

Jack London Elementary School

Piner Olivet
Union School District



Marion Guillen
Superintendent
Jessie Kroeck
Principal

School Accountability Report Card

Data From the 2006-2007 School Year • Published During 2007-2008

Principal's Message

Jack London Elementary School, the District's fourth school, opened in September 2003. It is located on the edge of a residential neighborhood with rural areas surrounding it. The school currently has 281 students in kindergarten through sixth grade. A YMCA childcare program is housed in one of the classrooms. The campus also houses a charter school for grades 7-8 with 200 students in six additional classrooms provided by the charter school.

All primary classes, grades K-3, participate in the class size reduction program and have no more than 20 students in each class. Our intermediate classes, grades 4-6, have an average of 30 students per class. Instructional assistants offer instructional support to all students in each classroom as follows: K: 2 hours per day, grades 1-2: 1 hour per day, grade 3: 1/2 hour per day, and grades 4-6: 1 1/2 hours per day.

The staff includes a number of positions that are shared with other schools. Our principal is 70% time and the office manager is shared with the charter school; fourteen regular classrooms teachers (three jobsharers); and one resource specialist program teacher who is shared with the charter school and another site. Five classified staff members serve in combination as instructional assistants in regular classrooms, the resource specialist program, and the Title I and Title III English Language Learners (ELL) Assistant program as well as yard duty and food services. There is a part-time health technician who dispenses medications, updates records, and notifies staff of student medical information; speech specialist, and nurse services one day per week; a PE technician who supports gross motor development; a library technician share; and one day custodian and one part-time afternoon custodian.

Special programs include Resource Specialist Program (RSP), ELL Assistant Program, Gifted and Talented Education (GATE), Speech and Language Program, Adaptive Physical Education, Homework Club, and an Extended School Year Intervention Program for students at risk of retention or not meeting grade level standards. Students in the Resource Specialist Program are seen in pull-out programs as well as through collaboration with the regular education teacher in the classroom. The ELL Assistant works with English Language Learners in the regular classroom to support English language development (ELD).

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.

Parental Involvement

Parents volunteer in classrooms, the library, and on field trips, and they serve on the School Site Council. Jack London Families, the parent organization, is an active group that meets monthly and is involved in fundraising to sponsoring family activities throughout the year such as ice cream socials, ice skate nights, and sock hops. The Bilingual Parent Group also meets monthly. This group serves as a way to inform these parents about school and events, and it also serves as the English Language Advisory Council.

Parents are also involved in Piner-Olivet Educational Foundation which fundraises for field trips and school programs. For more information on how to become involved, contact Sean McGee at (707) 579-5911.

***"Nothing is ever
discovered by traveling the same road."***



Jack London Elementary School

Grades K-6

2707 Francisco Ave.

Santa Rosa, CA 95403

Phone: (707) 522-3310

Website: www.pousd.org

District Governing Board Members

Mardi Hinton,
President

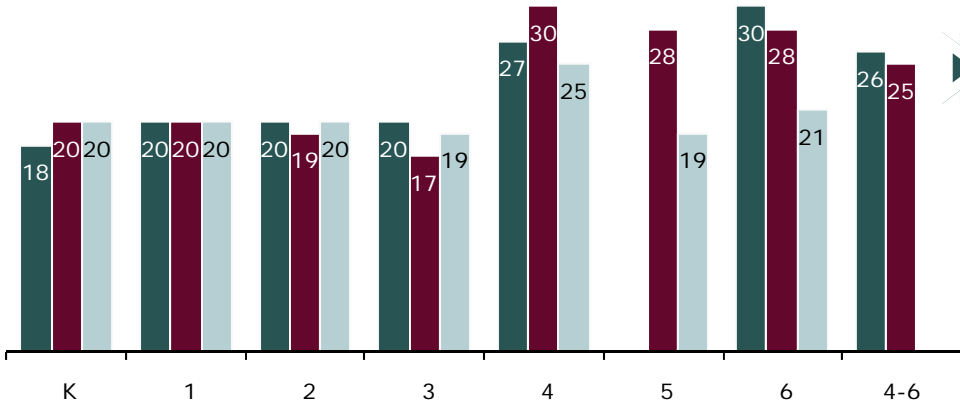
Lisa Anderson,
Vice President

William Campbell,
Clerk

Melinda Ryan

Tricia Woods





Class Size

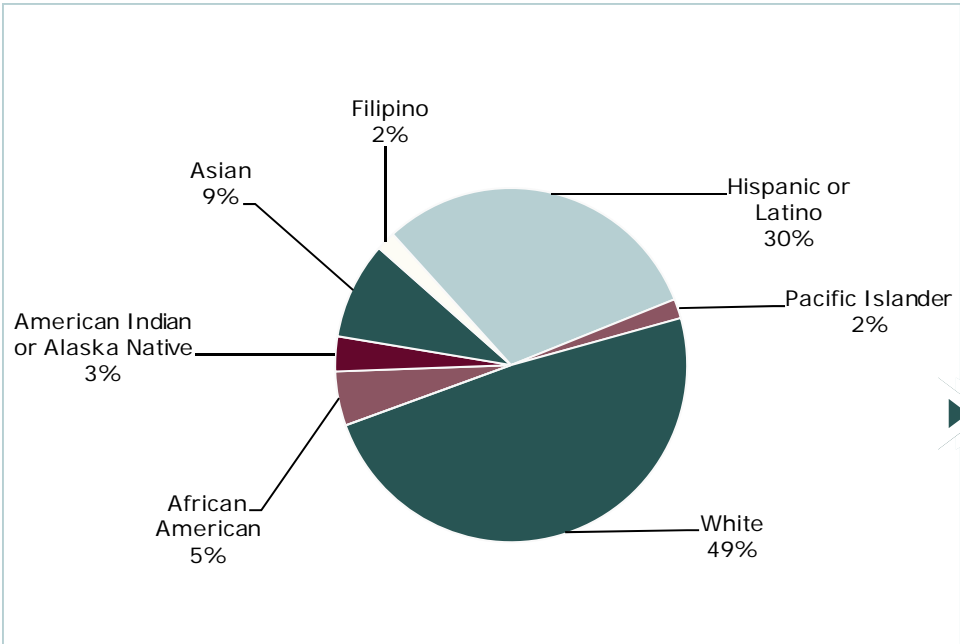
The adjacent chart displays the three-year data for average class size.

■ 04-05 ■ 05-06 □ 06-07

Class Size Distribution — Number of Classrooms By Size									
Grade	2004-05			2005-06			2006-07		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			2			2		
1	2			2			2		
2	3			2			2		
3	3			3			2		
4		1			1			2	
5		1			2			2	
6		2			1			1	
4-6		4			4			2	

Public Internet Access

Computers with Internet access are available for student use at each school library; for information on usage of the school library, please contact the school. For information on usage of Sonoma County public libraries, including public use of computers with Internet access, please call (707) 545-0831 or visit <http://www.sonoma.lib.ca.us/>.



Enrollment and Demographics

The total enrollment was 281 students for the 2006-07 school year.



Textbooks and Instructional Materials

The Piner-Olivet Union School District adopts from the most recent State-approved textbook list. All materials align with the content standards and cycles of the curriculum frameworks, adopted by the State Board of Education. Every student in the District has access to his or her own textbooks and instructional materials.

The Governing Board recognizes that student learning is enhanced when students have access to high-quality textbooks, equipment, and other instructional materials. To assure access, the District follows a selection process that includes a thorough review of approved materials, committee recommendation, public display, and Governing Board approval for all textbooks and instructional materials. We are currently in the process of securing standards-based instructional materials for Visual & Performing Arts classes.



Quality and Availability of Textbooks		
Subject	Textbook	Adopted
Reading/Language Arts	Houghton-Mifflin	2002
Mathematics	Saxon	2001
Science	Houghton-Mifflin Discovery Works	2001
History-Social Science	Houghton-Mifflin	2002
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	
English-Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	

Note: This data was most recently collected and verified in August, 2007.

“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.”

Professional Development

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

- Differentiated Instruction and Universal Access
- Training to support adopted instructional materials
- Training to provide teachers with certification and skills necessary to work with English Language Learners
- A group of teachers is participating in Thinking Maps training
- Teachers participate in regular district and grade level meetings
- New teachers participate in the BTSA program through Sonoma County Office 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 school /district priorities and goals. For the previous three school years, we had more than three days each year dedicated to staff and professional development.





School Facility Good Repair Status

Below are the results of the school's most recently completed inspection, using the Facilities Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site facilities inspection and completion date of the inspection form occurred in August, 2007.

School Safety

Jack London has a Comprehensive School Safety Plan in place in coordination with Piner-Olivet Charter School. The plan includes elements that address general procedures and emergency situations. It assures the safety of students and staff in case of any routine or disaster emergency situation. It includes a communication plan with the District office and other District schools.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in November 2007.

School Facilities

The school was opened in September 2004 in newly constructed buildings. All buildings are in excellent condition. All bathrooms are clean and in good repair. Most of the grounds have been landscaped and are in excellent condition. There are areas waiting for development once enrollment expands. These unfinished areas are not used by students.

Schedules and protocols are in place to ensure that all buildings are maintained so that they are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner with emergency repairs given high priority. Some minor items are on warranty lists being handled by the construction project manager. Twice a year the campus is carefully surveyed for needed repairs and maintenance. Custodians have cleaning schedules to ensure a clean and safe school. Bathrooms are cleaned daily, classrooms are cleaned twice a week, and other common areas are cleaned weekly. More thorough cleaning is completed on a weekly rotating basis and during winter, spring, and summer recesses.

The school facility includes sixteen regular classrooms; an RSP classroom; small instructional rooms for reading, speech, and counseling; and two other instructional classrooms. There is a Media Services building which has a library, computer lab, project room, staff room and staff workroom. Each class is scheduled to visit the library once a week. Classes may sign up for to use the computer lab for word processing and research. The facility also includes a full gymnasium with kitchen attached to heat prepared meals.



California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Jack London ES			POUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	53%	55%	60%	50%	52%	51%	40%	42%	43%
Mathematics	55%	56%	58%	55%	58%	55%	38%	40%	40%
Science	38%	40%	49%	30%	40%	37%	27%	35%	38%



California Standards Tests

For the 2007 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 who completed a Standards-based science course and/or history-social science course were given additional exams.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The adjacent tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

CST Subgroup Results: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
Subgroup	Spring 2007 Results		
	English-Language Arts	Mathematics	Science
Male	60%	60%	43%
Female	59%	55%	56%
Economically Disadvantaged	46%	47%	50%
English Learners	44%	44%	31%
Students with Disabilities	25%	42%	❖
Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	47%	68%	❖
Filipino	❖	❖	❖
Hispanic or Latino	52%	48%	27%
Pacific Islander	❖	❖	❖
White	70%	65%	61%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





Norm Referenced Test Results

Percentage of Students Scoring At or Above the 50th Percentile						
	Reading			Mathematics		
	04-05	05-06	06-07	04-05	05-06	06-07
Jack London ES	46%	44%	53%	69%	53%	58%
POUSD	53%	51%	51%	62%	63%	64%
California	41%	42%	42%	52%	53%	53%



Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

The adjacent tables show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

NRT Subgroup Results: Reading and Math

Percentage of Students Scoring At or Above the 50th Percentile		
Subgroup	Spring 2007 Results	
	Reading	Mathematics
Male	55%	70%
Female	50%	44%
Economically Disadvantaged	36%	43%
English Learners	29%	29%
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	54%	62%
Pacific Islander	❖	❖
White	67%	67%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2006-07, 22.0% of students in the fifth grade scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.





Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Jack London ES		POUSD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Academic Performance Index

API Ranks — Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	7	7	7
Similar Schools API Rank	9	7	7

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
All Students at the School	37	4	17	821
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	780
Pacific Islander	■	■	■	■
White	28	6	26	859
Socioeconomically Disadvantaged	52	18	29	765
English Learners	✧	8	11	765
Students with Disabilities	✧	■	■	■

✧ API scores for English learners and students with disabilities were first reported in the 05-06 API cycle.

■ Data are reported only for numerically significant subgroups.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The adjacent tables show the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap/.

Testing Note: Assessment data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



Teacher Qualifications

The table below shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	POUSD		Jack London ES	
Teachers	2006-07	04-05	05-06	06-07
With Full Credential	94	17	17	16
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0
		05-06	06-07	07-08*
Teacher Misassignments of English Learners— English Language Learner (ELL) teachers without ELL certification		0	0	0
Total Teacher Misassignments		0	0	0
Vacant Teacher Positions— teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

* Most current data.

No Child Left Behind Compliant Teachers

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Jack London ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools	0.0%	0.0%
Low-Poverty Schools	0.0%	0.0%

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0

Suspensions and Expulsions

Suspension and Expulsion Rates						
	Jack London ES			POUSD		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspension Rate	0.0%	1.9%	2.8%	0.0%	3.1%	5.4%
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 1.0*
- Social Worker 0.0
- Nurse 1.0*
- Speech/Language/Hearing Specialist 1.0*
- Resource Specialist (non-teaching) 1.0*
- Other 0.0

* District support staff

No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Suspensions and Expulsions

The adjacent table shows the rate of suspensions and expulsions for the most recent three-year period.



Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Jack London ES	POUSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		
		0
Percent of Schools Identified for Program Improvement		
		0.0%

✧ Not applicable.

Financial Information

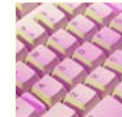
The data displayed is from the 2005-06 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	POUSD	Similar Sized District
Beginning Teacher Salary	\$38,794	\$38,159
Mid-Range Teacher Salary	\$54,130	\$59,148
Highest Teacher Salary	\$78,143	\$73,514
Average Principal Salary	\$81,231	\$91,903
Superintendent Salary	\$135,192	\$132,994
% of Budget for Teacher Salaries	43%	42%
% of Budget for Administrative Salaries	6%	6%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Jack London ES	\$4,035	\$220	\$3,815	\$64,163
POUSD			\$3,918	\$60,199
California			\$4,943	\$58,519
% Difference Between School and District			-3%	6%
% Difference Between School and State			-30%	9%

Types of Services Funded

The District provides programs and supplemental services that support and assist students including Title I, Title II, Title III, Title IV, Peer Assistance & Review, Gifted & Talented Program, Class Size Reduction, and English Language Acquisition Program.



SARC—The information contained herein is provided by the California Department of Education: Enrollment and Demographics, Class Size, Counselors and Support Staff, CST, NRT, API, PI, AYP, California PFT, Teacher Qualifications, and some Financial Information. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All other information is provided by the school and the district office.

All data accurate as of January 14, 2008.