



Jersey Avenue Elementary School

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

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2017-18 School Accountability Report Card Published During the 2018-19 School Year

Little Lake City School District

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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 ten of the past eleven years (2007, 2008, 2009, 2010, 2011, 2013, 2014, 2015, 2016, and 2017). 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 97% 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).

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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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	104
Grade 1	73
Grade 2	73
Grade 3	72
Grade 4	66
Grade 5	91
Total Enrollment	479

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.0
Asian	0.4
Filipino	0.4
Hispanic or Latino	95.8
Native Hawaiian or Pacific Islander	0.0
White	1.5
Socioeconomically Disadvantaged	67.4
English Learners	12.9
Students with Disabilities	10.0
Foster Youth	0.6

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			
Jersey Avenue Elementary School	16-17	17-18	18-19
With Full Credential	21	21	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Little Lake City School District	16-17	17-18	18-19
With Full Credential	◆	◆	9
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Jersey Avenue Elementary	16-17	17-18	18-19
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 2018-19)

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: October 2017	
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

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. Jersey School is continuing our paper-recycling program, which also helps keep our campus clean. Students are responsible for running this program, and they empty out bins on a weekly basis.

Exterior lighting was replaced throughout the campus in 2013-2014. 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 make 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: 12-06-18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Inspection and treatment for gophers are performed monthly.
Electrical: Electrical	Good	L.E.D. lighting was installed in all interior rooms. New audio visual equipment was installed in M.P.R.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The field was fertilized. Trees were trimmed and/or removed.
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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	57.0	49.0	54.0	57.0	48.0	50.0
Math	46.0	49.0	39.0	43.0	37.0	38.0

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

School Year 2017-18 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	231	229	99.13	48.91
Male	132	131	99.24	47.33
Female	99	98	98.99	51.02
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	219	218	99.54	48.17
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	159	159	100.00	46.54
English Learners	40	40	100.00	40.00
Students with Disabilities	23	22	95.65	40.91
Foster Youth	--	--	--	--

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.

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.1	23.7	28.0

* 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: 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 2017-18 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	231	229	99.13	49.34
Male	132	131	99.24	54.2
Female	99	98	98.99	42.86
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	219	218	99.54	48.17
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	159	159	100	47.8
English Learners	40	40	100	40
Students with Disabilities	23	22	95.65	27.27
Foster Youth	--	--	--	--

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 2018-19)

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. This allows parents to deepen involvement and leadership within the school. LCAP funds also support each parent night to provide 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, 98% 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. Additionally, there are two supervision aides in the kindergarten drop off area to ensure that our youngest students arrive on campus safely every day. Finally, visitors 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 2018. 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. The plan also includes our "No Bully" policy and strategies for both students and staff members to use when dealing with bullying situations.

Jersey Avenue is a very safe school and parents agree. When surveyed about the effectiveness of our school-wide discipline policies, 95% of parents agree that the policies are effective. Furthermore, 98% of parents agree that Jersey Avenue Elementary School provides a safe environment for students.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.2	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.5	0.5	0.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	0.4
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	1.0
Other	.43
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	26	21	21		1	1	4	4	4			
1	25	24	25				2	3	3			
2	25	22	24				3	3	3			
3	26	24	18			1	3	2	3			
4	30	30	33				2	1		1	2	2
5	29	33	30				3		3		3	

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

Professional Development provided for Teachers

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 with Innovate Ed with a focus in 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.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,948	\$48,064
Mid-Range Teacher Salary	\$75,004	\$75,417
Highest Teacher Salary	\$96,596	\$94,006
Average Principal Salary (ES)	\$104,496	\$119,037
Average Principal Salary (MS)	\$108,276	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$181,373	\$183,692
Percent of District Budget		
Teacher Salaries	38.0	36.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10,618	2,743	7,875	79,416
District	◆	◆	8,040	\$76,406
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-2.1	3.9
Percent Difference: School Site/ State			10.0	4.3

* Cells with ◆ 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) 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. Title III is used to provide supplemental services to all English Learners. Long Term English Learners at the middle school level receive support via the AVID Excel Program. 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.