

# Jack London Elementary School

## 2024-2025 School Accountability Report Card

### (Published During the 2025-2026 School Year)



Approved by the Governing Board on  
January 14, 2026

## 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.

## 2025-26 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>	<a href="https://www.jacklondon.pousd.org/">https://www.jacklondon.pousd.org/</a>
<b>Grade Span</b>	TK-6
<b>County-District-School (CDS) Code</b>	49-70870-0101253

## 2025-26 District Contact Information

<b>District Name</b>	Piner-Olivet Union School District
<b>Phone Number</b>	(707) 522-3000
<b>Superintendent</b>	Tony Roehrick, Ed.D.
<b>Email Address</b>	troehrick@pousd.org
<b>District Website</b>	<a href="http://www.pousd.org">www.pousd.org</a>

## 2025-26 School Description and Mission Statement

Jack London Elementary is part of Piner-Olivet Union School District, whose Vision is "Inspiring joyful and innovative learning in an ever-changing world" and whose Mission is "As a community, we engage in authentic, dynamic, and relevant learning that develops each student's academic, emotional, and social growth."

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. Approximately 100 new homes were built nearby three years ago. The school has 275 students in transitional 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- 27 students per class. Instructional assistants offer reading, mathematics, and multilingual 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 TK-6. Transitional kindergarten through second-grade students have access to iPad devices in the classroom, and third through sixth-grade students have 1:1 Chromebooks. There are eleven full-time general education credentialed classroom teachers 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.

There are instructional assistants in general education classrooms and Title I and Title III ELL assistants for a total of 7 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 two Special Day Class (SDC), Resource Specialist Program, Newcomer English Language

## 2025-26 School Description and Mission Statement

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 classrooms are self-contained classrooms with opportunities for mainstreaming in the homeroom 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, a classroom for Professional Development, and a sensory room. 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

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	13
Kindergarten	42
Grade 1	23
Grade 2	34
Grade 3	40
Grade 4	49
Grade 5	36
Grade 6	34
<b>Total Enrollment</b>	<b>258</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3
Male	47.3
Non-Binary	0.4
American Indian or Alaska Native	1.2
Asian	9.3
Black or African American	3.1
Filipino	1.2
Hispanic or Latino	51.2
Native Hawaiian or Pacific Islander	0.8
Two or More Races	8.1
White	24
English Learners	18.6
Foster Youth	0.4
Migrant	1.2
Socioeconomically Disadvantaged	60.1
Students with Disabilities	12.4

### 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.

## 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>	10.5	91.3	47.9	87.92	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0.2	0.37	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	1.3	2.48	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	1.8	3.45	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1	8.7	3.1	5.76	15831.9	5.67
<b>Total Teaching Positions</b>	11.5	100	54.4	100	279044.8	100

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.

## 2022-23 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>	8.5	73.91	45.3	84.61	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3	26.09	4.6	8.75	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	1.9	3.58	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	1.6	3.02	14303.8	5.15
<b>Total Teaching Positions</b>	11.5	100	53.6	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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>	6.9	60.31	44.6	82.2	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0.8	6.9	1.8	3.31	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.8	15.53	2	3.79	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	8.63	2.8	5.19	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1	8.63	2.9	5.49	13705.8	4.91
<b>Total Teaching Positions</b>	11.5	100	54.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0.5	0.8
<b>Misassignments</b>	0.00	1.5	1
<b>Vacant Positions</b>	0.00	1	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	3	1.8

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	1
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	1

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	16.6	7.8
<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	0	0

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

## 2025-26 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.

Year and month in which the data were collected

September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Fountas and Pinnell Classroom Heinemann Publisher Lucy Calkins: Writer's Workshop Heinemann Publisher Empowering Writers Empower Writers Publisher  Orton-Gillingham Phonics Orton-Gillingham/ISME Publisher Heggerty Heggerty Publisher	0%
<b>Mathematics</b>	Bridges in Mathematics The Math Learning Center  Carnegie Math Carnegie Learning Publisher	0%
<b>Science</b>	FOSS Science Delta and School Speciality Publisher	0%
<b>History-Social Science</b>	Social Studies Alive! Teachers Curriculum Institute Publisher	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%

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

## 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 Superintendent, the Supervisor of Buildings and Grounds, and the Principal in November 2025. Facilities are formally inspected bi-annually.

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

November 2025

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			
<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		

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

### 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.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	35	37	35	34	47	48
<b>Mathematics</b> (grades 3-8 and 11)	24	28	25	26	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	157	147	93.63	6.37	36.73
Female	78	76	97.44	2.56	42.11
Male	79	71	89.87	10.13	30.99
American Indian or Alaska Native	--	--	--	--	--
Asian	17	16	94.12	5.88	56.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	74	70	94.59	5.41	30.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	17	94.44	5.56	41.18
White	38	34	89.47	10.53	38.24
English Learners	25	22	88.00	12.00	13.64
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	106	102	96.23	3.77	28.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	19	82.61	17.39	0.00

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	157	149	94.90	5.10	27.52
<b>Female</b>	78	76	97.44	2.56	26.32
<b>Male</b>	79	73	92.41	7.59	28.77
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	17	17	100.00	0.00	41.18
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	74	71	95.95	4.05	18.31
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	17	94.44	5.56	29.41
<b>White</b>	38	34	89.47	10.53	32.35
<b>English Learners</b>	25	24	96.00	4.00	12.50
<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>	106	103	97.17	2.83	20.39
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	23	19	82.61	17.39	5.26

## 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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	20	17.65	18.75	16.67	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	37	34	91.89	8.11	17.65
Female	13	12	92.31	7.69	16.67
Male	24	22	91.67	8.33	18.18
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	15	14	93.33	6.67	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	18.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	26	96.30	3.70	15.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	100	100	100	100	100

## 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.

#### 2025-26 Opportunities for Parental Involvement

Parents volunteer in classrooms and the library, on field trips, and serve on the School Site Council/English Language Advisory Committee. Jack London Families, the parent and teacher organization, is an active group that meets monthly and fundraises to sponsor school and family activities throughout the year, including the library/media center, music programs, and field trips. Some sponsored events include ice cream socials, Monster Mash Bash, Bingo night, movie nights, crab feeds, book sales, and sixth-grade activities. The School Site Council/English Language Advisory Committee meets monthly. Parents can also provide our school with their feedback by participating in our Parent Surveys: the LCAP Survey, the after-school Enrichment feedback survey via our LCAP QR code, and the Proposition 28 feedback. Our parents also participate in our annual YouthTruth Parent Survey. The Principal sends out Sunday Notes, a weekly newsletter, for parents on ParentSquare.

#### 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	276	269	52	19.3
Female	142	138	24	17.4
Male	133	130	28	21.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	27	3	11.1
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	143	137	33	24.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	22	6	27.3
White	63	63	8	12.7
English Learners	57	54	11	20.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	177	172	43	25.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	37	37	5	13.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.99	3.64	4.35	4.76	4.13	3.49	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.08	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.35	0.00
Female	0.00	0.00
Male	9.02	0.00
Non-Binary	0.00	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	4.90	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.70	0.00
White	4.76	0.00
English Learners	3.51	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.39	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.11	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Jack London has a Comprehensive School Safety Plan in place in coordination with Piner-Olivet Charter School, which is reviewed and updated annually and is led by the Safety Committee. 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 and POCS have 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. We review our YouthTruth data for students, parents, and staff. Our School SSC/ELAC committee reviewed and approved our plan in our October meeting. The Safety plan is reviewed by our School Board every February.

## 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.

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
<b>K</b>	25	0	2	0
<b>1</b>	24	0	1	0
<b>2</b>	23	0	1	0
<b>3</b>	23	0	1	0
<b>4</b>	27	0	1	0
<b>5</b>	0	0	0	0
<b>6</b>	29	0	1	0
<b>Other</b>	20	3	2	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
<b>K</b>	25	0	4	0
<b>1</b>	26	0	4	0
<b>2</b>	18	3	4	0
<b>3</b>	22	0	8	0
<b>4</b>	25	0	4	0
<b>5</b>	0	0	0	0
<b>6</b>	25	0	4	0
<b>Other</b>	16	7	9	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	15	4	4	
1	22		4	
2	23		4	
3	26		4	
4	25		8	
5	23		4	
6	24		4	
Other	16	8	4	

## 2024-25 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

## 2024-25 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. The “Other” category is for all other student support services staff positions not listed.

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	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	\$10,713	\$3,492	\$7,222	\$102,026
<b>District</b>	N/A	N/A	\$7,041	\$97,792
<b>Percent Difference - School Site and District</b>	N/A	N/A	2.5	4.2
<b>State</b>	N/A	N/A	\$11,146	\$100,089
<b>Percent Difference - School Site and State</b>	N/A	N/A	-42.7	1.9

## Fiscal Year 2024-25 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. Approximately 100 new homes have been built nearby this past year. The school has 280 students in Transitional-Kndergarten 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 multilingual 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 TK-6. Transitional kindergarten through second-grade students have access to iPad devices in the classroom, and third through sixth-grade students have 1:1 Chromebooks. There are twelve full-time general education credentialed classroom teachers and two special education mild/severe credentialed teachers. There is one part-time resource specialist teacher. Classroom Music is provided to all students from TK through sixth grade. A counselor is shared with Schaefer Charter School.

There are instructional assistants in general education classrooms and Title I and Title III ELL assistants for a total of 8 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 two Special Day Classes (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 and through collaboration with general education teachers, supporting students in classrooms. Our SDC classroom is self-contained with opportunities for mainstreaming in the homeroom part of the day. Program Assistants work with teachers in general education classrooms to support Language Arts instruction and provide small-group and individualized intervention support.

The school facility includes twenty-two general education classrooms (fifteen 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, a sensory room, and a Professional Development classroom. A Learning Lab building 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.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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>	\$46,992	\$61,516
<b>Mid-Range Teacher Salary</b>	\$94,673	\$95,479
<b>Highest Teacher Salary</b>	\$121,529	\$125,208
<b>Average Principal Salary (Elementary)</b>	\$145,532	\$152,668
<b>Average Principal Salary (Middle)</b>	\$161,431	\$156,487
<b>Average Principal Salary (High)</b>	\$161,431	\$165,427
<b>Superintendent Salary</b>	\$224,414	\$242,781
<b>Percent of Budget for Teacher Salaries</b>	23.65%	29.76%
<b>Percent of Budget for Administrative Salaries</b>	6.07%	5.74%

## Professional Development

Our district Professional Development Committee work together to prioritize our foci for this school year. Our focus during the 2025-2026 school year is:

Our Focus Question for the Year:

How can we backwards plan using our common formative assessments to align throughout the district to maximize student learning and academic achievement in order to create equitable learning environments?

District Foci:

District-wide focus on aligning our common formative assessments, yearlong plans, best teaching practices and assessment calendar.

District-wide implementation of creating equitable learning environments through our school social emotional curriculum, equity plans, restorative practices and trauma informed practices that focuses on building, maintaining and when necessary, repairing relationships among all members of a school community.

District-wide 1:1 Teacher/Student of Concern meetings with our aligned common formative assessments entered into Aeries Analytics to thoughtfully analyze common data and compassionately understand each student in order to create individual goals to advance academic achievement for all.

District-wide celebration of growth (academic, emotional and social growth of students) at Board Meetings and school sites.

District-wide focus on increasing student attendance through school culture and building relationships.

Tiered Levels of Support in Designated and Integrated Instruction for our Multilingual Learners

Elementary:

Implementing all our curriculum (FOSS, TCI:Social Studies, Bridges/Carnegie, Lucy Calkins/Empowering Writers, F and P, Orton-Gillingham) with fidelity through collaboration and observing best teaching practices

Planning and implementing our Empowering Writers to support Writer's Workshop

Enhancing our use of technology to support intervention and personalized instruction

Creating math workshop/centers to provide intervention support in mathematics

Learning about and implementing equitable learning environments to support our neurodivergent learners through behavioral strategies, Trauma Informed Practices and Restorative Practices

Leadership:

Leadership Retreats (July, January, June)

Communities of Practice (CoP-Monthly: Elementary and Secondary)

Leadership Meetings (Monthly)

Structured ILT Meetings

## Professional Development

Professional development is delivered after school on early release days 8 times a year and 2 full days that are non-student workdays. In addition, we have teachers that sign up for grade level planning days to plan and implement professional development for elementary school teachers in the district. Teachers are supported by site and district administrators, SCOE coach support team, and the District Director of Innovative Learning. Our teachers have the option to have day long planning days to analyze student data, plan yearlong scope and sequences, and create common formative assessments.

### Professional Development for Certificated Staff:

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

- Professional Development to support adopted instructional materials and technology programs
- Professional Development to provide teachers with strategies to support our Multilingual Learners
- Professional Development in implementing Behaviorist Training and Support
- Professional Development in differentiated instruction through the use of technology and math centers
- Teachers participate in district grade-level meetings to review report card assessments and yearlong planning
- Most new teachers participate in the Induction Program through the North Coast School of Education
- All staff regularly take courses in First Aid and CPR
- Other professional development opportunities are considered on an individual basis or related to the school and district mission and goals

### Professional Development for Classified Staff:

- Professional Development on Supporting our Multilingual Learners
- Professional Development on Behaviorist Training and Support
  - Professional Development based on Classified Needs: Technology Training, Building Community and Team Collaboration

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	12	20	11