

# Jack London Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



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

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Jack London Elementary School
<b>Street</b>	2707 Francisco Avenue
<b>City, State, Zip</b>	Santa Rosa
<b>Phone Number</b>	(707) 522-3030
<b>Principal</b>	Olga Venegas
<b>Email Address</b>	ovenegas@pousd.org
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	49-70870-0101253

## 2022-23 District Contact Information

<b>District Name</b>	Piner-Olivet Union School District
<b>Phone Number</b>	(707) 522-3000
<b>Superintendent</b>	Steve Charbonneau
<b>Email Address</b>	scharbonneau@pousd.org
<b>District Website Address</b>	www.pousd.org

## 2022-23 School Overview

It is the mission of Jack London Elementary School to be a caring community of students, educators, and families dedicated to the common goal of providing all students with the knowledge and abilities necessary to succeed academically, socially, and emotionally now and for the rest of their lives.

Jack London Elementary School, Piner-Olivet District's fourth school, opened in September 2003. It is located on the edge of a residential neighborhood with rural areas surrounding it. Currently, there are approximately 100 new homes that were built nearby this past year. The school has 280 students in kindergarten through sixth grade. A YMCA childcare program is housed in one of the classrooms and offers an after-school program on campus. The campus is also home to Piner-Olivet Charter School, a school for seventh and eighth graders with 200 students in eight additional classrooms.

Classrooms have an average of 24- 28 students per class. Instructional assistants offer reading, mathematics, and second language learner support in each classroom based on the needs of our students, with an emphasis on supporting primary-grade students with a strong foundation of basic skills. Students have regular access to 1:1 digital devices in grades K-6. Kindergarten through second-grade students have access to iPad devices in the classroom, and third through sixth grade have 1:1 Chromebooks. There are ten full-time general education credentialed classroom teachers, one job-sharing assignment, and a special education mild/severe credentialed teacher. There is one part-time resource specialist teacher. Music is offered with a credentialed music teacher for one class period per week per class. We also have a partnership with SAY Sonoma for a two-day-a-week clinician.

There are instructional assistants in general education classrooms, and Title I and Title III ELL assistants for a total of 6 support staff in special programs. These program assistants also serve as yard duty supervisors. Some of our support staff are shared with the on-site middle school: the resource specialist, a licensed vocational nurse, the lead custodian, and the health technician who dispenses medications, records updates, and notifies staff of student medical information.

Special programs include the Special Day Class (SDC), Resource Specialist Program, Newcomer English Language Development (ELD), Adaptive Physical Education, and online Speech services. Students in the Resource Specialist Program (RSP) are seen in the pull-out program as well as through collaboration with general education teachers supporting students in classrooms. Our SDC classroom is a self-contained classroom with opportunities for mainstreaming in Homerooms part of the day. Program Assistants work with classroom teachers in general education classrooms to support Language Arts instruction

## 2022-23 School Overview

and provide both small-group and individualized intervention support.

The school facility includes twenty-two general education classrooms (fourteen used by our elementary school and eight by the middle school charter school); an RSP classroom; small instructional rooms for reading, speech, and counseling; an SDC classroom; and a classroom for Professional Development. There is a Creative Media building that has a library, learning lab, project room, staff room, and staff workroom. Each class is scheduled to visit the library at least once a week. The facility also includes a full gymnasium with a kitchen attached to heat prepared meals.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	31
Grade 1	38
Grade 2	34
Grade 3	35
Grade 4	30
Grade 5	50
Grade 6	42
<b>Total Enrollment</b>	<b>260</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
American Indian or Alaska Native	0.8
Asian	8.5
Black or African American	3.5
Filipino	1.5
Hispanic or Latino	48.8
Native Hawaiian or Pacific Islander	0.8
Two or More Races	5.0
White	26.9
English Learners	21.2
Foster Youth	0.8
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	55.4
Students with Disabilities	13.5

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.50	100.00	49.30	91.33	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.70	1.37	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.90	5.39	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.90	1.70	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.00	0.15	18854.30	6.86
<b>Total Teaching Positions</b>	11.50	100.00	54.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The curriculum is standards-based and was selected from the state adopted materials through a district curriculum committee, which best matched the needs of our students.

<b>Year and month in which the data were collected</b>	January 2021		
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption ?	Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Fountas and Pinnell Classroom Heinemann Adopted Spring of 2020	Yes	0%
<b>Mathematics</b>	Bridges in Mathematics The Math Learning Center Copyright 2005  Carnegie Carnegie Learning Copyright 2017	Yes	0%
<b>Science</b>	FOSS Science	Yes	0%
<b>History-Social Science</b>	History-Social Science California & News Weekly Houghton Mifflin Copyright 2007	Yes	0%
<b>Foreign Language</b>	N/A		0%
<b>Health</b>	N/A		0%
<b>Visual and Performing Arts</b>	N/A		0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		0%

## School Facility Conditions and Planned Improvements

Safety, cleanliness and maintenance of facilities are a high priority at our school. Facilities and grounds are regularly cleaned and maintained. The site is staffed by one daytime and one nighttime custodian. Common areas, such as the sidewalks are maintained regularly and the kindergarten play yard has bark swept and raked weekly. Any actions taken by an outside company comply with all school safety requirements. In the event of a power failure, the custodian and principal are trained on starting generators on the well to ensure the water supply is maintained during power outages. The facility was inspected by the Chief Business Official and Supervisor of Buildings and Grounds in January 2021. Facilities are formally inspected bi-annually.

**Year and month of the most recent FIT report**

02/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	34	N/A	34	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	29	N/A	26	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	156	152	97.44	2.56	33.55
<b>Female</b>	81	78	96.30	3.70	35.90
<b>Male</b>	75	74	98.67	1.33	31.08
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	14	14	100.00	0.00	57.14
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	74	71	95.95	4.05	25.35
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	46	46	100.00	0.00	39.13
<b>English Learners</b>	30	27	90.00	10.00	18.52
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	70	67	95.71	4.29	28.36
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	22	22	100.00	0.00	4.55

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	156	154	98.72	1.28	28.57
<b>Female</b>	81	79	97.53	2.47	22.78
<b>Male</b>	75	75	100.00	0.00	34.67
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	14	14	100.00	0.00	35.71
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	74	72	97.30	2.70	19.44
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	46	46	100.00	0.00	45.65
<b>English Learners</b>	30	29	96.67	3.33	17.24
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	70	68	97.14	2.86	16.18
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	22	22	100.00	0.00	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	22	--	21.57	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	51	50	98.04	1.96	22
<b>Female</b>	26	25	96.15	3.85	24
<b>Male</b>	25	25	100	0	20
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	26	25	96.15	3.85	12
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	12	100	0	41.67
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	29	28	96.55	3.45	17.86
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	42	42	42	42	42

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Parents volunteer in classrooms, the library, on field trips, serve on the School Site Council and are members of our English Learner Advisory Committee. Jack London Families, the parent and teacher organization, is an active group that meets monthly and is involved in fundraising to sponsor school and family activities throughout the year. Some of the sponsored events are ice cream socials, Monster Mash Bash, Winter Wonderland Program, movie nights, crab feeds, books sales, and End of Year BBQ. The School Site Council meets monthly. The English Language Advisory Council meets five times a year and provides input to the School Site Council. Parents may also become involved with the Piner-Olivet Educational Foundation, which is a district-wide group that fundraises for school programs like the library/media center, music programs, and field trips.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	278	269	59	21.9
Female	140	136	31	22.8
Male	138	133	28	21.1
American Indian or Alaska Native	3	2	1	50.0
Asian	23	22	1	4.5
Black or African American	9	9	0	0.0
Filipino	7	7	1	14.3
Hispanic or Latino	134	130	30	23.1
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	13	13	3	23.1
White	74	71	21	29.6
English Learners	59	58	10	17.2
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	160	156	42	26.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	37	37	10	27.0

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.01	1.63	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.96	0.08	2.51	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.96	0.00
Female	0.71	0.00
Male	7.25	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	15.38	0.00
White	4.05	0.00
English Learners	3.39	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.75	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.41	0.00



## 2022-23 School Safety Plan

Jack London has a Comprehensive School Safety Plan in place in coordination with Piner-Olivet Charter School that is reviewed and updated annually. The plan includes elements that address general procedures and emergency situations. It assures the safety of students and staff in case of any natural or man-made emergency situation. It includes a communication plan with the district office, other district schools, emergency services, and parents. The school has regular drills to practice and plan for safety. Jack London has an intercom system that allows the office to contact individual classrooms or the entire school in case of an emergency. In addition to providing for the student's physical safety, the staff uses Toolbox, Restorative Practices, Positive Behavior Intervention Systems (PBIS), and other best practices to help the school develop a climate that encourages children to be contributing members of our community and feel safe with their peers and adults on campus.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		1	
1	34			1
2	24		1	
3	34		1	1
4	30		1	
5	31		1	
6	31		1	
Other	18	3	1	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		1	
1	42			1
2	24		1	
3	24		1	
4	30		1	
5	30		1	
6	32		1	
Other	20	1	3	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		1	
1	50			1
2	24		1	
3	21		1	
4	27		1	
5	30		1	
6	30		1	
Other	20	2	2	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,229	\$4,793	\$10,437	\$84,022
District	N/A	N/A	\$10,437	\$85,824
Percent Difference - School Site and District	N/A	N/A	0.0	-2.1
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	45.1	-0.7

## 2021-22 Types of Services Funded

Jack London Elementary School, Piner-Olivet District's fourth school, opened in September 2003. It is located on the edge of a residential neighborhood with rural areas surrounding it. Currently, there are approximately 100 new homes that were built nearby this past year. The school has 280 students in kindergarten through sixth grade. A YMCA childcare program is housed in one of the classrooms and offers an after-school program on campus. The campus is also home to Piner-Olivet Charter School, a school for seventh and eighth graders with 200 students in eight additional classrooms.

Classrooms have an average of 24- 28 students per class. Instructional assistants offer reading, mathematics, and second language learner support in each classroom based on the needs of our students, with an emphasis on supporting primary-grade students with a strong foundation of basic skills. Students have regular access to 1:1 digital devices in grades K-6. Kindergarten through second-grade students have access to iPad devices in the classroom, and third through sixth grade have 1:1 Chromebooks. There are ten full-time general education credentialed classroom teachers, one job-sharing assignment, and a special education mild/severe credentialed teacher. There is one part-time resource specialist teacher. Music is offered with a credentialed music teacher for one class period per week per class. We also have a partnership with SAY Sonoma for a two-day-a-week clinician.

There are instructional assistants in general education classrooms, and Title I and Title III ELL assistants for a total of 6 support staff in special programs. These program assistants also serve as yard duty supervisors. Some of our support staff are shared with the on-site middle school: the resource specialist, a licensed vocational nurse, the lead custodian, and the health technician who dispenses medications, records updates, and notifies staff of student medical information.

Special programs include the Special Day Class (SDC), Resource Specialist Program, Newcomer English Language Development (ELD), Adaptive Physical Education, and online Speech services. Students in the Resource Specialist Program (RSP) are seen in the pull-out program as well as through collaboration with general education teachers supporting students in classrooms. Our SDC classroom is a self-contained classroom with opportunities for mainstreaming in Homerooms part of the day. Program Assistants work with classroom teachers in general education classrooms to support Language Arts instruction and provide both small-group and individualized intervention support.

The school facility includes twenty-two general education classrooms (fourteen used by our elementary school and eight by the middle school charter school); an RSP classroom; small instructional rooms for reading, speech, and counseling; an SDC classroom; and a classroom for Professional Development. There is a Creative Media building that has a library, learning lab, project room, staff room, and staff workroom. Each class is scheduled to visit the library at least once a week. The facility also includes a full gymnasium with a kitchen attached to heat prepared meals.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$39,998	\$51,591
<b>Mid-Range Teacher Salary</b>	\$80,584	\$79,620
<b>Highest Teacher Salary</b>	\$111,443	\$104,866
<b>Average Principal Salary (Elementary)</b>	\$140,543	\$131,473
<b>Average Principal Salary (Middle)</b>	\$137,408	\$135,064
<b>Average Principal Salary (High)</b>	\$100,598	\$137,679
<b>Superintendent Salary</b>	\$165,536	\$205,661
<b>Percent of Budget for Teacher Salaries</b>	28%	33%
<b>Percent of Budget for Administrative Salaries</b>	7%	6%

## Professional Development

Currently, the primary focus for professional development at Jack London Elementary School centers around Common Core English Language Arts and Mathematics standards, and 21st-century teaching, learning, and assessment. A safe and positive school climate is also a focus. All teachers and classified personnel have participated in Toolbox professional development, and we are participating in professional development and the practice of Restorative Justice Practices. Professional development is delivered after school on early release days, during non-student workdays, during dedicated days during summer, and by full and half-day release days. Teachers are supported by site and district administrators, district coaches, consultants, and the District Director of Innovative Learning. Jack London teachers attend grade span and/or grade level meetings to assess and analyze student data and collaborate to plan instruction and intervention as well as determine needs for future staff development.

### Professional Development

The district provides training based on identified goals for district staff which include:

- Equity is our focus; all staff participate in Equity and Inclusion training
- Training to support adopted instructional materials
- Training to provide teachers with the certification and skills necessary to work with English

### Language Learners

- Teachers participate in regular district and grade-level meetings
- New teachers participate in the Induction Program through the North Coast School of Education
- All staff regularly take courses in First Aid and CPR
- Professional Learning Community (PLC) Training
- Response to Intervention (RTI) Training and Multiple Tiered System of Support (MTSS)
- All teachers are participating in Bridges Mathematics Curriculum training (K-5) and/or Carnegie

### Training (6)

- All teachers are participating in Fountas and Pinnell Reading Curriculum training (K-6)
- All teachers participate in Fountas and Pinnell guided reading professional development
- Toolbox and Restorative Practice Training
- Other professional development opportunities are considered on an individual basis or related

to the school and district mission and goals

- Tech. and Distance Learning Training

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	35	6	