



# Jersey Avenue Elementary School

9400 Jersey Ave. • Santa Fe Springs, CA 90670 • (562) 948-3772 • Grades K-5

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### Little Lake City School District

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### District Governing Board

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### School Description

Jersey Avenue Elementary School, located in the beautiful city of Santa Fe Springs, California, is a California Distinguished School serving students TK - 5th grade. Jersey was most recently named a California Distinguished School in 2018 and had previously earned this award in 2010. Jersey earned the Model Professional Learning Community at Work award in 2017 and has also been named a Title I Academic Achievement School four times since 2009. Additionally, the California Business for Education Excellence (CBEE) Honor Roll has been awarded to Jersey Avenue eleven of the past twelve years (2007, 2008, 2009, 2010, 2011, 2013, 2014, 2015, 2016, 2017, and 2018). Jersey was also named a California Gold Ribbon School in 2016. These recognitions are significant indicators of the hard work and dedication of the teachers, staff, parent volunteers, as well as all of our community partners. While these state recognitions are outstanding, the most meaningful recognitions come from the parents and students that attend Jersey. Last school year, when surveyed about their satisfaction with Jersey Avenue Elementary School, parents responded with a resounding 95% satisfaction rate. These results are an outward expression of the inner drive and dedication of the teachers, staff, and parent volunteers that serve the students at Jersey Avenue Elementary School.

With a primary focus on student achievement, Jersey Avenue Elementary School offers multiple programs to support student learning. These programs include core instruction following the new California State Standards. Jersey Avenue also offers the Arts for All music, art, and physical education program. Further, Jersey Avenue Elementary School is home to the THINK Together and Stone Soup after-school programs. These programs offer low and no-cost options for students to extend the educational program past the instructional school day.

In addition to all this, Jersey Avenue has made a concerted effort to increase student use of technology in every classroom. To support the use of technology, Jersey offers every student, TK-5, with online access to outstanding adaptive learning programs such as Reading A-Z®, Raz-Kids®, and iReady®. These resources are available to students while at school as well as through any Internet-connected phone, tablet, or computer to extend learning beyond the walls of the classroom. These highly engaging programs are made available through the funds that Jersey receives through the Local Control Accountability Plan (LCAP).

Denisse Frenes-Gomez, Principal

### Mission Statement:

WITH A SHARED VISION ON LEARNING, THE JERSEY COMMUNITY STRIVES TO CREATE AN ENVIRONMENT THAT FOSTERS AND DEVELOPS ACADEMIC AND SOCIAL ACHIEVEMENT FOR ALL STUDENTS THROUGH A BALANCED AND RIGOROUS CURRICULUM.

CON UNA VISIÓN COMPARTIDA EN EL APRENDIZAJE, LA COMUNIDAD DE JERSEY SE ESFUERZA POR CREAR UN AMBIENTE QUE FORMENTA Y DESARROLLA LOGRO ACADÉMICO Y SOCIAL PARA TODOS LOS ESTUDIANTES A TRAVÉS DE UN CURRÍCULO EQUILIBRADO Y RIGUROSO.

## About the SARC

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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	64
Grade 2	69
Grade 3	80
Grade 4	66
Grade 5	64
<b>Total Enrollment</b>	<b>442</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
Asian	0.9
Filipino	0.9
Hispanic or Latino	92.5
White	3.8
Two or More Races	0.7
Socioeconomically Disadvantaged	65.8
English Learners	11.5
Students with Disabilities	14.5
Foster Youth	0.2
Homeless	2.9

## 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 for Jersey Avenue	17-18	18-19	19-20
With Full Credential	21	21	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Little Lake City School	17-18	18-19	19-20
With Full Credential	♦	♦	203
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	6

### Teacher Misassignments and Vacant Teacher Positions at Jersey Avenue Elementary School

Indicator	17-18	18-19	19-20
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)**

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

**Textbooks and Instructional Materials**

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Language Arts Adopted 2003-2004 School Year  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Go Math K - 8 Adopted 2013-2014 School Year  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman California Science Adopted 2007-2008 School Year  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt - CA Edition History Social Studies Adopted 2006-2007 School Year  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Students receive instruction in the VAPA Standards but we do not use an adopted text. The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Jersey School was built in 1957 and is in good condition. In the 1990s, Jersey added two portable classrooms and a new library.

Campus cleanliness is of utmost importance here at Jersey. Our custodians ensure that all classrooms and restrooms are cleaned on a frequent basis. They also keep our campus litter-free.

Exterior lighting was replaced throughout the campus in 2019. Wireless internet access was installed throughout the entire campus in the same year.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to making those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 12-19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	All HVAC systems are serviced and filters changed yearly.
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Interior and exterior of campus is regularly inspected and treated as needed for pest,gophers
<b>Electrical:</b> Electrical	Good	New L.E.D. lights installed thru out exterior of the campus.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	All fire extinguishers are serviced yearly. All kitchen fire suppression systems are serviced every 6 mo.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Play field will be fertilized and seeded over Spring Break.
<b>Overall Rating</b>	<b>Good</b>	

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	49	54	57	56	50	50
Math	49	47	43	43	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 Science for All Students

#### Grades Five, Eight, and Ten

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	18.2	30.3	16.7

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	211	209	99.05	53.59
Male	112	112	100.00	54.46
Female	99	97	97.98	52.58
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	194	192	98.97	53.13
White	--	--	--	--
Socioeconomically Disadvantaged	148	148	100.00	53.38
English Learners	46	46	100.00	47.83
Students with Disabilities	31	30	96.77	30.00
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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	211	208	98.58	47.12
Male	112	112	100.00	54.46
Female	99	96	96.97	38.54
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	194	191	98.45	45.03
White	--	--	--	--
Socioeconomically Disadvantaged	148	148	100.00	44.59
English Learners	46	46	100.00	32.61
Students with Disabilities	31	30	96.77	26.67
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.

## 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)

At Jersey, all parents are highly encouraged to get involved! Our 3-tier approach to parent involvement ensures that parents are involved at all levels at our school. Tier one includes all of our parent-teacher conferences, assemblies, meetings, events, and promotions. The second tier consists of functions that support student success such as our room parents, coffee club, and other volunteer opportunities. The final tier includes parent leadership at Jersey. This includes our Parent Teacher Organization (PTO), School Site Council (SSC), and our English Learner Advisory Committee (ELAC). All parents are highly encouraged to get involved at all three levels! As always, the principal's open-door policy ensures that all parents feel welcomed.

In addition to leadership and volunteer opportunities, the Local Control Accountability Plan (LCAP) funds opportunities for parents to attend conferences. Jersey sends a cadre of parents to a local PTO conference annually. LCAP 28 specifically funds a Family Math Night, STEM Night, in addition to any parent training. This allows parents to deepen involvement and leadership within the school. LCAP funds also support each parent event with providing food and childcare. This increases access to parent events and encourages all to attend.

Most importantly, parents know they are an integral part of student success at Jersey Avenue Elementary School. 94% of parents feel welcomed when they visit Jersey. Furthermore, 93% of parents feel that school-parent communication, as well as information regarding student progress, is excellent.

### 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.

### School Safety Plan

Every morning, the principal, and/or a parent volunteer, and student valets are in front of the school in the drop off area ensuring students get into campus safely and that the traffic keeps flowing. On campus, there are two teachers on morning duty in the lineup area ensuring students are safe. Two Student Supervision Assistants (SSA's) assist with morning supervision in the MPR. One additional SSA is assigned to supervise bus riders as they exit and enter the bus. Additionally, there are five Student Supervision Assistants that provide supervision throughout the day including Second Chance Breakfast, lunches, and lunch recess. Jersey is a closed campus and any visitors, including parents, must sign in at the office and wear a visitor's pass.

Jersey's Comprehensive School Safety Plan is revised annually with the most recent review date of September 2019. The plan includes procedures for emergencies and is shared with staff. In addition, we have emergency monthly drills throughout the year. The School Safety Plan also includes the school-wide positive behavior matrix outlining the school's Positive Behavior Interventions and Supports (PBIS) behavioral expectations which reinforce safety, ownership, achievement and respect with all staff and students.

Jersey Avenue is a very safe school and parents agree. When surveyed about the effectiveness of our school-wide discipline policies, 93% of parents agree that the policies are effective. Furthermore, 94% of parents agree that Jersey Avenue Elementary School provides a safe environment for students.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.7	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

## 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.

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

Title	Ratio
Academic Counselor*	.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.

### 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	21	1	4		21	1	4		20	1	4	
1	24		3		25		3		21		3	
2	22		3		24		3		23		3	
3	24		2		18	1	3		27		3	
4	30		1	2	33			2	22	1	1	1
5	33			3	30		3		32		2	
Other**												

\*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.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

Jersey teachers have multiple opportunities for professional development (PD) throughout the school year. Teachers participate in three district-wide professional development days on Next Generation Science Standards (NGSS) through the UCLA Science Project. During these days, teachers receive grade-specific training. At the school site, teachers will also participate in targeted, purposeful, and ongoing site-based professional development during the school year (including, but not limited to Math, ELA, NGSS, PBIS, and Growth Mindset) and will include the district TOSA's as needed. Teachers, along with the administration, will participate in vertical articulation in math with all grades led by our district Math TOSA's. Teachers in grades 3-5 will also participate in ELA vertical articulation. The Student Achievement Leadership Team (SALT) will also meet several times throughout the school year and continue on-going professional development in alignment with Innovate Ed. Jersey's focus is writing across all content areas. As always, teachers will receive additional training and support with the use of technology, especially as it relates to Raz-Kids© and i-Ready©.

All PD days, materials, and release time are funded through Local Control Accountability Plan (LCAP) funding 7. LCAP 7 provides release time to allow for grade-level collaboration and for teachers to do peer-observations. These funds also provide professional conference opportunities including CUE (technology-based) and CARS (for Special Education teachers).



#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,948	\$49,378
Mid-Range Teacher Salary	\$75,004	\$77,190
Highest Teacher Salary	\$96,596	\$96,607
Average Principal Salary (ES)	\$105,540	\$122,074
Average Principal Salary (MS)	\$109,356	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$181,373	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11,084	2,976	8,108	80,521
District	N/A	N/A	8,199	\$77,084.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.1	3.9
School Site/ State	10.0	4.3

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

The Little Lake City School District provides additional services for students using federal funds (Title I, Title III, Title IV) and LCAP funds. Title I funds are primarily used to support all students using a Response to Intervention (RtI) model. At the elementary sites, Interventionists are funded to provide differentiated instruction to meet the needs of all learners within the RtI model in ELA and mathematics during the school day. At the middle schools, Interventionists monitor student academic progress and determine placement for intervention based on student needs. Title I funds are also used to support parent involvement at both the site and district level. Title III is used to provide supplemental services to all English Learners including additional tutoring beyond the school day, and professional development for EL Coordinators. Title IV funds provide students with a well-rounded education and supports using phenomena in NGSS-designed lessons through the creation of NGSS kits. In addition, these funds support safe and healthy students through the implementation of a social emotional learning program, Second Step, which is a proactive approach to building essential social and behavioral skills. LCAP Funds are used to supplement services for English learners, low income students, and homeless/foster students. Some actions and services include additional counselors, professional development for teachers, supplemental materials, parent engagement opportunities, and student motivation activities.

#### 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.