>Melanie Nannizzi</u>	...buddy with...	5 - Rich Holloway
4 - <u>Christi Cocks</u>	...buddy with...	5 - Bill Trewartha
4 - Heidi Walsh	...buddy with...	7 - <u>Diana Skiles</u>

- Any volunteers/student teachers etc. remain with class they are assigned to if able.
- Abby to assign any work study students on campus

(See map for locations)



Security Alarms Panels in Office and Library
Fire Alarm Panel in Office
Fire sprinkler system only on stage
(Keyboarding Research lab)

- | | |
|---------------------------|--------------------------|
| C Classroom | Security Alarm Panel |
| S Storage | Water Shut Off |
| Exit/Door | Gas Shut Off |
| Fire Extinguisher | Chemical Lab |
| Fire Alarm Panel | Main Electrical Shut Off |
| Fire Sprinkler Connection | Sub Panels |

Jacoby Creek School
1617 Old Arcata Road
Bayside, CA
Phone: 707-822-4896

Earthquake/Disaster Plan

Fire/Earthquake

While inside buildings, students will assume the duck, cover, hold position in the event of an earthquake. Under adult supervision, students will evacuate buildings to assigned area of blacktop or field. Students not in regular classrooms at the time of the emergency (i.e. Learning Center, library, playground, etc.) are escorted to the appropriate area by respective adults where they are to report to their regular classroom teachers.

Teachers take roll and report names of missing students to school secretary using pre-prepared index cards with the name of the student and teacher on it.

Adults then immediately report to their assigned Action Team.

Command Post - Communication and decision-making center.

Medical Aid - Provides first aid and support to those in need.

Search and Rescue - Returns to buildings in search of those missing.

Damage Assessment - Determines status of gas, water, electricity, etc..

Supplies and Shelter - Distribute supplies and set up temporary shelters.

Student Supervision - Supervise students and release to authorized adult.

Parents and other authorized adults desiring to pick up students are to sign each child out with respective classroom supervisor, using release forms. **Important Note: Students will only be released to adults on the Student Release form.**

An "all clear" signal of five long bells or a continuous whistle blast will signify that buildings are safe for student return.

EARTHQUAKE DISASTER DRILL

1. Duck, Cover, Hold, Mark your door with appropriate sign (**All Clear, Help**) then safely evacuate your students to the designated playground area. (Special programs teachers should return students to their classroom teacher.)
2. Take your folder with two class lists, a pen, the Earthquake Plan, your emergency supplies and your Student Release forms to your designated area.
3. After your class lines up, circle the names of the students who are missing on your attendance form. Give index card of missing child with last known location written and any student who is absent to Linda Raich who will come to each line. This information will be passed on to Search and Rescue at the Command Post.
4. Report to your assigned Action Team site for direction. If you are a classroom teacher, inform the person assuming responsibility for your class that you are leaving and pass on pertinent information about who is missing or absent. This will be noted on the 3 x 5 card and given to the Command Center (Linda Raich).
5. Locations of classes will be posted on a map at the command post. Parents will come to these sites, and the teacher in charge is to sign each child out to an authorized person.
6. All clear signal is five long bells or a continuous whistle.

COMMAND POST

SUPPLIES:

thumb tacks	large laminated school map
MISSING PERSONS cards	paper clips
paper weights	release procedures poster
marking pens	radios
pencils and paper	First Aide guide book

INSTRUCTIONS:

- 1) Secure disaster supplies, keys and students personal medical supplies.
- 2) Collect Roll Sheets from teachers. Give missing persons information to Search and Rescue and keep a list at the Command Post. Update the list as needed.
- 3) Tune into radio for Emergency information. Post or pass on pertinent information.
- 4) Check with Action Team leaders for an accounting of adults. Missing adults should be added to the Missing Persons list.
- 5) Post school map with classrooms' designated locations marked.
Post check-out procedures.
Assist parents in finding classroom locations and in following procedure.
- 6) If power is out, all phones will remain operational for a few hours.
- 7) All extra or unassigned personnel check with Principal for assignment.

SEARCH AND RESCUE

SUPPLIES:

hard hats, leather gloves	radio
flashlights, rescue tools	rope
stretcher, first aid kit & guide	pens/chalk
duct tape	dust masks
goggles	
Disaster Assistance Response Team info.	
red, yellow and orange tape	

INSTRUCTIONS:

- 1) Meet at command Post. Pick up MISSING PERSONS information.
- 2) Go to Boiler room for gear and protective clothing.
- 3) Meet with Damage Assessment personnel to be informed of any unstable structures or environments.
- 4) Review Disaster Assistance Response Team information. Organize and prepare for search.
- 5) Perform systematic search of damaged structures. Search LAST KNOWN locations of missing persons first.
- 6) Rescue victims and perform emergency first aid.
- 7) Transfer injured to medical aid area.
- 8) Update Command Post as victims are found and relocated.
- 9) Mark doors of rooms that have been completely searched and are empty.
- 10) When duties are finished, report to Command Post for reassignment.

DAMAGE ASSESSMENT

SUPPLIES:

Wrenches
Water Turn-off tool
red, yellow and orange tape

INSTRUCTIONS:

- 1) Check for leaks in gas, electricity and water services.
- 2) Turn off services that are leaking.
- 3) Walk around all buildings, checking each wall for structural damage.
- 4) Look through windows of suspect buildings checking for hazardous materials: glass, dust, and debris.
- 5) Report findings to Command Post.
- 6) Notify Search and Rescue of any unstable environments.
- 7) Begin search and rescue with Search and Rescue Team.

SUPPLIES AND SHELTER

SUPPLIES:

supplies in labeled garbage cans
traps
flashlights
duct tape
bungee cords

rope
utility knife
space blankets
garbage bags

INSTRUCTIONS:

- 1) Meet at the Boiler Room.
- 2) Get Damage Assessment tools and Search and Rescue tools container out and to teams.
- 3) Move Medical supplies down to the Blacktop area behind the Gym.
- 4) Assess the weather, time of day and other pertinent factors, and begin constructing lean-to shelters and handing out rain gear (large trash bags) to students if the situation warrants it.
- 5) Report to command center for reassignment.

SUPPLIES:

classroom emergency supply kits
current, completed attendance sheet
pens/pencils
Student Release forms
first aid kits & guide booklet
leather gloves (heavy gloves)
space blanket
2 sticky signs
garbage bags

INSTRUCTIONS:

- 1) Introduce yourself and explain your role to the students in your care. Stay calm and be reassuring.
- 2) Explain to students that they are not to leave with ANYONE without signing out with the you. Stress how important it is that we know where everyone goes and when.
- 3) Administer first aid or send students to the first aid area.
- 4) Make students as comfortable as possible.
- 5) Sign students out with authorized adults. Monitor as closely as possible.

MEDICAL AID

SUPPLIES:

ace bandages	adhesive tape
alcohol	alcohol wipes
antibiotic ointment	baking soda
Bactine	baggies
Band Aids - asst. sizes	Benadryl
Betadine	Caladryl
chlorine bleach	cotton balls
CPR masks	first aid books
gauze rolls	hand lotion
hand soap	hydrogen peroxide
Kwik Cold/Hot Packs	latex gloves
matches	menstrual pads
needles	non-stick sterile pads
paper towels	Pepto Bismo
pocket knives	Q-tips
rubber bands	safety pins
saline eye wash	scissors
splints	sun block
thermometers	triangular bandages
triage cards	tweezers
Tylenol - adult and child strength	Vaseline
washcloth(s)	

INSTRUCTION:

1) Medical team meets behind gym area. Supplies will be brought to you from boiler room.

2) Triage victims as they come in.

Triage according to: I = Needs immediate care

D = Delayed, can wait for care

D/NS = Dead or non-salvageable

Method: 1. Check ventilation

●respirations under 30/min. = D

●respirations over 30/min. = I

●no respirations = D/N

* respirations are taken by sight - DO NOT ACTUALLY COUNT

* If there are no respirations, quickly check airway for blockage and attempt to clear/open - if CPR is needed to maintain, assign someone else and move on.

> if assessed "delayed", continue on

2. Check perfusion by either method

A. capillary blanch (pressure applied to lip or nail bed then released)

- skin returns to normal color in 2 seconds = D
- skin doesn't return to normal color in 2 seconds = I

OR

B. radial (wrist) pulse

- if pulse is present = D
- if pulse is absent = I

+DO NOT COUNT PULSE

+if pulse is not present, elevate legs

+if there is bleeding, have someone else apply pressure - move on

>if assessed "delayed", continue on

3. Check mental status - if unsure of mental status at this point,

Ask person to open/close eyes or to squeeze your hand

- If able to respond=D
- If unable to respond=I

* Assessment should take no more than 60 seconds - tag accordingly when done. Can reassess those in triage later if there is time.

3) Report to Command Post major and moderate injuries. Make them aware of victims that need further professional medical help.

4) Begin administering first aid.

5) Primary concerns are: Maintain Breathing
Control Bleeding
Prevent Shock

Secondary concerns are: Splinting
Bandaging Wounds
Supporting

Dear Parents

Jacoby Creek School is currently implementing a plan to provide for the safety of your children in the unlikely event of a disaster. Our Earthquake/Disaster Plan will provide for the security and safety of your children until *you or a person authorized by you* can pick them up.

Please complete the attached form and return it to your child's teacher. Be sure to complete one form for each child you have attending Jacoby Creek School. **PLEASE NOTE - YOUR CHILDREN WILL ONLY BE RELEASED TO THOSE PEOPLE WHO ARE LISTED ON THE BACK.**

We are also asking that each child send a zip-lock bag filled with three pre-packaged waters (no glass) and three pre-packaged snacks. Things that are shrink wrapped seem to stay the freshest. Please talk to your child's teacher if you have questions.

Thank you for your help.

October 2006

Dear Parents:

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Thank you for your help.

DISASTER DRILLS

FIRE:

The school fire alarm (**INTERMITTENT HORN**) will sound. All students will leave the classroom or instructional areas and go to designated safety zones. Doors and windows are to be closed. A class roster taken. Three long bells signal all clear. If a student is not with a teacher, they should go to their designated safety zone.

EARTHQUAKE:

NO ALARM WILL SOUND. The adult in charge is to give the instruction "Duck". Every one should immediately assume the "duck, cover, and hold" position (head tucked, with face covered by arms and hands) under their desks, with backs to the windows.

LOCK DOWN:

Use this for a violent or potentially violent activity where an unsafe condition exists.

INDICATED BY A PITCHED LOCK DOWN HORN.**If children are in the room:**

1. Children all duck and cover initially.
2. Staff immediately close and lock the doors.
3. Close curtains if you have them.
4. Turn off lights/TV/VCR/Computers.
5. Do not use the phone for verification. If you are on the phone get off.
6. Never open the door to check things out.
7. Exercise great care before allowing other students to enter the room who are caught outside of their classroom. Use the window to check if necessary.
8. Stay in the room until you are directed to end the lock down by either law enforcement or the administrator. Five long bells means all clear.
9. Do not allow parents, or other adults, in the room once the door is closed no matter how hard they bang on the door or scream at you.

11. As soon as practical, log all of the children in the room and note those who were in attendance but are not in the room at the present time. Administrative or secretarial staff will call each room to verify if all children are in the rooms and accounted for.
12. As soon as practical log any students who enter your room who were trapped outside. Exercise great care and judgement in opening the door to let them in.
13. Be patient, it may be a long time before the all clear is given. Don't bug the office for information as the staff will be busy resolving the situation. Only call for emergency purposes.
14. Once the situation has been resolved, office staff will telephone each classroom to release information. At the conclusion of telephone contact with classrooms, 5 long bells will signal a school-wide all clear.
15. If students need to go to the bathroom resolve the situation within the classroom. Do not allow them to leave.

If children are outside:

1. All students should immediately lay down and stay there until a staff member directs them to the nearest safe location that can be locked.
2. When trying to enter a locked room, alert the teacher inside as to your name and purpose. They may, or may not, let you in as per their judgement if it is safe. If they don't let you in try the next room. Don't argue as it just wastes valuable time.
3. If you have a key and are trying to get into a locked room be sure to identify yourself and your purpose before opening the door.

If children are away from school:

IF A CLASS IS ON A FIELD TRIP, OR BUS IS AWAY FROM CAMPUS, STAFF WILL NOTIFY BUS DRIVER BY RADIO TO STAY AWAY FROM CAMPUS UNTIL ALL CLEAR IS GIVEN.

Note: Five long bells means all clear, not a single bell.

** We recognize that there may be instances where teachers will have to use their best judgement and perhaps digress from procedure. This will always be done to create the safest environment for school children.*

Addendum: G
Enrollment Time Line

Jacoby Creek Charter District

Enrollment Time Line for 2010-2011

March 4th

Kindergarten Parent Night - A time for parents to come meet our teachers. 6:30 p.m. in the school library.

April 12th-16th

Community Volunteer Week. 8:45 a.m. - 12:00 p.m. No appointment is necessary. Come see our teachers and students at work. Volunteers will be available to answer questions and give tours.

April 30th

Registration deadline for the public random drawing

May 3rd

In the event that there are more registration applications than openings, a public random drawing will be held. Families not receiving a placement will be placed on a waiting list in the order determined by the public random drawing. Public random drawing results will be posted on May 4th in the office window. Families will be notified of the results by telephone or mail within 5 business days.

May 11th-13th

Kindergarten Orientation for new enrollees
12:30 p.m. - 1:45 p.m. R.S.V.P. requested for one of these dates.
Please select a day to come with your kindergarten. Call the school office at 822-4896.

Registration materials received after April 30th will be numbered, and if there is a waiting list, placed behind those drawn in the public random drawing.

Families on the waiting list will be notified by phone if an opening becomes available. The following stipulations will apply:

- ★ Between May 3rd and July 31st parents will have 3 days to finalize their decision.
- ★ After August 1st, parents will have 24 hours to exercise their enrollment option.

*Registration materials may be picked up in the school office.
Waiting lists will not carry over from year to year.*

In admitting students, no applicant will be discriminated against on the basis of ethnicity, national origin, gender or disability. Admission to the Charter will be open to all students, and will not be determined according to the place of residence of the pupil, or of his or her parent or guardian within this state, except as provided for in the first and second of the following listed items. Admission preference will be based on the following conditions:

1. Enrollment shall be provided to all students who live in the legal boundaries of the district.
2. If space is available, enrollment shall be provided to all students who currently attend the school.
3. If further space is available, preference shall be given to siblings of students currently attending the school.
4. If further space is available, preference shall be given to students whose parents are employed full-time at Jacoby Creek School District.
5. If further space is available, preference shall be given to students whose parents are employed part-time at Jacoby Creek School District.
6. New students not within one of the above categories applying for remaining slots will receive those slots determined by a public random drawing.

Addendum: H
Parent-Student Handbook

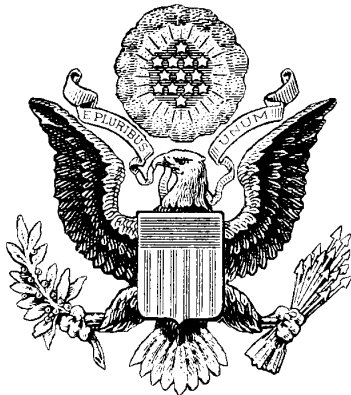
*"More Than 100 years
of Quality Education"*



CALIFORNIA
DISTINGUISHED
SCHOOL

Jacoby Creek Elementary School

*2009-2010
Handbook for
Parents &
Students*

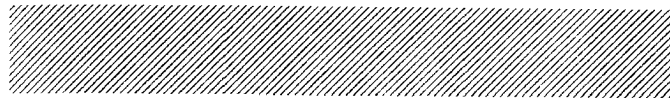


UNITED STATES
BLUE RIBBON SCHOOL

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JCCEF



Jacoby Creek Children's
Education Foundation



"Better Education Starts Today"

Children Learn What They Live

*If a child lives with criticism,
He learns to condemn.*

*If a child lives with hostility,
He learns to fight.*

*If a child lives with ridicule,
He learns to be shy.*

*If a child lives with shame,
He learns to feel guilty.*

*If a child lives with tolerance,
He learns to be patient.*

*If a child lives with encouragement,
He learns confidence.*

*If a child lives with praise,
He learns to appreciate.*

*If a child lives with fairness,
He learns justice.*

*If a child lives with security,
He learns to have faith.*

*If a child lives with approval,
He learns to like himself.*

*If a child lives with acceptance and friendship,
He learns to find love in the world.*

SUPERINTENDENT/PRINCIPAL'S WELCOME

Dear Students and Parents,

Welcome to Jacoby Creek School! This is our eighth year as a Charter District and my eighth year here at Jacoby Creek School as the Superintendent/Principal. We look forward to working closely with you as we implement our vision of an expanded community-based school.

This handbook is designed to be a quick reference to programs, schedules, policies and general information regarding our school. If after reading this handbook you have further questions, please do not hesitate to call or drop by my office.

We encourage parental support and participation in our school. The School Site Council, Jacoby Creek Children's Education Foundation, P.T.O. and classroom volunteer program provide opportunities for community members to work closely with the school and support our students. Your involvement in any of these programs is more than welcome and greatly appreciated.

Jacoby Creek School has distinguished itself as an outstanding educational institution and, consequently, has been recognized four times as a California Distinguished School and twice as a National "Blue Ribbon" School. We are proud of the success our students exhibit while attending Jacoby Creek School and in the years beyond. We look forward to providing your student with an outstanding educational experience.

I am looking forward to a very productive and enjoyable 2009/2010 school year. My door is always open and I encourage you to drop in any time to share your suggestions, concerns and aspirations for your children.

Sincerely,



Eric Grantz
Superintendent/Principal

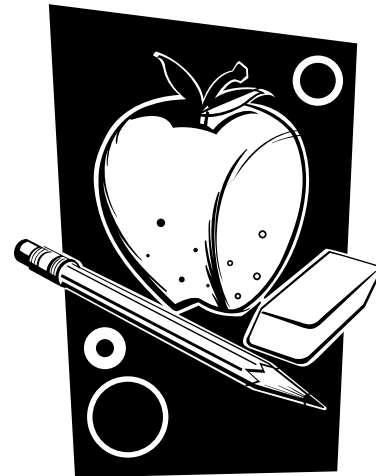
GENERAL INFORMATION

Jacoby Creek Elementary School
1617 Old Arcata Road
Bayside, CA 95524-9324

Telephone: (707) 822-4896
Fax: 822-4898
E-mail: jacobyck@humboldt.k12.ca.us

Enrollment: 420
Average Class Size: 22 students

Board of Trustees	Phone #	Term Expires
Brenna Goodman, Pres.	825-7504	11/09
Rees Hughes	822-0163	11/09
Tuan Luu	822-5225	11/11
Jim Maher	826-0526	11/09
J.R. Renteria	822-0652	11/11



Administration

Eric Grantz Superintendent/Principal

Teachers/Programs

Pamela Ritter Primary
 Mary Dominick Primary
 Pam Guttero Primary
 Susan Hendrickson Primary
 Catherine Girard Primary
 Melanie Nannizzi Primary
 Patty Long Primary
 Angie Dean Primary
 Christi Cocks Middle
 Meagan Day Middle
 Richard Holloway Middle
 Heidi Walsh Middle
 Karen Simmons Middle
 Bill Trewartha Middle
 Mark Barsanti Upper
 Kirk Goddard Upper
 Sarah Holmes Upper
 Diana Skiles Upper
 Janet Dungan-Byrne Reading Specialist
 Sarah Luiz Resource Specialist
 Janet Beckstead Vocal Music Specialist
 Carol Jacobson Instrumental Music/Choir
 Anita Reynolds Speech Therapist
 Tom Coriell Psychologist
 Doug Courtemanche &
 Cy Vandermeer 4th-8th P.E. Specialists
 Joanna Tapasa Spanish

Technology

Lynne Martinez Technology Aide

Plant Operations

John Moore Maintenance

Office

Linda Raich Secretary to the
Superintendent

Cathryn Ketchum School Office Technician

Library

Rebecca Corrigan Library Clerk

Lunch Program

Bev Welch Lunch Aide

JACOBY CREEK SCHOOL DISTRICT

2009 - 2010

School Months	Mon	Tues	Wed	Thurs	Fri	Days Taught	Holidays
	24	25	(26)	(27)☐	(28)		Orientation 7-8, 1 PM 8/27
August 31	31	1	2	3	4		Students start 8/31
to	7	8	9	10	11		Labor Day 9/7
September 25	14	15	16	17	18		Back to School Nights:
FIRST MONTH	21	22	23	24	25	19	9/3 1st-6th; 9/10 7th-8th
September 28	28	29	30	1	2		
to	5	6	7	8	9		
October 23	12	13	14	15	16		
SECOND MONTH	19	20	21	22	23	20	
October 26	26	27	28	29	30		
to	2	3	4	5	6 ☆		
November 20	9	10	11	12	13		Veteran's Day 11/11
THIRD MONTH	16	17	18	19	20	19	Conf. Days-Early Dismissal 1:15
November 23	23	24	25	26	27		Thanksgiving Holiday Week
to	30	1	2	3	4		
December 18	7	8	9	10	11		Noon dismissal 12/18
FOURTH MONTH	14	15	16	17	18	15	Winter Break 12/21-1/1
January 4	4	5	6	7	8		
to	11	12	13	14	15		
January 29	18	19	20	21	22		Martin Luther King Day
FIFTH MONTH	25	26	27	28	29	19	
February 1	1	2	3	4	5		Winter Concert (K-3)
to	8	9	10	11	12		Science Fair 2/5-2/12
February 26	15	16	17	18	19		Presidents' Holiday Week
SIXTH MONTH	22	23	24	25	26	15	
March 1	1	2	3	4	5 ☆		Kindergarten Parent Night 3/4
to	8	9	10	11	12		
March 26	15	16	17	18	19		Conf. Days-Early Dismissal 1:15
SEVENTH MONTH	22	23	24	25	26	20	
March 29	29	30	31	1	2		Open House 6:30-7:30 (K-8)
to	5	6	7	8	9		Spring Break
April 23	12	13	14	15	16		Community Visitation Week
EIGHTH MONTH	19	20	21	22	23	15	
April 26	26	27	28	29	30		
to	3	4	5	6	7		STAR Testing 5/3-5/7
May 21	10	11	12	13	14		
NINTH MONTH	17	18	19	20	21	20	
May 24	24	25	26	27	28		Folk Dance Festival
to	31	1	2	3	4		Memorial Day
June 17	7	8	9	10	11		Graduation 6/16, 7:00 PM
TENTH MONTH	14	15	16	17 ☆		18	Last day 6/17, noon dismissal

- () Staff Duty Days
- ☐ Holiday
- Local Recess
- ☆ End of Trimester
- Special Event
- ☐ Conference Week

Every Monday 2:15 Dismissal

Conference Week 1:15 Dismissal

1st Trimester - 49 Days

2nd Trimester - 63 Days

3rd Trimester - 68 Days

180 Days

Teachers are at school from 8:00 a.m. to 3:45 p.m. unless participating in district approved activities. Children who walk or ride bikes are asked to arrive no earlier than 8:00 a.m. All other children should go directly home at the conclusion of school unless they are attending special events immediately after school, our After School Activity Center, After School Enrichment program, or where special arrangements have been made by parents or teachers.

Kindergarten

8:25 School begins
2:15 Dismissal

Grades 1-3

8:25 School begins
9:30 - 9:50 Recess
11:25 - 12:05 Lunch
2:15 Dismissal

Grades 4-6

8:25 School begins
9:55 - 10:15 Recess
12:00 - 12:40 Lunch
3:00 Dismissal

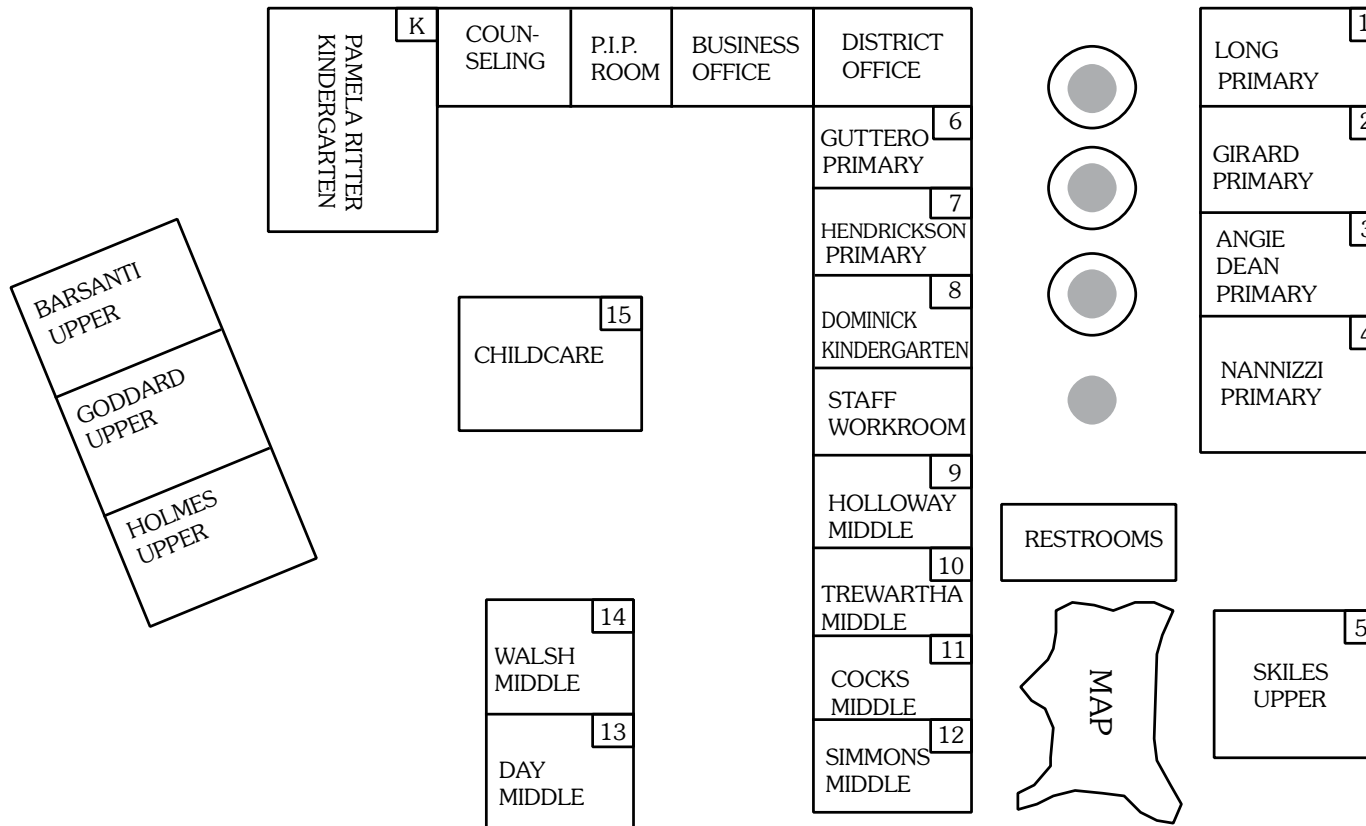
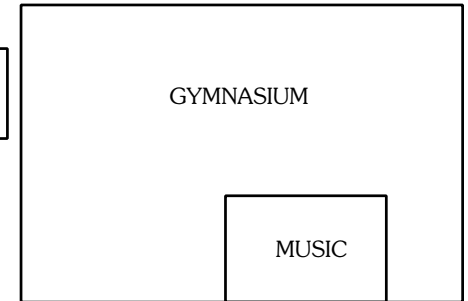
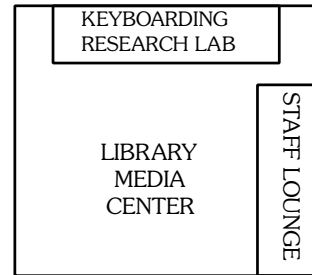
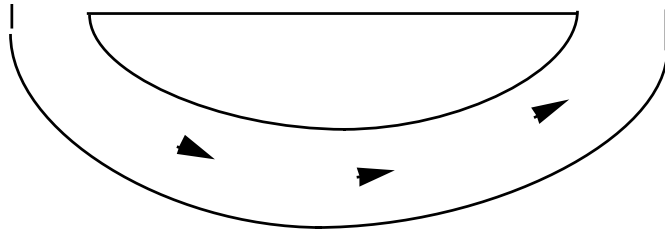
Grades 7-8

8:25 School begins
10:15 - 10:30 Recess
12:25 - 1:05 Lunch
3:00 Dismissal

School Colors and Mascot

Our mascot is the panther and the school colors are orange and black. We encourage both sense of pride and spirit in Jacoby Creek School.





FIELD

Jacoby Creek School District

Mission Statement

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 skills necessary for success in the homes, workplaces, and communities of today and tomorrow.

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

District Goals

Learning Atmosphere

The Jacoby Creek School District will develop and maintain a learning atmosphere which promotes high academic achievement. We will establish and maintain a school climate which enhances the social, civic, cultural and personal development of all students. Our program will be comprehensive, consistent from grade to grade, reviewed and updated on a regular basis to reflect current educational research and district needs.

Diversity Awareness Statement

We acknowledge the dignity and worth of one another and strive never to diminish one another by our words or actions. The school personnel, families, and community members of JCS join together in creating a safe and welcoming atmosphere where students can succeed both academically and socially. Differences in socio-economic standing, race, ethnicity, culture, family structure, gender, religion, language, national origin and ability are valued and they enrich the learning environment of all students. The JCS community moves beyond tolerance to celebrate the rich diversity of Humboldt County. In order to provide the foundation for our students to become effective leaders in an increasingly diverse society, the District's multicultural educational program promotes greater understanding of differences and encourages positive social interactions. Multicultural education promotes the development of students through greater self-understanding, positive self-concept and pride of one's ethnic and social identities.

Physical Plant

The Jacoby Creek School District will maintain and operate its building, grounds, and equipment in a safe and functional condition and be able to modify or add to them as new program needs arise.

Personnel

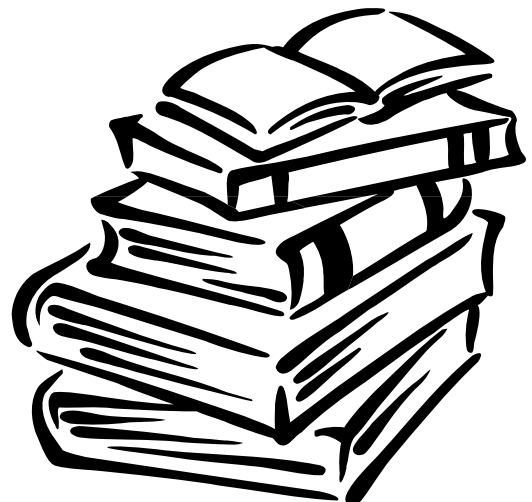
The Jacoby Creek School District will serve the community by assuring high quality education through knowledgeable, ethical, professional and effective teaching.

Community Involvement

The Jacoby Creek School District believes that the community can offer valuable life experiences to our school children. In turn, the school can offer many programs and services to the community. The Jacoby Creek School District will encourage and promote strong community interest and support. We will develop effective, two-way communication to ensure a strong community school.

Management

The Jacoby Creek School District will maintain exemplary procedures and controls for the security of the District's funds, utilizing all fiscal resources in a creative and cost-effective manner. In addition, we will seek to secure all available state, federal and alternative funding, in support of the District's mission.



GETTING INVOLVED!!

Classroom Volunteers

Parent and community volunteers are extremely important to Jacoby Creek School as their efforts enable the school provide the students more individual attention, more special study programs, and more and better equipment and supplies. Volunteers receive a better understanding of the education the children are receiving, and school volunteer work may enhance a parent-child relationship.

There are many ways volunteers are employed at Jacoby Creek School, even many which do not require regular or school-hour time. All efforts are equally appreciated by the staff. Contact the school (822-4896) if you are able to volunteer for any of the following.

School Site Council: The SSC is an advisory body to the Board of Education that provides input on the planning, implementation, and evaluation of our special programs. The SSC consists of parents, teachers and the principal. Parents are selected to the SSC through the electoral process. If you are interested in serving on this important council, please contact the office. Meets one afternoon each month.

Jacoby Creek Children's Education Foundation: The Jacoby Creek Foundation is made up of parents and community members interested in developing financial and human resources to support site and curriculum development. All interested individuals are encouraged to join us. For additional information and /or meeting dates. Please contact the office. Meets one evening a month.

Parent-Teacher Organization: Organizes and coordinates community-school activities in order to increase school spirit and sense of community. Some of the activities throughout the year include: ice cream social, holiday boutique, and family swim night. One general meeting each month.

Classroom Volunteering: Working in your child's classroom is a great way to support your school and to share in your child's school experience.

Library Help: May include shelving books, filing, reading to children, book talks, assisting Jacoby Creek authors, typing.

After-School Study Hall: Supervise upper grade students in a voluntary study hall while they are waiting for athletic practice, games, late rides, etc.

Special Events: book fair, magazine sales, folk dance and music festival, exploration or all-school activity day, science fair, art fair, holiday program, graduation.

After School Program: Present or assist with enrichment activities.

Athletics: Soccer, volleyball, basketball, cheerleading, track, cross-country, golf. Coach assistant, scorekeeping, transportation, refereeing of practice games, Athletic Committee, tournament organization or service.

Miscellaneous: Playground or Lunch Supervision, Clerical Work, Chaperone 7th/8th Grade Dance.

Meeting Times

Governing Board: The District Board of Trustees meets the second Thursday of each month at 6:00 p.m. in the Library-Media Center. Agenda are posted in the school office window prior to the meeting dates.

School Site Council (SSC): The School Site Council meets the first Tuesday at 3:15 p.m.

Jacoby Creek Children's Education Foundation (JCCEF): The Foundation meets the first Wednesday of each month at 7:30 p.m.

Parent Teacher Organization (PTO): The PTO meets monthly; dates posted in advance on the marquee and newsletter.

STUDENT DISCIPLINE AND DETENTION

Webster's provides us with a variety of definitions for the word **discipline**. The three that are the most simple and clear are "... orderly or prescribed conduct or pattern of behavior; self-control; a rule or system of rules governing conduct...".

Parents also seem to have differing perspectives on discipline. Some feel that too many rules create a rigid environment, while others believe that every possible situation should be covered with a guideline or rule.

Although we all have perspectives that often relate to the ways we are raised, one thing seems to be consistently true. **Kids who behave in school are more likely to do well.** Or to put this time-honored bit of wisdom in more up-to-date terms, effective schools and effective discipline go hand-in-hand.

At Jacoby Creek Elementary School we've found that good discipline is a solid foundation on which to build an

effective school because the two share so many characteristics. In this regard the goal of our discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. We believe that students who develop a sense of personal responsibility will also improve their academic skills while assisting their emotional development. Through a variety of academic and non-academic experiences, students will be better prepared to become life-long learners.

The following pages describe the K-8 discipline program in more detail. As you read, I hope that you will note the positive aspects of our program. Our emphasis is on recognition and acknowledgement of students for appropriate social and academic behavior.

Our hope is that in looking for and rewarding good behavior a more positive school environment will result.

K-6 Discipline System

The Discipline System is designed to provide rewards and privileges to students for their success and appropriate loss of privileges and consequences for misbehavior. The Behavior Code details standards of behavior at school and the consequences for misbehavior.

Behavior Code

- Classroom:
1. Refrain from physical violence
 2. Speak courteously without profanity
 3. Respect the property of others
 4. Refrain from stealing
 5. Refrain from eating in class (except with teacher permission)
 6. Refrain from bringing gum to school
 7. Treat and address all school staff members in a respectful manner
 8. Refrain from cheating
 9. Refrain from other inappropriate school behavior (wrestling, running in halls, yelling in class, throwing inappropriate objects)
- Playground:
1. All of the above
 2. Follow outdoor recess rules (posted in classrooms)
- Assemblies:
1. Enter assemblies with a quiet voice
 2. Be silent and attentive for all speakers
 3. Refrain from yelling/booing
 4. Show appreciation by clapping
 5. Stay in assigned assembly areas

Recognition and Awards: Each month a K-3 recognition and awards assembly is held. During this time, students are recognized by their classroom teacher as well as the school principal for social and academic accomplishments. Certificates are awarded to those students who have made a special effort each month.

Fourth - sixth graders participate in the trimester honor roll program. Students who have a GPA of 3.7 - 4.0 are placed on the Honor Roll.

Every 6 to 7 weeks, 4th - 6th graders who have succeeded in the behavior/academic program will participate in PAT Day.

Consequences for Misbehavior (K-3)

1. 1st offense—warning
2. 2nd offense—benched for one period
3. Repeats—one week of trash patrol
4. Repeated—Telephone parent for conference/Child Study Team

Consequences for Misbehavior (4-6)

The 4th - 6th grade classrooms have a card system for monitoring classroom and playground behavior.

1. Green card showing (good behavior)
2. Yellow card showing (warning)
3. Blue card showing (Level I Behavior Checkpoint home to parents)
4. Red card showing (Level II Behavior Checkpoint home to parents)

Consequences for not following the Academic Code

1. Students will receive a Homework Checkpoint when assignment is not turned in on time.
2. If a student fails to bring back the signed Homework Checkpoint, another will be issued.
3. If two Homework Checkpoints are not returned, a Level I Behavior Checkpoint is issued and the student calls their parents.

Excessive Misbehavior

School will follow guidelines contained in Policy 5114 - Suspension/ Expulsion procedures.

7-8 Discipline System and Related School Policies

Jacoby Creek's departmental program allows upper grade students to work with several teachers in a variety of subject areas. The goals of the program are to develop the talents and academic skills of all students to their greatest potential. To be successful, students must develop a sense of responsibility toward self and school. Through responsible behavior students earn privileges that go beyond those received by students in the lower grades.

Discipline System

The Discipline System is designed to provide rewards and privileges to students for their success, and appropriate loss of privileges and consequences for misbehavior.

The Jacoby Creek Discipline System is divided into two sections: Behavior Code and Academic Behavior Code. The Behavior Code details the standards of behavior at school and the consequences of misbehavior. The Academic Behavior Code lists both minimum standards of behavior for success in a departmental classroom as well as consequences for not following this code.

Behavior Code

Students are to:

1. Respect the health and well-being of others and themselves.
2. Conduct oneself in an orderly manner and respect the rights of others both inside and outside classrooms.
3. Treat and address all school staff members in a respectful manner.
4. Attend classes regularly and provide an authorized explanation for absences and tardiness.
5. Speak courteously without using profanity.
6. Remain within the boundaries of the playground during recesses. This includes the time before school.
7. Dress appropriately for the school setting. Students who come to school in clothes deemed to be inappropriate by school personnel will be asked to return home to change into more acceptable apparel.
8. Refrain from physical displays of affection on school premises.
9. Leave the classroom only when excused by a teacher.
10. Refrain from eating candy and food inside classrooms and other school buildings. Gum chewing is prohibited at all times. The only exception is with a written orthodontist's note.
11. Refrain from spitting, throwing food or littering.
12. Return parent-teacher communication such as progress reports, checkpoints, and notices of missing assignments the following day.
13. Refrain from going to the market across the street during the school day.
14. Refrain from riding skateboards, rollerblades, bicycles, and other like equipment on school grounds until after 5:00 p.m., or during school functions occurring later than 5:00 p.m.
15. Refrain from wearing hats in school buildings during school hours.
16. Leave campus to go home at the end of the school day unless involved in an adult sponsored activity.

Note: Behaviors that are threatening, defiant, involving illegal substances, or are damaging to school property will be treated as excessive misbehavior as outlined in School Board Policy 5114 - Grounds for Suspension and/or Expulsion. Students may receive immediate suspensions for severe behaviors. An immediate suspension will equal four referrals and loss of all upper grade privileges for 30 consecutive student school days.

Privileges Earned for Responsible Behavior

1. Participation in after school sports and cheer leading
2. Participation in upper grade dances
3. Participation in the Big Events at the end of trimesters
4. Participation in Center Arts Activities and off-campus events
5. Participation of eighth graders in eighth grade celebration

Rewards for Responsible Behavior

1. YELLOW SLIPS - Staff members reward students with Yellow Slips for academic success and positive behavior.
2. AWARDS ASSEMBLY - Students are formally recognized at awards assemblies.
3. SPECIAL PRIZES - Students receiving Yellow Slips are eligible for prizes given periodically throughout each trimester.

Consequences for Misbehavior

1. For infractions of school rules students will receive warnings in the form of behavior checkpoints indicating the nature of the misbehavior. Students are to take these checkpoints home to get them signed by their parents. Failure to do so will result in an additional checkpoint. Each time a student receives three behavior checkpoints a referral will be given, resulting in an after school detention. Certain defiant, unsafe, or other severe behaviors will result in an immediate referral without issuing three behavior checkpoints beforehand.
2. For each of the first four referrals the student will receive a one-hour detention. All detentions are served from 3:10 p.m. to 4:00 p.m. in the detention hall on the date indicated on the referral, usually on a Tuesday or a Thursday. Missing or being late for a detention will result in an additional behavior checkpoint and an additional detention will be assigned.
3. It is the responsibility of the parents to arrange with the office for an alternate detention date if a previous medical or dental conflict exists.
4. For the fourth referral a student will lose all upper grade privileges for 30 consecutive student school days. In addition, there will be a parent/principal phone conference.

5. For the fifth referral another conference with the principal and two one hour detentions will result.
6. For the sixth referral the student will be suspended at the discretion of the principal.
7. For the seventh referral the student will receive another suspension at the discretion of the principal. Additionally, school personnel and the parents will develop a behavior support plan for the student.
8. Note that the referral count will start at the beginning of each trimester. However, a student must complete the 30 day loss of upper grade privileges regardless of when the fourth referral occurred. Repeated suspensions during the school year will call for a School Attendance Review Board.
9. Students in the 8th grade who receive a third referral in the last trimester will conference with the principal and parents regarding the consequences of a subsequent referral.
10. Students in the 8th grade receiving four referrals in the last trimester will be ineligible to participate in the 8th grade celebration. Excessive referrals and severe discipline problems during first and second trimesters may be considered in determining a student's eligibility for the 8th grade celebration.

Addendum

The Discipline System is a working document that is intended to cover most situations. Clearly not all behavior and consequences can be covered in a few pages. Students should understand that the teacher and/or the principal are the deciding factors in every situation.

Academic Behavior Code

Students are to:

1. Bring all necessary materials to class, including textbooks, pencils and notebook.
2. Be ready for class when class begins.
3. Organize binders in order to work effectively.
4. Complete and turn in assignments on time.
5. Complete all assignments to the best of their ability.
6. Keep all textbooks appropriately covered.

Note: Each teacher will outline additional academic requirements.

Consequences for Not Following the Academic Behavior Code

1. A natural consequence of not completing assigned work is the loss of learning opportunities. Grades will also suffer if students fail to complete work.
2. Students may be issued a Notice of Missing Assignment (NOMA), which must be signed by a parent/guardian and returned to the issuing teacher the following class.
3. Students may receive an Academic Detention to be served the same day after school.
4. Students may be required to serve additional Academic Detentions if improvements are not immediate.
5. Parents will receive Progress Reports as a notification of academic problems and of possible failure.
5. Frequent violations of the Academic Behavior Code may result in loss of upper grade privileges such as the Big Event or 8th grade celebration. The failure to complete large class projects, such as a term paper or Science Fair project, may also exclude a student from participating in these events. Teachers will meet before these events to determine student eligibility.

Suspension and Expulsion/Due Process Notification of Regulations

In compliance with Section 35291 of the Education Code, the district will notify the parent or guardian of every pupil enrolled in grades 1 through 12, inclusive, of the fact that the district's regulations concerning student discipline are available on request at the principal's office in all schools of the District.

The principal of each school shall ensure that every pupil enrolled will be advised of all the regulations of the district and of the school related to student discipline at the beginning of each school year, and that transfer students will be so advised at the time of enrollment in the school (Education Code 35291).

Grounds for Suspensions and/or Expulsion (Education Code Section 48900)

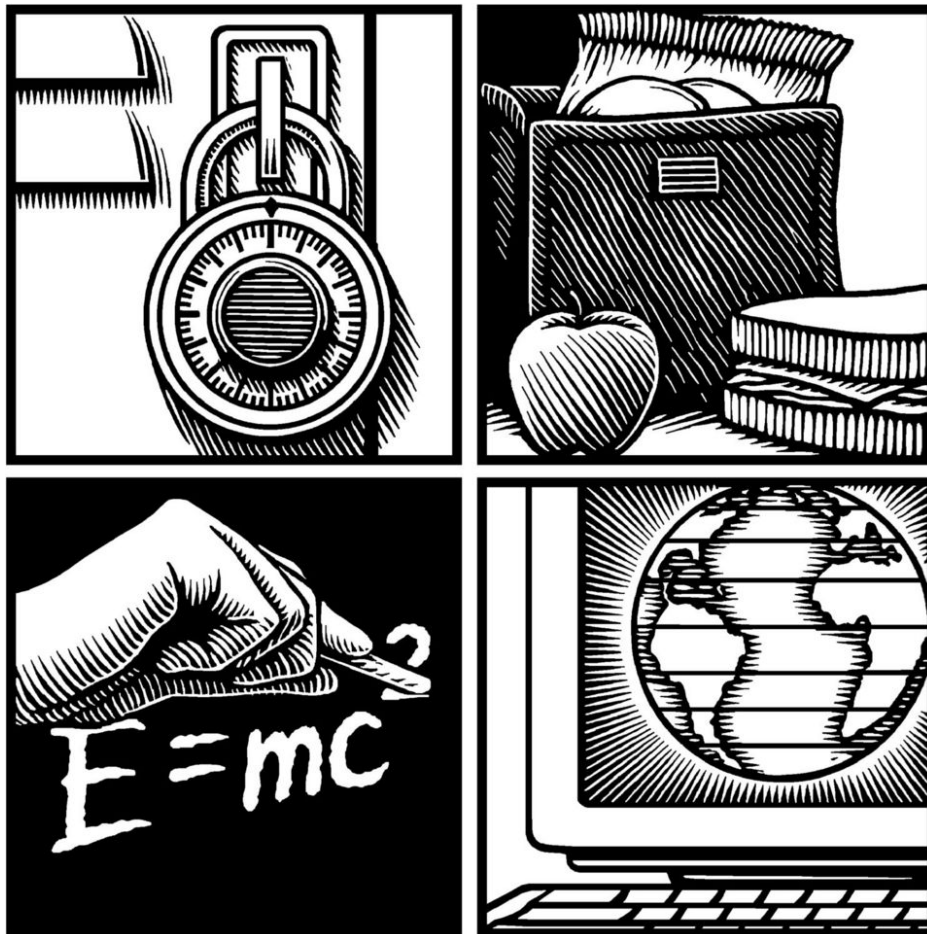
1. No pupil shall be suspended for any of the acts enumerated in the regulations until the superintendent or the principal of the school in which the student is enrolled determines that the pupil has done one or more of the following.
2. Caused, attempted to cause, or threatened to cause physical injury to another person.
3. Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission from a certificated school employee, which is concurred in by the principal or the principal's designee.
4. Unlawfully possessed, used, sold or otherwise furnished or been under the influence of any controlled substance as defined in Health and Safety Code Section 11007, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered or arranged or negotiated to sell any controlled substance as defined in the Health and Safety Code, Section 11007, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance, or material in place of the controlled substance, alcoholic beverage, or intoxicant;
6. Caused or attempted to cause damage to school property or private property.
7. Stolen or attempted to steal school property or private property.
8. Possessed or used tobacco, except as permitted under the regulations of this school district according to Education Code Section 48903.6 (cf. 5131.6 - Drugs, Tobacco, Alcohol).
9. Committed an obscene act or engaged in habitual profanity or vulgarity (including derogatory racial remarks).
10. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials or other school personnel.

No pupil shall be suspended or expelled for any other acts listed above unless the act is related to school attendance, including but not limited to the following circumstances:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period, whether on or off the school campus.
4. During, or going to or coming from a school sponsored activity.

Alternatives to suspension or expulsion shall be imposed against any pupil who is truant, tardy or otherwise absent from assigned school activities. (Education Code Section 48900)

Instead of disciplinary action prescribed by this policy, the principal of a school, the principal's designee, the superintendent, or the governing board may require a pupil to perform community service on school grounds during nonschool hours. For purposes of the sub-section, "community service" may include, but is not limited to, work performed on school grounds in the areas of outdoor beautification, campus betterment, and teacher or peer assistance programs. This sub-section does not apply if suspension or expulsion is required by this Policy or the Education Code.



Jacoby Creek School Discipline Policy Regarding Harassment Between Students

Step One

The complainant gives the harasser **verbal notice** that he/she finds the behavior offensive and wants it to stop.

Step Two

If the harassing behavior continues, the complainant goes to a designated **Complaint Manager** (any one of the upper grade staff) for assistance in writing and delivering an **“Informal Resolution Letter”**:

The Complaint Manager will assist the complainant in clarifying the specific complaint and communicating that complaint effectively in a written “Informal Resolution Letter.”

The Complaint Manager will accompany the complainant as he/she delivers the letter to the harasser.

The Complaint Manager will keep the letter after the harasser has signed it. The harasser’s signature is acknowledgment of receipt, confidentiality, and understanding of future consequences, should the behavior continue.

If the letter is disputed, the harasser must still sign the letter, but may respond in writing.

The Complaint Manager will schedule a follow-up meeting with the complainant within one week to check on outcome.

All Complaint Managers will place letters in a common confidential file.

Step Three

If the harassing behavior continues, the principal will **conference** with the harasser and the complainant. The school counselor and/or the Complaint Manager may also be present at the conference.

A **note will be sent to parents** of the harasser, informing them of the conference.

Step Four

If the harassing behavior continues, the principal will schedule a **student-parent conference**. This conference may involve one or both sets of students and parents, at the principal’s discretion. The school counselor and/or the Complaint Manager may also be present at the conference.

Step Five

If the harassing behavior continues, the harasser will be **suspended, with loss of privileges** equivalent to suspension under the general upper grade discipline policy.

Step Six

Continued harassment will be cause for **expulsion**.



Please sign and return this portion to your homeroom teacher.

I have read and understand the Behavior and Academic codes and related policies as described above and agree to abide by them.

Signature of Student _____

I have read the information about the Behavior and Academic Codes and related policies.

Signature of Parent _____

SERVICES AND PROGRAMS

Special programs and services have made our school very successful. The following are some of the special services and programs that we offer.

Parent-Teacher Conferences

Parent-Teacher conferences are scheduled in the second and third trimesters. Parents are notified of dates and times approximately one week prior to the scheduled date.

Parent-Teacher conferences are a most important part of the educational program, and if possible both parents are urged to attend. In addition, a parent-teacher meeting can be made by telephone through the school office or by a note sent to the teacher.

School Nurse

A school nurse is available approximately one day per week at the school to meet with students, consult with staff, and conduct health related programs.

School Psychologist

The District provides a certified school psychologist to assist the classroom teacher with testing and pupil personal problems. Students with academic and/or emotional problems may be served by the psychologist upon recommendation of the teacher and principal. Parents desiring to know more about the services are invited to discuss it with the school principal.

Social Worker/Counselor

A special counseling program has been developed with a focus on prevention of "at-risk" behaviors as well as intervention when necessary. A half-time social worker/counselor coordinates all program activities and provides community outreach services. The program includes the following: individual/group counseling, parenting programs and referral services.

Special Education

This individualized instructional program provides help to students who qualify. Programs are designed to help students who for some reason may be having difficulty learning in a particular area. In most cases these students receive from 1/2 to 1 hour of specialized instruction daily. Students are referred to the Specialist Teacher by the classroom teacher, administrator, or the parent through the classroom teacher.

Speech Therapy

Two and one half days a week a Speech Therapist is available to work with students needing help with speech-related problems. Referrals are made through the classroom teacher and yearly assessments are conducted for new students to the school.

Visual & Performing Arts

An Instrumental music program is provided to interested students and families in grades 4-8. Instruction in strings and brass instruments has resulted in a school band and orchestra which performs a number of times each year. A classroom vocal music teacher provides both singing and creative dance in grade K-3. Orff instruments are utilized to learn rhythm and express creativity.

An Art Instructor provides a variety of art activities to all students during the week. Activities include: exposure to different art media; history of art; techniques and tools for creating art. All students will have opportunities to complete a series of creative projects during the course of the year.



Enrichment Program

There are a wide variety of enrichment opportunities at Jacoby Creek including classroom and after-school enrichment activities.

Classroom enrichment activities are meant to challenge and motivate a wide range of student's abilities. They may include: learning centers, individualized interest reports, challenge boxes, Math Their Way, I.C.E. activities, T.I.P. activities, Logic/Problem Solving, Junior Great Books, A.I.M.S., simulation games, computer labs, field trips, speakers in classrooms, foreign language, art instruction (See the Paintings), buddies program, Olympics of the Mind activities, History Day, Science Fair, MathCounts, school-wide studies, assemblies, Center Arts productions, and Jacoby Creek Authors program.

G.A.T.E. activities occur through the year in the 4th-8th grades. These activities are meant to address the needs of the 5-10% of students who have been identified as "gifted." A special test is administered to all 4th grade students and new students each year in order to identify for this particular program.

A vast array of electives are offered to all 4th-8th grade students each year during the regular school day. Some of them include: drama, musical theatre, Spanish, keyboarding, art, childcare, nursing, instrumental music, sewing, sign language, yearbook, leadership, weaving, computers, drafting, gardening.

After-school enrichment activities are also offered to parents and students at the end of each school day and have included: foreign languages, art, drama, dance theatre, juggling, computers, jump rope, tap dancing, jewelry making, creative writing and model airplanes.

Title I

We offer special remedial reading for students (1-6) needing additional assistance. This is a federal-funded program with entry based on test scores, as well as teacher referrals.

Outdoor Education

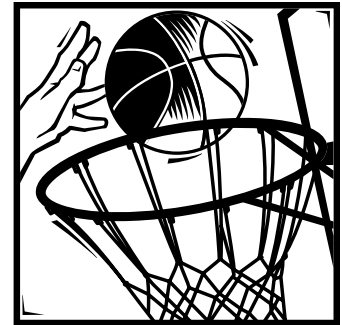
Our middle grade classrooms often schedule camping experiences at environmental camps as well as local National Parks. Sixth grade classes participate in a 5-day trip to the Whiskeytown Environmental Camp. Fourth grade classes offer outdoor environmental experiences during the day at several Humboldt County locations.



Interscholastic Athletics

Jacoby Creek Elementary has sports programs in volleyball, basketball, soccer, track, cross country, and golf for boys and girls. Jacoby Creek competes with teams in the Humboldt and Del Norte areas.

The programs are based on developing the athletic and physical potential of youngsters. Team members are asked to make commitments to both athletic and school programs during seasons.



Summer School

Jacoby Creek School offers a well-planned summer program which includes both enrichment and remedial instruction. Participation in the remedial program is through recommendation by the student's classroom teacher and is based on the student proficiency levels in the academic areas. The academic enrichment program is open to all students who are proficient in the core academic areas and have an interest in learning new and unique subjects that are not regularly taught during the school year. All summer students participate in elective activities for the last hour of the day. These may include: art, drama, computers and environmental education. Special details regarding the summer program are distributed to each parent in the spring of each year.

Library/Media Center

The library offers many special programs. The following are some of the ongoing programs and library skills (K-8): creative writing centers; community services alternatives; performances and presentations; and computer lab.

Spanish Program

Instruction in Spanish is offered as an elective in the seventh and eighth grades. Instruction relies on a communication-based approach utilizing a variety of visual materials and games.

Jacoby Creek School Age Child Care Program

Jacoby Creek School runs and operates its own After School Activity Center (child care program). The program is supervised by our Director, Colleen Bryie, and together with two day care providers they lead activities in arts and crafts, gardening, drama, music, computers, homework support, sports, and many other engaging activities. Our program services children from families attending our school for \$3.50 per hour. We also accept State subsidize from eligible families. Please call the office for additional information or enrollment procedures.

Tests

The California Achievement Test is given in the spring to second through eighth grade students. The C.A.T. measures achievement in reading, spelling, language and mathematics. In addition, district-developed assessments in the fall and spring provide achievement information for determining proficiency levels of all K-8 students.

Hot Lunch

The Jacoby Creek School District takes part in the National School Lunch Program. Meals are served every school day for \$3.50 per meal. Eligible students may receive meals at a reduced price of 40¢ for lunch. If you feel you may qualify for either free or reduced lunches please contact the office for an application. Students may pay for meals in advance at the school office or with their classroom teacher. Lunches are nutritionally balanced and vary from day to day.



Closed Campus

It is preferred that all students eat lunch on campus during the lunch period. Under no circumstances will students be allowed to eat or purchase lunches across the street or go to a friend's house for lunch, as this does cause supervision and discipline problems. Parents who want their child to leave campus for lunch at home are asked to discuss it with the child's teacher and the principal.

Transportation

It is the intent of the Board of Trustees to provide transportation for pupils residing in the district to and from school when possible. Please contact the school office if you have questions or concerns.

Activities and Entertainment

Many activities are planned during the school year. Parents will be notified through bulletins sent home with students, as well as the school newsletter. Some of these programs include: Holiday concerts, Open House, curricula fairs, school plays, folk festivals, and more.

Parent-Community Newsletter

The Panther Pause is mailed to each family at the beginning of the month. It contains items of interest including parent organization agendas, principal's features, school program information, curriculum features, classroom happenings and monthly news and school events.

SCHOOL POLICIES AND GUIDES

Parental Concerns

The teacher is the key person in the educational program of each child. Individual parental concerns should first be brought to the attention of the teacher so that the opportunity is given to resolve misunderstandings and answer questions.

Misunderstandings or questions that may arise outside the supervision of the teacher - such as on the bus or walking to and from school - should be brought to the attention of the principal.

When educational matters are not resolved in discussions with the teacher, it is the principal's responsibility to seek a solution in consultation with the teacher and parent. At this point, complaints must be submitted in writing.

In case of complaint, the matter should be first discussed with the teacher and/or principal before it is brought to the attention of the Governing Board.

Uniform Complaint Procedure - Title 5 California Code of Regulations Section 4620

The district shall follow the uniform complaint procedure described below when addressing complaints alleging unlawful discrimination based on sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age in any program or activity that receives or benefits from state financial assistance. The uniform complaint procedure described below shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and developmental programs, child nutrition programs, special education programs, and federal safety planning requirements. Individuals, agencies, organizations, students and interested third parties have the right to file a complaint using this procedure described below.

Complaints must be filed in writing with the appropriate compliance officer identified below. Complaints alleging discrimination must be filed not later than six (6) months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, unless the time for filing is extended by the district superintendent or his or her designee.

Complaints will be investigated and a written decision sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The district person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621. If the complainant is not satisfied with the local educational agency's decision, the complainant may file within fifteen (15) days of receipt of the decision a written appeal with the California Department of Education (CDE) in Sacramento, California. The appeal to CDE must include a copy of the locally-filed complaint and a copy of the district decision.

Complainants may also pursue available civil law remedies, including, but not limited to, injunctions, restraining orders or other orders in federal and state court. Further information about such remedies may be available through a public or private interest attorney, the County Lawyer Referral Service, Legal Aid Society, a mediator, or dispute resolution service.

A copy of the district's policy and complaint procedures may be obtained through the superintendent's office.

Compliance Officer

The Governing Board designates the following compliance officer to receive and investigate complaints and ensure district compliance with law:

District Superintendent/Principal
1617 Old Arcata Road
Bayside, CA 95524
(707) 822-4896

Notifications

The Superintendent or designee shall meet the notification requirements (Title 5, Section 4622) including the annual dissemination of district complaint procedures, the identity of the person responsible for processing complaints, local civil law remedies, the appeal and review procedures, the timelines for filing a discrimination complaint. This notification shall be distributed to parents or guardians of students, employees, students, the district advisory committee, school advisory committees, and other interested parties in English and when necessary, in the primary language of the recipient of the notice, pursuant to section 48985 of the Education Code.

Procedures

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with the Code of Regulations, Title 5, Section 4632.

The district will use its uniform complaint procedures when addressing all complaints regarding sex equity. (Title 5, Section 4900, et seq.)

Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance.

The complaint shall be presented to the superintendent or designee. The Superintendents or designee will maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other handicaps, district staff shall help him/her to file the complaint (Title 5, Section 4600)

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subject to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination. (Title 5, Section 4630)

Step 2: Mediation

Within three days of receiving the complaint, the Superintendent or designee shall informally discuss with the complainant the possibility of using mediation. If all parties agree to mediation, the Superintendent or designee shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's time lines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer shall hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and his/her representative to repeat the complaint orally. The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (Title 5, Section 4631)

To ensure that all pertinent facts are made available, the Superintendent or designee and the complainant may ask other individuals to attend this meeting and provide additional information.

Step 4: Response

Within 45 calendar days of receiving the complaint or as soon as practicable but no later than 60 calendar days after the district's receipt of the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step 5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five calendar days, file his/her complaint in writing with the Board of Education. The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complain must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision is final. If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final Written Decision

The report of the district's decision shall be written in English and in the language of the complainant whenever feasible or required by law.

Uniform Complaint Procedure Notification

The Jacoby Creek School District Uniform Complaint policies and procedures will be distributed to all interested audiences in the following manner:

It will be printed and included in the parent/student handbook and printed in the school newspaper and distributed to all households at the beginning of each school year and personally given to new families entering the district.

It will be given to all employees upon the occasion of renewing their yearly, or signing a new, employee contract.

It will be scheduled as an agenda item for the first meeting of each year for the School Site Council, and all other district and site advisory committees.

It will be maintained on file in the district office for any community members or interested parties to review.

In accordance with state law, this is to notify you that you have a right to file a written complaint, in accordance with the provision of Title 5 of the California Administrative Code Section 4600 and following, in the event you believe Jacoby Creek School District is in violation of any state or federal laws in any of the following programs: Consolidated Categorical Aid programs, Migrant Education, Child Care and Development programs, Child Nutrition programs, and Special Education. You also have the right to file a written complaint following these procedures if you believe there to be unlawful discrimination by the District on the basis of ethnicity, religion, age, sex, color, sexual orientation or mental or physical disability.

The District Superintendent will serve as the responsible party for responding to all written complaints. Following an investigation, a written response to the complaint will be conveyed to the person filing the complaint within 60 days. In accordance with Section 4630, complaints of possible discrimination must be initiated within 6 months of the time of the alleged event or from the time it was brought to knowledge.

In the event that a complaint is filed with the District and a decision is issued, this is to notify you further of your right to appeal a decision by the District to the State Superintendent of Schools. An appeal must be filed within 15 days of receipt of the District response. In accordance with law, you are also notified that you may have local civil law remedies in addition to remedies through this complaint process. In addition to the complaint process set forth in the District's policy regarding uniform complaint procedures, you may also have the right to have the State Department of Education directly intervene under certain circumstances, which are set forth in Section 4650. Should you have any questions concerning the complaint process and your rights to file a complaint, you may contact the Jacoby Creek School.

This report shall include:

- 445 The findings and disposition of the complaint, including corrective actions, if any.
- 446 The rationale for the above disposition.
- 447 Notice of the complainant's right to appeal the decision to the California Department of Education, and procedures to be followed for initiating such an appeal.
- 448 A detailed statement of all specific issues that were brought up during the investigation and the extent to which these issues were resolved.

Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the California department of Education within 15 days of receiving the district's decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals.

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the district's decision and must include a copy of the locally filed complaint and the district's decision.

Civil Law Remedies

Civil law remedies may be pursued through local, state, or federal agencies, officers, or private/public interest attorneys. Local agencies through which a complainant may pursue civil law remedies are:

Redwood Legal Assistance 445-0866	Azalea Mediation Group 1339 Azalea Ave. McKinleyville 839-4612
Humboldt Mediation Service 940 Samoa Blvd. Arcata 826-1066	Gromala Mediation Service 701 5 th St., Suite 300 Eureka 441-0499

These avenues may result in civil court remedies or agreements rather than the administrative remedies resulting for the district of the California Department of Education.

Attendance

As with all public schools in California, the amount of state monetary support is based on attendance. It is essential that accurate records be kept at school. State law requires that a student's parent/guardian provide a valid excuse detailing each absence. The school office must be notified by note or telephone with the excuse. Absence for health, medical, dental or valid personal reasons are legally accepted excuses. Students home without valid excuses, shopping, trips, vacations, etc. are not excused. No absence is counted for average daily attendance.

Students are not allowed to leave the school during the day unless they bring a note of valid excuse from their parent. An adult calling for a child must first report to the school office.

Substitute Teachers

Every student will periodically be taught by a substitute teacher. The most common reason for using substitute teachers occurs when the regular teacher is ill. However, substitutes are also used when regular teachers are on leave for personal business, professional training, or family emergency. Our school uses only highly skilled professionals as substitute teachers. Students are expected to be extra courteous to substitute teachers. Any misconduct in the classroom will be dealt with immediately.

Class Lists - Student Placement

Each year parents are given the opportunity of recommending a particular teacher for their child's placement. Having done so, the recommendation is forwarded to grade level teaching teams which finalize lists for the principal's approval. Every effort is made to create heterogeneous classes balanced by gender, student achievement levels, behavioral characteristics and the expectational needs of particular students.

School Attendance Review Board

The Attendance Review Board is a group of school and community members who meet regularly to discuss and provide solutions for students who experience attendance problems. The parents of students are notified by mail of a truancy problem and parents and students can be asked to appear before a S.A.R.B. board after five truant days are on record.

Notice of Asbestos Management Plan

Pursuant to Title 40 CFR Part 763 Subpart E (ASHERA), our school is required to inform you that: a copy of the ASHERA Management Plan is available for your inspection. It contains information regarding inspections, response actions, and post-response action activities, including periodic re-inspections and surveillance activities that are planned or in progress. Should you wish to review the ASHERA Management Plan, please contact the office to arrange for an opportunity. An application (Form ACC-1) will be sent to you to document your request. Application review and report preparation will require a maximum of five days.

Appointments

When medical appointments can be made for the later afternoon hours, there is much less interruption in the student instructional day. Most medical offices can arrange later afternoon appointments and we at school appreciate the efforts of parents who will schedule accordingly.

Late Arrivals

In most cases there are no valid excuses for tardiness. Students are expected to be in their seat by the time the second bell rings at 8:30 a.m. Tardy students are an inconvenience to attendance, lunch accounting, and to their classroom teacher. Students more than 1/2 hour late for school without excuse can also be credited with one day of truancy.

Independent Study

When students absolutely must be away from school for any reason, an Independent Study Form may be used. The form must be completed by the student, parent, and teacher before the day of absence. Use of the form is limited and without an Independent Study Contract, days of absence are days of truancy.

Dress

The district is concerned that clothing be neat, clean and fitting properly. Clothing should not be distracting or impair freedom of movement, i.e., excessively short mini-skirts, crop tops, or shoes with high heels. Primary students should wear clothing that is warm and suitable for physical activity. T-shirts which could be said to be obscene, vulgar, or in bad taste are not to be worn at school. It is strongly recommended that the student's name be on jackets and coats.

Articles from Home - Toys, Etc.

Students are asked not to bring articles from home unless approved by a teacher for a project or sharing. Toys, stuffed animals, models, or the like are an interruption to learning and should not be at school.

Field Trips

Students taking field trips are under the direction of the classroom teacher and permission slips for student involvement are sent home for parent signature. In many cases private transportation is used; in these cases it is necessary that the driver of the automobile have adequate insurance coverage (refer to the enclosed insurance form).

Electronic Communication Devices

The Board recognizes the need to maintain a non-disruptive and safe environment for pupils while on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees. The Board, therefore, prohibits the possession and/or use of a portable phone, pager, signaling equipment or other electronic means of communication without the prior consent of the principal.

Pupils are prohibited from possessing or using such devices while on campus, attending school-sponsored activities, or while under the supervision and control of school district employees. If such devices are used during school hours, the student will receive a referral and the device shall be confiscated and held by the principal or his/her designee until his/her parent retrieves it. If a device rings or vibrates during school hours because it has not been turned off, a Behavior Checkpoint will result.

Telephone

Students are allowed to use the telephone at school only if the teacher determines that it is absolutely necessary. A child asking a parent to bring materials to school which were carelessly left at home, or requesting permission to visit a friend after school, is not necessary.

Home Instruction

The district will provide home teachers for students who are confined due to illness for extended periods of time. A doctor's authorization is required.



Homework

The determination of specific homework assignments and the amounts of homework appropriate for students is to be made by the teachers and school.

1. Homework should reflect the school's emphasis of basic skills, adopted courses of study and the California State Standards.
2. Assignments given should be appropriate to the age and ability of the child. Special consideration should be given to children with special needs.
3. Homework is assigned in the primary, middle, and upper grade programs based on the following:

PRIMARY (K-3)

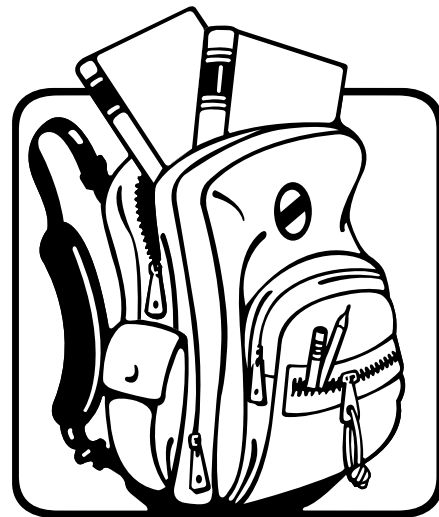
- Homework is defined as independent practice or exploration based reflecting skills covered in class.
- Homework is designed to develop responsibility and reinforce skills.
- Homework is corrected, evaluated, and recorded.
- Homework is assigned weekly.
- Students will also be expected to read each night.

MIDDLE (4-6)

- Homework is defined as independent practice or exploration based reflecting skills covered in class.
- Homework is designed to develop responsibility and reinforce skills.
- Homework is corrected, evaluated, and recorded.
- Homework is assigned weekly as noted below:
 - Fourth grade: 30 minutes 4 x's week
 - Fifth grade: 45 minutes 4 x's week
 - Sixth grade: 60 minutes 4 x's week
- Students will also be expected to read each night.

UPPER (7-8)

- Homework is defined as independent practice used to follow up, reinforce, supplement, and extend lessons.
- Homework develops responsibility, self-discipline and good work habits.
- Homework is evaluated, discussed and clarified in class.
- Homework grades are recorded as part of the subject grade.
- Homework is often assigned daily.
- Homework times may vary, but one and a half hours per night is a reasonable expectation.



Homework Hints for Parents

1. Encouraging students to take responsibility for doing assigned work.
2. Helping the student work out a good study schedule.
3. Providing conditions conducive to study.
4. Preplan homework time so as not to conflict with enjoyable family time or other outside activities.
5. Sharing your child's work reinforces the importance of homework and helps the child to understand that you are interested in his/her progress.
6. Give praise for a job well-done.

Immunizations

It is the responsibility of the parent to keep the student's health record up-to-date according to state law. Students who do not have record of full immunizations can be kept from attending school. The following inoculations are required for kindergarten entry by the Department of Education.

Diphtheria, Tetanus, Pertussis (DTP):

At least 4 doses. If the most recent dose was given before the child's 4th birthday, one more is required

Polio:

Four doses at any age, but 3 doses meet the requirement if at least one was given on or after the 4th birthday.

Hepatitis B:

Three doses.

Measles/Mumps/Rubella

Two doses

For continuing protections, tetanus-diphtheria booster shots will be necessary every 10 years throughout life.

Head Lice:

Information: 10 Steps to Staying Ahead of Lice

1. Watch for signs of head lice, such as frequent head-scratching.
2. Check all family members for lice and nits (lice eggs) at least once a week. (It helps to use natural light and a magnifying glass.)
3. Treat only those family members who do have lice. Buy a lice product at your drug store, the pharmacy or call your doctor for a prescription.
4. Call your doctor first if you are pregnant, nursing or allergic to weeds, plants, etc. Never use a lice product on your baby!
5. Follow package directions carefully! Use the product over the sink (not in the tub or shower). Keep the eyes covered with a washcloth.
6. Remove all nits (which will stay on the hair after treatment). You can do this with a special lice comb or your fingernails.
7. Wash all bedding and recently worn clothing in hot water and dry in a hot dryer. Combs and brushes may be soaked in hot (not boiling) water for 10 minutes.
8. Vacuuming is the safest and best way to control lice on mattresses, rugs, furniture and stuffed animals.
9. Continue to check heads every day for 2-3 weeks to make sure head lice are gone. Regular checking is the best prevention.
10. When you find a case of lice, tell others! Call the school and notify playmates.
5. Affected children shall not be sent home on the school bus; the parent or parent designate will provide transportation. All clothing (coats, sweaters, hats, etc.) should be sent home with the student.
6. Trained school staff will also check the siblings or other household members of the student excluded who attend the school as well as the classmates of the excluded child.
7. A note will be sent home with each student in the classroom of the affected child/children.
8. Students excluded because of head lice are counted as absent due to illness.
9. Students returning to school after treatment are not to ride the bus; the parent will transport their child to school and be present during the student's readmission check. Students must report to the office before returning to the classroom.
10. Readmission will be permitted only after 1) they bring a note from the parent/guardian verifying treatment, and 2) reexamination by the nurse or designee shows that all lice and viable nits have been removed.
11. Students excluded for head lice will be rechecked by designated school employee one week after treatment. If found to have live lice in the hair, follow the procedure above.
12. The school administrator will keep the school nurse informed of the situation and the school nurse will provide assistance as deemed necessary.
13. Chronic cases of head lice (as described in the state guide lines) should be reported to the school attendance review board.
14. Designated school personnel shall be trained by the school nurse and any questions regarding head lice, nits and screening procedure shall be directed to the school nurse.
15. Criteria and timing of periodic screenings for head lice shall be determined by the administrator and school nurse.

School Procedures

1. School employees shall report all suspected cases of head lice or nits to the office as soon as possible.
2. Trained school personnel, as requested, shall examine the reported students as soon as possible.
3. Inspection of the student's head should be done discreetly with as little embarrassment to the child as possible.
4. A student with live lice shall be excluded from school with the appropriate information concerning treatment, inspection of all family members for the condition, and readmission requirements.

Visitation

Parents are encouraged to visit our school and requested to notify the school office prior to their visit. All visitors must check into the school office to receive a visitor's ID badge. Visitation by children who are friends or relatives is not encouraged since this can disrupt the daily schedule.

Teacher Team Planning Days

Every Monday will be a 2:15 release day, allowing teachers to meet with their respective grade level teams for discussion of children as well as curriculum and program planning.

Parent Conference - Report Cards

Three times during the year the school provides parents with a detailed progress report for all students. The schedule will look like the following:

NOVEMBER 16-20:

Report cards are given and discussed with parents at scheduled conferences. Dismissal will be at 1:15 p.m. for all grades except kindergarten which will be dismissed at the regular time.

MARCH 15-19:

Report cards are given and discussed with parents at scheduled conferences. Dismissal will be at 1:15 p.m. for all grades except kindergarten which will be dismissed at the regular time.

JUNE: Report cards will be sent home on the last day of school.

Tobacco Free School

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and breathing of second-hand smoke. As required by law, the District provides instructional programs designed to discourage students from using tobacco products. District employees are expected to serve as models for good health practices that are consistent with these instructional programs.

In the best interest of students, employees, and the general public, the Jacoby Creek Board therefore prohibits the use of tobacco products at all times on District property, and in District vehicles. This prohibition applies to all employees students, visitors, and other persons at school or school sponsored activities or athletic events. It applies to any meeting on any property owned, leased, or rented by or from the District.

The Board designee shall inform students, parents/guardians, employees and the public about this policy. The policy will be reviewed annually at the start of the year staff meeting, and be printed in the Parent Handbook. All individuals on District premises share in the responsibility of adhering to this policy, and informing appropriate school officials of any violations. Individuals observed using tobacco products on campus will be informed of the tobacco-free policy, and the individual will be requested to cease use of tobacco products while on school grounds.

The Board designee shall maintain a list of clinics and community resources which may assist employees and students who wish to stop using tobacco products.

Fundraising

In order to support special programs and activities, the school schedules various fundraising events. The following is a tentative calendar of fundraising events.

SEPTEMBER:

Book Fair
School Pictures
PTO Drive
Jacoby Creek Children's
Education Foundation
Solicitation

OCTOBER:

Magazine Sales
Athletic Concessions

NOVEMBER:

DECEMBER:

Christmas Boutique

MARCH:

J.C.C.E.F. Fund Raiser

APRIL:

Book Fair

MAY:

J.C.C.E.F. Auction
Yearbook Sales

JUNE:

Graduation Expenses

ONGOING:

T-shirts
4th Grade Recycling Project
Field Trips, Seasonal Ath-
letic Events

MISCELLANEOUS

After School Athletics

Policy 6145.5

The objective for the after school sports program is to encourage each interested student to develop his/her physical and mental skills in the chosen sport. It is only by active participation in a game situation that a student will learn a sport and gain confidence in his/her ability to play. While not neglecting the development of a winning attitude, the program should emphasize the participation, sportsmanship and needs of all athletes.

After School Athletics

Administrative Guide 6145.5

Grades

Students participating in school related activities will maintain a grade of 70% or above in each of the core classes (math, reading, language arts, science and social studies). If needed, students are encouraged to take advantage of study hall, tutoring opportunities and extra sessions with classroom teachers to maintain a grade of 70% or above.

Behavior

1. All athletes will conduct themselves in a courteous and respectful manner at all times—both on and off the court or field.
2. Profane language, rowdiness, disruptive behavior, and illegal acts will not be allowed.
3. An athlete may be released from the program for frequent tardiness, missing practice (unexcused), repeated behavioral referrals, continued disruptiveness, a negative attitude, refusing to follow directions or breaking other rules that the coach may feel are in the best interest of the team.

Players

1. In grades 5 and 6, there is no limit to the number of athletes allowed on a team; however, a second team may be added if the number of players is too large. The philosophy of our 5th and 6th grade teams is skill development, with participation taking precedent over competition.

In grades 7 and 8, the target size is 12 players per team, and athletes will try out to make the team if there are more students interested than available spaces. The coaches solely determine playing time.

2. If an athlete must miss practice for any reason, he/she should either phone or see the coach before or during the practice session. The athlete may not attend practice if absent from school that day. The athlete must be in school the day of the game.

Coaches

1. When it is thought necessary to hire coaches or advisors other than regular faculty members, efforts will be made to secure qualified, if possible, credentialed coaches well in advance of the season at salaries consistent with those paid by other schools in the county.
2. Coaches and the Athletic Director will conduct a pre-season meeting with parents to discuss the schedule, school philosophy regarding athletic participation, and requirements for participation.
3. Coaches will be expected to present themselves on and off the court in a manner that is consistent with that expected of the school athletes.
4. Game days may be changed subject to agreement between those coaches affected.
5. Coaches will be expected to check with the Athletic Director prior to games regarding eligibility of all team members.
6. Coaches shall advise the Superintendent and the Athletic Director of the reason for removal of an athlete from a team.
7. Coaches will see that team members are dressed in the appropriate uniforms and clothing.
8. Coaches shall be responsible for the conduct of players just prior to, during, and after the game.
9. Coaches shall send an Athletic Training Contract to parent(s) or Guardian(s) two weeks before the season begins. The Coach shall confer with the Athletic Director to assure that all athletes participating in practices or games (beyond the first meeting) have returned their contracts to the school.

School Athletic Committee

1. The School Athletic Committee, appointed by the School Board for a period of two years, shall be advisory in nature and report to the School Superintendent.
2. The School Athletic Committee shall report to the School Board semi-annually and as other needs arise.
3. The School Athletic Committee shall consist of no more than five members: Board member, the Athletic Director, and at least two parents. The School Newsletter will be used to solicit interested parents.
4. The School Athletic Committee shall assume responsibility for interviewing and recommending candidates for coaching positions. The selection of personnel shall be at the discretion of the Superintendent, subject to final approval by the Board.

Administration

1. The Superintendent, or his designee, shall assume responsibility for:
 - a. selecting coaches (subject to final approval by Board)
 - b. Informing coaches of guidelines/school policies relating to facilities, liability, and grievances
 - c. Informing coaches of athlete's eligibility

Communication

1. The School Athletic Director shall see that an interest survey be conducted prior to June 1 and again immediately prior to particular sport seasons to determine intent to participate in after school athletics.
2. The School Athletic Committee shall meet during the summer to determine team composition based upon survey results and report to the Superintendent and Athletic Director its recommendations.
3. The Athletic Director shall be responsible for maintaining the master file of eligible athletes. This file will include a signed Athletic Contract for each athlete.
4. The Athletic Director shall be responsible for chairing Athletic Committee meetings, agenda preparation and communication with committee members.

Grievance Procedures

Should conflict arise among parents, students, members of the Athletic committee, the Athletic Director, or coaches, the procedure shall be:

1. The parties involved in the grievance shall meet personally to deal with the conflict.
2. If still unresolved, then each party shall explain the problem in a letter to the Athletic Director whose responsibility it shall be to mediate the conflict.
3. If still unresolved, contact may be made with the Principal.

Nothing in this procedure, however, shall allow for deviation from adopted school policy regarding participation or philosophy.

Schedules

Boys/Girls Soccer	Sept. 4	- Nov. 30 (approximately)
Girls Volleyball	Sept. 4	- Nov. 30 (approximately)
Girls' Basketball	Nov. 27	- Dec. 20 (approximately)
Boys' Basketball	Dec. 29	- Feb. 28 (approximately)
Track and Field	April 16	- June 1 (approximately)



JACOBY CREEK SCHOOL DISTRICT

Dear Parents:

The following school bus conduct rules for pupils were adopted by the Jacoby Creek Board of Trustees from State of California Regulations:

Ed. Code (Section 14263 Title 5) Authority of Driver states: Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit the authority of the bus driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not require any pupil to leave the bus enroute between home and school or other destinations.

The following list of student actions constitute violations of the established rules and regulations:

1. Abusive body contact - slapping, hitting, poking, shoving, pulling hair, etc.
2. Fighting on the bus, or at bus stop.
3. Using other than the student's regularly designated bus stop.
4. Using profane language or obscene gestures.
5. Unauthorized exits (from emergency doors or windows)
6. Putting any part of the body out of bus window at any time.
7. Any movement OUT of seats while bus is in motion.
8. Riding bus after receiving "no ride" penalty.
9. Legs, feet and objects obstructing aisle or sitting facing to the rear.
10. Creating excessive noise.
11. Any improper bus stop procedures (not lining up, rock throwing, playing in streets, any property damage at bus stops, etc.)
12. Unauthorized opening, closing, or tampering of any kind with bus doors, windows, or emergency exits.
13. Any type of damage or defacing of bus.
14. Lighting of matches, cigarettes, smoking on bus.
15. Throwing any objects in, out of, or at the bus.
16. Littering of any kind.
17. Transporting live animals, reptiles, or insects on a school bus.
18. Eating or drinking on the bus.
19. Disrespect to the bus driver.
20. Give improper identification when requested by driver.
21. Tampering with bus controls.
22. Failure to obey driver.
23. Failure to remain quiet at all railroad crossings.
24. Endangering life or limb of other people.
25. Other unauthorized or unsafe action.

These are direct copies of rules recommended in a California State Department of Education bulletin.

Education Code (Section 14263 Title 5) Authority of Driver states: Boards of Trustees shall adopt rules and regulations to enforce this section. These regulations shall include, but not be limited to, specific administrative procedures relating to suspension of riding privileges and shall be made available to parents, pupils, teachers, and other interested parties.

Corrective measures for infractions of established rules are listed below:

- 1st warning - phone call to parents
- 2nd warning - riding privileges suspended for one week
- 3rd warning - riding privileges suspended for two weeks
- 4th warning - riding privileges suspended for the balance of the school year

Your Child Entering School

We are hoping for the very best start for your child in kindergarten, as school will become his/her “second home” for years to come.

- A. Your child’s clothing:
 - 1. Please put child’s name on each article of outside clothing.
 - 2. Clothes should be simple, washable, sturdy, not too tight, safe, easy to manage and labeled.
- B. A written excuse is required for each time your child is absent, tardy or dismissed.
- C. If you give your child money for milk or other reasons, please put it in an envelope—write the name and the purpose for which it will be used.
- D. Walk to school or bus stop several times with your child until he or she has learned his route.

What will he/she DO at school? He/she will LEARN while he/she PLAYS—

- A. To get along with others, be cheerful, polite, fair.
- B. To share with other: toys, games, experiences.
- C. To explore new things and ideas.
- D. To express himself with work, play, paint, crayons, music, scissors, hammer, etc.
- E. To plan what we do next.
- F. To listen—to stories and directions.
- G. To look at books—and learn how to like them and tell words and their meanings.
- H. To use new words—based on live experience and from slides, films, books, and pictures.
- I. To spot differences—colors, pictures, sizes, shapes, sounds.
- J. To care for himself and his belonging—for his bathroom needs, hanging up his clothes, returning toys and tools at pickup time.
- K. To “write” by dictating words for the teacher to write down - stories, letters and invitations.
- L. To count.
- M. To play out-of-doors developing big muscles and learning to take turns and follow rules.
- N. To eat with others— how to relax—good manners.
- O. To care for pets and plants—food and water—keep them clean.
- P. To protect himself—and know who will protect him.
- Q. To think of others—gift for mother, birthdays of classmates.

And—when he/she is READY—he/she will learn to READ and WRITE!

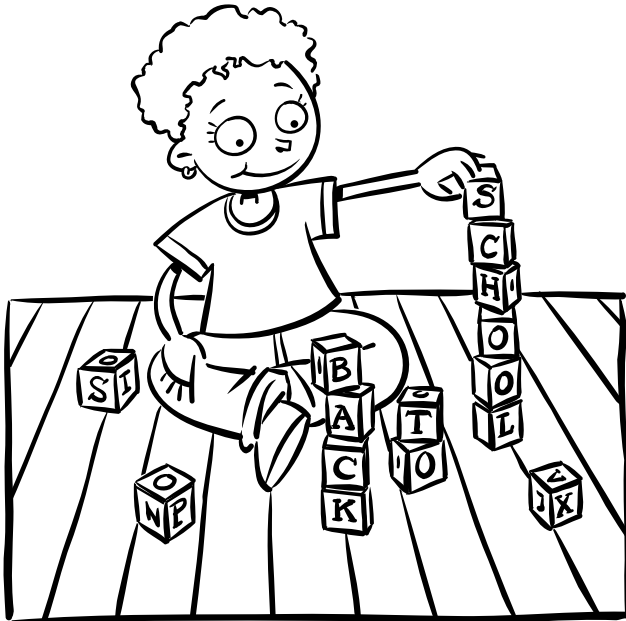
Encourage the development of helpful habits:

- 1. Putting away his toys and pick-up time.
- 2. Listening to others and following directions (but only give one at a time—and check up to see he does what you ask).
- 3. Doing simple household tasks.
- 4. Helping others—brothers, pets.
- 5. Having a time to go to bed, getting up, resting, playing that fits his school needs.
- 6. Help him—arrive promptly and attend school regularly—leave on time and go straight home—eat a warm, well-selected, unhurried breakfast—brush teeth—have outer clothes suitable for weather—start early.



Start the school day . . .

1. Rested and well nourished.
2. Early enough to:
 - go to toilet.
 - wash himself.
 - dress in clean clothes.



For your CHILD'S SAFETY—he/she should know and be able to tell:

1. His/Her first and last name.
2. His/Her street address.
3. His/Her parents' name.
4. His/Her phone number.

He/She should go some place ALONE before going to school. Walking to school or bus stop he should:

1. Know about traffic lights and policemen, crosswalks, etc.
2. WALK (not run) across streets (especially when slippery).
3. Cross streets only between white lines.

AT SCHOOL—he/she will learn more about safety from:

1. Classroom teachers
2. Fire Drills
3. Safety patrol
4. Safety lessons
5. Civil defense
6. Playground supervision

For your CHILD'S HEALTH:

1. Keep him/her away from anyone with a COLD (and him away from others, if he/she has one.)
2. Keep him/her home and call the doctor if he/she has:

Sore throat	Skin rash	Coughing
Nausea	Inflamed eye	Ear ache
Runny nose	Restless night	Flushed face
Diarrhea	Discharging ear	Paleness
Chills	Enlarged glands	

FIELD TRIP BY PRIVATE VEHICLE

Dear Parent:

The following event is scheduled for the children of our school. Please fill out and sign this notice and indicate if you will be available to assist in transporting students to this education experience.

_____ *Date of Trip*

_____ *Destination*

Time transportation is needed _____ Time of return trip _____

Private Vehicle Pupil Transportation Minimum Requirements

1. Insurance
 - Public Liability -Bodily Injury \$100,000/\$300,000 per accident
 - Property Damage \$25,000 per accident
 - Medical Payments \$2,000
2. Financial Charge
 - No financial charge to the District shall be made for pupil transportation by private vehicle.
3. Number of Passengers (Exclusive of Driver)
 - The number of passengers to be transported in any one vehicle shall not be more than the legally permissible number of passengers deemed appropriate for the vehicle. Sedans and station wagons should not exceed six (6) passengers. No pupil will ride in the back of a pick-up or any other truck.

Field Trip by Private Vehicle

TEAR OUT THIS PAGE AND RETURN TO THE SCHOOL

1. I understand these transportation minimum requirements and do carry insurance with:
 - Insurance Company: _____ Effective Dates _____
 - Policy Number: _____
 - Limits: _____
 2. I will be able to furnish transportation on the following date: _____
 3. Number of passengers I can transport: _____
- Parent's Signature: _____ Date: _____

CURRICULUM AT A GLANCE

Kindergarten

Language Arts - ABC activities, journals, group and independent reading, computer activities.

Science - Observe and record weather and seasonal changes, life cycles (tadpoles, chicks, ducks, insects, plants, and people), five senses, nutrition, cooking, sound and light, Here's Looking At You 2000.

Math - Patterns, beginning number concepts, shapes, counting, sorting and classifying, addition, measurement, graphing, predicting (estimation), computer activities.

Social Studies - Building classroom and community social skills, learning to work together, problem solving, multicultural holidays and awareness activities, local history, families.

Fine Arts - Music, instrument making, painting, ceramics, multicultural dances, drama.

Physical Ed/Health - Perceptual Motor Skills, Healthy Play Program, creative movement, dance, drug abuse education.

First Grade

Language Arts - Learning to read and write independently, using phonics comprehension and sight vocabulary, learning to spell high frequency words using visual and phonetic strategies, publishing books and writing across the curriculum.

Math - Data analysis, patterns and functions, number relations, number combinations, measurement, number patterns to 100, place value, geometry and problem solving.

Science - Moon study, dinosaur study, weather, states of matter, whales, plants.

Social Studies - Expanding civic values including fair play, sportsmanship, respecting rights and rules, awareness of cultural diversity.

Fine Arts - Plays, musical performances, multi-media art experiences.

Physical Ed/Health - Fitness and health, jump roping, perceptual motor, organized games.

Second Grade

Language Arts - Reading in whole groups, small groups and individually with the teacher, shared and independent writing, listening and speaking skills through readers theater and storytelling, spelling high frequency words, vocabulary development.

Math - Thinking creatively by building concepts of numbers and relationships, spatial concepts and geometry, generating patterns with physical materials, understanding the meaning of basic operations, estimating answers and using mental math, classifying and sorting objects, interpreting data.

Science - Amphibians, reptiles, invertebrates, mammals, birds, fish, plants, forces changing the earth, and force in motion.

Social Studies - People who make a difference (ancestors), people from many cultures, people who supply our needs, government, citizenship, and laws.

Fine Arts - Art, music and drama are integrated throughout programs, art theory and history.

Physical Ed/Health - Mile walking, ball skills, dance, jump rope, Healthy Play Program, and safety.

Third Grade

Language Arts - Continue to develop basic reading skills, vocabulary and fluency. Read a variety of genres for various purposes. Organize thoughts and information for writing, develop drafts, edit and revise. Write for a variety of purposes and audiences. Begin developing paragraphing skills. Improve grammar, spelling, punctuation, capitalization, penmanship, sentence structure and proofreading skills. Begin cursive. Develop speaking and listening skills.

Math - Addition and subtraction facts to 20, place value, three digit addition and subtraction with regrouping. Introduce and develop multiplication and division concepts. Problem solving, fractions, geometry, money, measurement and probability.

Science - Plant and animal adaptations, Ecology of the Arcata marsh, Space, Drug Education, Energy (heat, magnetism and electricity).

Social Studies/History - Regions of the U.S. (oceans, forests, mountains, deserts, and prairies) and the Native American groups of these areas. Humboldt County geography and history, Map skills.

Fine Arts - Attend relevant Center Arts performances at HSU, experience working with assorted media (clay, watercolors, tempera, textiles, and charcoal), participate in classroom plays and dramas, vocal music.

Physical Ed/Health - Fitness and health, games, manipulative, rhythmic dance skills, gymnastics, drug abuse education, Healthy Play Program.

Fourth Grade

Language Arts - Reading selections from Houghton-Mifflin Literature explorations of literary terms and author's intent. Literature selections - cross curricular in social studies and science: *Patty Reed's Doll*, *By the Great Horn Spoon*, *Night of the Twisters*. Spelling for Every Day Writing Program, grammar, vocabulary, writing in several genres - special focus on Report of Information in cross curricular (social studies and science).

Math - Addition, subtraction, multiplication and division with 1 and 2 digit factors, addition and subtraction of decimals and fractions, measurement, standard and metric, place value, estimation skills, geometry, problem solving, probability.

Science - Earth Materials, weather, life science, sound and light, science fair projects.

Social Studies - California Geography and History - Native American migration, Spanish, Mexican, and American eras, to today's California.

Fine Arts - Dance, instrumental music, Artist-in-Residence, electives and center arts.

Physical Education - Fitness and health, jump roping, skills for organized sports, dance, Healthy Play Program, drug abuse education.

Fifth Grade

Language Arts - Writing includes drafts, revising, editing, publishing), Daily Oral Language (grammar, conventions), spelling, dictation, vocabulary, read aloud, self-selected books, Literature reflecting Social Studies curriculum: *Morning Girl* - Native American pre-Columbus, *The Sign of the Beaver* - Native American/Early European Settlement, *Tolliver's Secret* - Revolutionary War, *The Weasel* Westward movement.

Math - Basic math operations, data collection and interpretation, predictions, Number relations, solutions techniques, logical thinking, models and equations, volume and capacity, relationships between fractions and whole numbers, triangles and angles, analyzing and interpreting number systems.

Social Studies - U.S. Geography, U.S. History, Time For Kids.

Science/Health - Plant and animal systems, matter, meteorology, nutrition, interactive multimedia units in oceanography and astronomy, 5th grade introduction lessons for D.A.R.E., Human growth and development/first aid, marsh science.

Fine Arts - Vocal - (emphasis on American Folk Music), Instrumental Music, Artist-in Residence, HSU's Center Arts Performances in music, dance and drama, chamber readers.

Physical Education - Fitness and health throwing activities, lead up games, dance aerobics, Healthy Play Program, drug abuse education.

Sixth Grade

Language Arts - Self and teacher recommended selections mini lessons on author's craft, literary devices journal responses, whole class literature selections, *The Golden Goblet*, *D'Aulaire's Mythology*, *The Bronze Bow*, vocabulary development, spelling, grammar, writing - developing drafts, editing and revising writing, writing for variety of audiences and purposes.

Math - Addition, subtraction, multiplication, division of whole numbers, decimals, fractions, mean, median, mode, range, measurement standard and metric, geometry, area, perimeter, volume, surface area, problem solving, analyzing and graphing of data, percent.

Science/Earth Science - D.A.R.E., human growth and development, AIDS education, Whiskeytown Environmental school.

Social Studies - Ancient Civilizations - Early humans to the Fall of Rome.

Fine Arts - Artist-in-Residence, music, drama, and dance integrated into Social Studies and Literature, art documents, electives and Center Arts.

Physical Education - Fitness, health, cooperative games, skill building activities for major sports, dance, badminton, Healthy Play Program.

Seventh & Eighth Grades

Language Arts - Writer's Workshop, writing groups, autobiography, character sketch, biographical sketch, problem-solution, cause & effect, comparison & contrast stories, poetry, speeches, display oral language, daily formal writing.

Math - Number and number relationships, number systems and number theory, computation and estimation, patterns and functions, algebra, statistics, probability, geometry, measurement, mathematics as problem solving, mathematics as communication, mathematical reasoning, mathematical connections to the world.

Science - Force and motion, energy, electricity and magnetism, properties of matter, chemical reactions and change, structures of matter, energy and change, physical planet, the earth in space, the biological planet, properties of living things, the living organism.

Social Studies - World history and geography, fall of Rome, Islam, African states, civilizations of the Americans, China, Japan, medieval societies, Europe and Japan, European Renaissance, reformation, scientific revolution, colonial heritage, America as a new nation, Constitution, regional development in the west, northeast, and south, Civil War, rise of industrialization.

Literature - Units on short stories, myths, fables, ballads, reading novels (*Call of the Wild*, *Julie of the Wolves*, *The Pearl*, *The Outsiders*, *Romeo & Juliet*, *Diary of Anne Frank*,) book reports and reading journals.

Fine arts - Selected Center Arts performances, elective activities including visual arts, musical theater, instrumental music, drama, other activities integrated into core curriculum.

Physical Education/Health - Fitness and health, challenges and risks, dance, team sports, sex education, Healthy Play Program, drug abuse education.

Addendum: I
Transferability MOU's

FRESHWATER

SUPERINTENDENT THOM MCMAHON
BOARD OF TRUSTEES:
DAN DIEMER, MIKE DUNAWAY,
BRIDGETTE MITCHELL,
JAMES SCOTHORN



75 GREENWOOD HEIGHTS DR
EUREKA, CA 95503-9569
P (707) 442-2969
F (707) 442-9527
WWW.FRESHWATERSCHOOL.ORG

ELEMENTARY AND CHARTER MIDDLE SCHOOL

January 5, 2010

Dear Charter School Authorizer:

As long as students in grades Kindergarten through Sixth Grade meet our transfer requirements and the district has space available, Freshwater School District agrees to accept said students who reside within the Jacoby Creek Charter School District, but choose not to attend Jacoby Creek School.

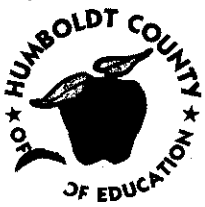
Sincerely,



Thom McMahon
Superintendent/Principal
Freshwater School District

Addendum: J

Financial condition certification letter from HCOE



January 5, 2010

Scott Hannan, Director
School Fiscal Services Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Scott:

**SUBJECT: JACOBY CREEK CHARTER SCHOOL DISTRICT REQUEST TO RENEW
THEIR CHARTER AS AN ALL-CHARTER SCHOOL DISTRICT**

Eric Grantz, Superintendent of the Jacoby Creek Charter School District has requested that the Humboldt county Office of Education (HCOE) provided a letter that comments on the fiscal health of Jacoby Creek Charter School District.

The district had a positive certification on this year's First Interim Report. Our analysis of that report shows the following:

1. Negotiations for the 2009-10 fiscal year for the classified unit has concluded and cost associated with the settlement are included in this current working budget. Negotiations for the certificated unit are not yet concluded, any cost associated with that settlement has not been included in the working budget.
2. All revenues and expenditures included in the 2009-10 fiscal year appear reasonable.
3. The 2009-10 on-going deficit, which was adjusted for one-time activity, appears to be about \$125,100.
4. The cash position projected by the charter district through June 30, 2010, appears adequate to meet its financial obligation during that time period.
5. The unrestricted reserve balance at June 30, 2010, as projected by the district on its First Interim Report is projected to be \$484,871 or 16.5% of its projected Total Expenditures, Transfers Out and Other Uses. The report also projects a reserve balance above the state recommended minimum for school districts of a similar size through June 30, 2012.


Jacoby Creek Charter School
January 5, 2010
Page 2

The district is currently advertising for a new Superintendent/Principal. The current Superintendent/Principal will be retiring the district as of June 30, 2010. The district contracts with another school district to provide business support services in the areas of payroll, payables, and technical budget support; an arrangement that has been in place since July 1, 2003.

We have enclosed a copy of our annual comments on the fiscal health of Jacoby Creek Charter School District for 2008-09 which we sent to the California Department of Education in April 2009.

Should you require further information, please feel free to contact Susan Birch Grinsell at (707) 445-7030.

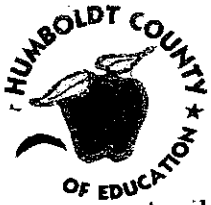
Sincerely,


Susan Birch Grinsell, CPA
Assistant Superintendent for Business Services

SBG/dm

Attachment

- ✓ c: Eric Grantz
Iqbal Badwalz, Education Program Consultant, CDE



GARRY T. EAGLES, PH.D., Superintendent

gacdb-csd-may10item03
Attachment 2
Page 114 of 117

901 Myrtle Avenue, Eureka, California 95501-1294

Phone: 707/445-7000

FAX: 707/445-7143

www.humboldt.k12.ca.us

April 3, 2009

Aiden Ely, Education Program Consultant
Charter Schools Division
California Department of Education
1430 N Street, Suite 5401
Sacramento, CA 95814

Dear Mr. Ely:

SUBJECT: JACOBY CREEK CHARTER SCHOOL DISTRICT

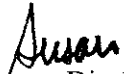
This letter is our annual comments on the current fiscal health of the Jacoby Creek Charter School District for 2008-09. The charter district had positive certifications on this year's First and Second Interim Reports. Our analysis of the district's Second Interim shows the following:

1. Negotiations for the fiscal year for all units are not concluded.
2. All revenues and expenditures included in the 2008-09 fiscal year appear reasonable.
3. The 2008-09 on-going deficit, as adjusted for on-time activity, appears to be about \$115,248.
4. The cash position projected by the charter district through June 30, 2009 appears adequate to meet its financial obligation during that time period.
5. The unrestricted reserve balance at June 30, 2009, as reported by the charter district on its Second Interim Report, is projected to be \$365,552, or 12.70% of its projected Total Expenditures, Transfers Out and Other Uses.
6. The charter district's multi-year projections, included as part of the interim reporting process, reflect a projected reserve level of \$369,691, or 13.03% as of June 30, 2011.

You have also requested information relative to the 2007-08 Audit Report, which we have included.

Should you require further information, please feel free to contact Susan Birch Grinsell at (707) 445-7030.

Sincerely,


Susan Birch Grinsell, CPA
Assistant Superintendent for Business Services

SBG/dm

Attachment

c: Garry Eagles
Eric Grantz
Mark Wetzel
Scott Hannan

03/24/2010

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Attachment “K”

Signatures of Teachers in support of Charter Renewal

PETITION FOR THE ESTABLISHMENT OF A CHARTER SCHOOL

We the undersigned believe that the attached Charter merits consideration and hereby petition the Governing Board of the Jacoby Creek School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Jacoby Creek Charter School District. The Jacoby Creek Charter School District agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. The Petitioners listed below certify that they are permanent status teachers of the District proposed for conversion to charter status and are meaningfully interested in teaching at the school.

By the Lead Petitioners:

<u>Brenna D. Goodman</u> Name (please print)	<u>Brenna D. Goodman</u> Signature	<u>1/12/10</u> Date	<u>President.</u> Board of Education
<u>Karen A. Simmons</u> Name (please print)	<u>Karen A. Simmons</u> Signature	<u>1/12/10</u> Date	<u>president</u> JCTA
<u>John R. Moore</u> Name (please print)	<u>John R. Moore</u> Signature	<u>1-12-2010</u> Date	<u>PRES.</u> CSEA

The petitioners authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Jacoby Creek School District governing board.

<u>Patricia A. Long</u> Name (please print)	<u>Patricia A. Long</u> Signature	<u>1-6-10</u> Date	
<u>Melanie Nannizzi</u> Name (please print)	<u>Melanie Nannizzi</u> Signature	<u>1-6-10</u> Date	
<u>Pam Guttero</u> Name (please print)	<u>Pam Guttero</u> Signature	<u>1-6-10</u> Date	
<u>Christi Cocks</u> Name (please print)	<u>Christi A. Cocks</u> Signature	<u>1-6-10</u> Date	
<u>Angie Dean</u> Name (please print)	<u>Angie Dean</u> Signature	<u>1-6-10</u> Date	
<u>Megan Day</u> Name (please print)	<u>Megan Day</u> Signature	<u>1-6-10</u> Date	
<u>Susan L. Hendrickson</u> Name (please print)	<u>Susan L. Hendrickson</u> Signature	<u>1-6-10</u> Date	
<u>Kirk S. Goddard</u> Name (please print)	<u>Kirk S. Goddard</u> Signature	<u>1-6-10</u> Date	
<u>Mark Barsanti</u> Name (please print)	<u>Mark Barsanti</u> Signature	<u>1-6-10</u> Date	

<u>Richard E. Holloway</u> Name (please print)	<u>Richard E. Holloway</u> Signature	<u>1/6/10</u> Date
<u>Janet Dungan Byrne</u> Name (please print)	<u>Janet Dungan Byrne</u> Signature	<u>1/6/10</u> Date
<u>Abigail Munro Proulx</u> Name (please print)	<u>Abigail Munro Proulx</u> Signature	<u>1/6/10</u> Date
<u>Anita Reynolds</u> Name (please print)	<u>Anita Reynolds</u> Signature	<u>1-6-10</u> Date
<u>Karen Simmons</u> Name (please print)	<u>Karen Simmons</u> Signature	<u>1-6-10</u> Date
<u>Karen Purcell</u> Name (please print)	<u>Karen Purcell</u> Signature	<u>1-6-10</u> Date
<u>Diana Skiles</u> Name (please print)	<u>Diana Skiles</u> Signature	<u>1-06-10</u> Date
<u>Sarah McDowall</u> Name (please print)	<u>S. McDowall</u> Signature	<u>1.6.10</u> Date
<u>Heidi Walsh</u> Name (please print)	<u>Heidi Walsh</u> Signature	<u>1-6-10</u> Date
<u>Kamela Ritter</u> Name (please print)	<u>Kamela Ritter</u> Signature	<u>1.6.10</u> Date
<u>Mary Dominick</u> Name (please print)	<u>Mary Dominick</u> Signature	<u>1.6.10</u> Date
<u>Catherine Girard</u> Name (please print)	<u>Catherine Girard</u> Signature	<u>1.6.10</u> Date
<u>Bill Trewartha</u> Name (please print)	<u>B. Trewartha</u> Signature	<u>1.6.10</u> Date
<u>Katrina Knox</u> Name (please print)	<u>Katrina Knox</u> Signature School Site Council	<u>1-6-10</u> Date