

Jack London Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Jack London Elementary School
Street	4550 Country Hills Drive
City, State, Zip	Antioch, CA 94531
Phone Number	925.779.7455
Principal	Dolores Williams
Email Address	DoloresWilliams@AntiochSchools.net
Website	www.antiochschools.net/JackLondon
County-District-School (CDS) Code	07 61648 6110514

Entity	Contact Information
District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
Website	www.antiochschools.net

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

Jack London is a culturally diverse Title 1 school located in southeast Antioch. The majority of the students are Hispanic (38.7%) and African-American (32.5%) with a population of 18.3% English Learners and 14.6% Students with Disabilities. Approximately 72.8% of the students are on free or reduced lunch. Jack London serves general education students from transitional kindergarten through sixth grade as well as several Special Education self-contained classes from preschool through sixth grade.

Mission Statement: Jack London, in partnership with home and community, is committed to preparing students for college and career readiness. Our mission is to develop the whole child, shaping respectful, responsible citizens with a foundation in life skills, communication, problem-solving and mastery of essential skills, while instilling self-esteem and a lifelong love of learning in a diverse world.

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

Grade Level	Number of Students
Kindergarten	100
Grade 1	81
Grade 2	55
Grade 3	70
Grade 4	72
Grade 5	65
Grade 6	64
Total Enrollment	507

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	32.5
Asian	6.5
Filipino	6.1
Hispanic or Latino	38.7
Native Hawaiian or Pacific Islander	0.6
White	8.3
Two or More Races	7.3
Socioeconomically Disadvantaged	72.8
English Learners	18.3
Students with Disabilities	14.6
Foster Youth	1.8
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	28	27	702
Without Full Credential	2	3	0	29
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	93

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 (Reading Wonders, McGraw-Hill, © 2013) (Adopted 5/29/13) 3-5 (Reading Wonders, McGraw-Hill, © 2014) (Adopted 1/22/14) K-5 (ELD – Reading Wonders for English Learners, McGraw-Hill, © 2016) (Adopted 3/9/16)	Yes	0%
Mathematics	My Math, McGraw-Hill, © 2014 (Adopted 3/12/14)	Yes	0%
Science	California Science, Pearson, © 2007 (Adopted 1/23/07)	Yes	0%
History-Social Science	My World Interactive, Pearson, © 2018 (Adopted 3/28/18)	Yes	0%
Health	Health Promotion Wave, Health Wave, Inc., © 2012 (Adopted 6/27/12)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

This school has 33 classrooms, a multi-purpose room, a library and an administration building. In addition, there are 7 portables on the site. The school was constructed in 1992. The school opened in 1992.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 1/23/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	P7:
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	E6: Clutter in room. F6: G2: Very cluttered room.
Electrical: Electrical	Fair	C Building Admin: Clutter in mail room, Ballast out staff lunch rm. P4: Ballast out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	G5: Fire extinguisher is not fastened to wall.
Structural: Structural Damage, Roofs	Poor	B Building Boys Restroom: B Building Girls Restroom: C Building Admin: Clutter in mail room, Ballast out staff lunch rm. C Building Resource: Evacuation map missing. Computer Room: E Wing Exterior Boys Restroom: E Wing Exterior Girls Restroom: E Wing Interior Quad Boys Restroom: E Wing Interior Quad Girls Restroom: E1: E2: E3: E4: E5: E6: Clutter in room. F Wing Exterior Boys Restroom: F Wing Exterior Girls Restroom: F Wing Interior Quad Boys Restroom: F Wing Interior Quad Girls Restroom: F1: F2:

System Inspected	Rating	Repair Needed and Action Taken or Planned
		F3: F4: F5: F6: G1: G2: Very cluttered room. G3: Uniform Complaint ,Williams Act form missing. G4: G5: Fire extinguisher is not fastened to wall. G6: H1: Williams Act,Uniform Complaint form missing. H2: H3: H4: Interior Quad Boys Restroom: Interior Quad Girls Restroom: J1: J2: Uniform Complaint,Williams Act form missing. J3: J4: Library: Theater:
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Playground: Deteriorating asphalt
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	30	24	32	30	50	50
Mathematics (grades 3-8 and 11)	24	31	19	18	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	266	262	98.50	1.50	23.66
Male	152	150	98.68	1.32	18.67
Female	114	112	98.25	1.75	30.36
Black or African American	84	83	98.81	1.19	22.89
American Indian or Alaska Native					
Asian	20	20	100.00	0.00	30.00
Filipino	20	20	100.00	0.00	30.00
Hispanic or Latino	103	102	99.03	0.97	24.51
Native Hawaiian or Pacific Islander					
White	16	16	100.00	0.00	18.75

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	23	21	91.30	8.70	14.29
Socioeconomically Disadvantaged	196	193	98.47	1.53	21.76
English Learners	64	64	100.00	0.00	23.44
Students with Disabilities	39	37	94.87	5.13	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	266	261	98.12	1.88	31.42
Male	152	150	98.68	1.32	36.67
Female	114	111	97.37	2.63	24.32
Black or African American	84	83	98.81	1.19	18.07
American Indian or Alaska Native					
Asian	20	20	100.00	0.00	40.00
Filipino	20	20	100.00	0.00	55.00
Hispanic or Latino	103	101	98.06	1.94	36.63
Native Hawaiian or Pacific Islander					
White	16	16	100.00	0.00	37.50
Two or More Races	23	21	91.30	8.70	23.81
Socioeconomically Disadvantaged	196	192	97.96	2.04	27.60
English Learners	64	63	98.44	1.56	39.68
Students with Disabilities	39	37	94.87	5.13	8.11
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.6	23.8	15.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Jack London provides multiple parent involvement and outreach opportunities such as School Site Council, English Language Advisory Committee (ELAC), Parent Teacher Organization (PTO), parent classroom volunteers, parent volunteers for picture, dental and hearing screening days, Family Fridays, Lunch with a Loved One, Principal Chat and Coffee, and cultural celebrations. We also provide an English as a Second Language (ESL) class two days with on site babysitting. Our office is also staffed with a bilingual office clerk for translation and interpretation.

For more information on how to participate at Jack London Elementary School, please contact the school office at 925.779.7455.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.7	0.9	1.2	8.3	7.3	8.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Last revised - September 30, 2019.

The School Safety Plan is current with appropriate strategies and procedures in place for an orderly environment. The safety plan includes disaster and emergency preparedness and other important components. Disaster or fire drills occur monthly. Visitor sign-in is enforced. Schools and the district track unsafe behaviors. London has walkie-talkies for emergencies. AUSD has a zero tolerance policy for weapons. All suspensions and discipline are reported to the California Safe Schools Assessment.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24	1	3		82	1	4	1	24	1	4	
1	26		2		26		1		27		2	
2	24		3		26		2		20	2	1	
3	22	1	2		24	1	3		26		2	
4	29		2		29		2		23	1	3	
5	26		3		194			4	29		2	
6	27	1	18		29	1	12		29	1	14	
Other**	12	1										

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

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

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

Title	Ratio
Academic Counselors*	507.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,428	1,514	\$5,914	\$81,389
District	N/A	N/A	\$9,036	\$79,380.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-41.8	-0.8
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-70.1	-3.8

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

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

Types of Services Funded (Fiscal Year 2018-19)

The following services were funded: supplemental instructional materials and supplies, push in reading teacher, after school tutoring, after school enrichment, a bilingual office clerk, a bilingual aide, and an instructional aide.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,624	\$51,374
Mid-Range Teacher Salary	\$76,277	\$80,151
Highest Teacher Salary	\$96,906	\$100,143
Average Principal Salary (Elementary)	\$124,648	\$126,896
Average Principal Salary (Middle)	\$131,978	\$133,668
Average Principal Salary (High)	\$144,450	\$143,746
Superintendent Salary	\$244,548	\$245,810
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

In the spring of 2019 teachers and administrators were involved in a collaborative process to redesign the content and delivery system of our three professional development days for the 2019-20 school year (August 5, 2019, November 1, 2019, January 6, 2020). As a result, the delivery system changed from prescriptive to a conference style, teacher choice format. The content for each learning session is organized into three domains: Academic Content, Social and Emotional Learning, and Technology. All certificated employees in the Antioch Unified School District participate in each of the three days of training. The first day included over 50 sessions for teachers to select from based on their identify area of interest or need. The second day was a blended approach with both a variety of sessions offered by the district and site selected and delivered sessions. The final day in January was hosted at the site level and a variety of resources were provided to sites to support their team's identified focus areas for training.

Below is a listing of prioritized content based:

- i-Ready Diagnostic Assessments
- Standards Based Learning and Grading
- NGSS content standards
- History-Social Framework
- Mindfulness
- AVID Strategies
- Google Classroom