



# Jersey Avenue Elementary School

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

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year

### Little Lake City School District

10515 South Pioneer Blvd.  
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#### District Governing Board

George Buchanan - President  
Dora Sandoval - Vice President  
Hilda Zamora - Clerk  
Janet Rock - Member  
Richard Martinez- Member

#### District Administration

William Crean, Ed.D.  
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Sonya Cuellar  
**Assistant Superintendent,  
Personnel Services**  
Manuel Correa  
**Assistant Superintendent, Business  
Services**  
Maria A. Soto  
**Assistant Superintendent,  
Educational Services**  
Monica Johnson  
**Director, Educational Services**  
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Heidi McDonald  
**Director, Nutrition Services**  
Brent Griffen  
**Director, Maintenance and  
Operations**  
Khrystyne Tat  
**Director, Fiscal Services**

### School Description

Jersey Avenue Elementary School, located in the beautiful city of Santa Fe Springs, California, is a California Distinguished School serving students from TK - 5th grade. Jersey Avenue has also been named a Title I Achievement School four times since 2009. Additionally, the California Business for Education Excellence (CBEE) Honor Roll has been awarded to Jersey Avenue eight times since 2007. Most recently, Jersey was named a 2015-2016 Title I Academic Achievement School, as well as a California Gold Ribbon School. 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 98% 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	106
Grade 1	72
Grade 2	67
Grade 3	66
Grade 4	87
Grade 5	84
<b>Total Enrollment</b>	<b>482</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0
Asian	0.6
Filipino	0.6
Hispanic or Latino	94.6
Native Hawaiian or Pacific Islander	0.2
White	2.7
Two or More Races	0.2
Socioeconomically Disadvantaged	67.4
English Learners	16
Students with Disabilities	8.3
Foster Youth	0.8

## 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	15-16	16-17	17-18
With Full Credential	21	21	21
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Little Lake City School District	15-16	16-17	17-18
With Full Credential	♦	♦	191
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Jersey Avenue Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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 2017-18)

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
Foreign Language	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100
Health	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100
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
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A 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. 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: 12-06-17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Inspection for gophers are performed monthly.
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			. Tree trimming was performed over Winter Break. The field was fertilized.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	61	57	55	54	48	48
Math	41	46	36	39	36	37

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	88	83	94.3	62.7
Male	44	39	88.6	66.7
Female	44	44	100.0	59.1
Hispanic or Latino	78	74	94.9	64.9
Socioeconomically Disadvantaged	58	55	94.8	58.2

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	74	63	67	63	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.5	24.4	20.7

\* 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.

**School Year 2016-17 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	233	233	100	56.65
Male	126	126	100	57.14
Female	107	107	100	56.07
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	217	217	100	54.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	162	162	100	56.17
English Learners	40	40	100	47.5
Students with Disabilities	17	17	100	35.29
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.

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 2016-17 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	233	233	100	46.35
Male	126	126	100	54.76
Female	107	107	100	36.45
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	217	217	100	44.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	162	162	100	45.06
English Learners	40	40	100	47.5
Students with Disabilities	17	17	100	41.18
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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

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. 97% of parents feel welcomed when they visit Jersey. Furthermore, 97% of parents feel that school-parent communication as well as information regarding student progress is excellent. Lastly, 98% of parents stated that they were aware of the many opportunities to participate at all three levels of our 3-tier parent involvement plan.

### 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. It includes procedures for emergencies. This plan is shared with staff. In addition, we have emergency drills throughout the year. In addition, the School Safety Plan also includes the positive behavior matrix outlining behavioral expectations to be safe, respectful and responsible. 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, 98% of parents agree that the policies are effective. Furthermore, 99% of parents agree that Jersey Avenue Elementary School provides a safe environment for students.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.2	0.2	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.5	0.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		66.7

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	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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	24	26	21	1		1	4	4	4			
1	29	25	24				1	2	3			
2	29	25	22				4	3	3			
3	27	26	24				3	3	2			
4	33	30	30				1	2	1	1	1	2
5	33	29	33					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. First, teachers participate in three district-wide professional development days. During these days, teachers receive grade-specific math training. At the school site, teachers will also participate in targeted, purposeful, and ongoing site-based professional development during the school year. Teachers, along with administration, will conduct a professional read of "Number Talks". This strategy will then be the focus of site-based PD with support from the district math coaches. Further, the TK and PK-K Autism Focus teachers will participate in ongoing training using the "Writing Without Tears" program with support from a licensed occupational therapist through WACSEP. 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. In addition, every elementary teacher received three days of training on Next Generation Science Standards through UCLA Science Project.



FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,948	\$47,034
Mid-Range Teacher Salary	\$75,004	\$73,126
Highest Teacher Salary	\$96,596	\$91,838
Average Principal Salary (ES)	\$104,496	\$116,119
Average Principal Salary (MS)	\$108,276	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$196,198	\$178,388
Percent of District Budget		
Teacher Salaries	37%	37%
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/).

### Types of Services Funded

Little Lake provides additional services for students using federal funds such as Title I and Title III and LCAP funds. All schools hire additional interventionists to provide differentiated instruction in English Language Arts (ELA) and Math for a portion of the day. Title I funds are used to provide additional support for students by hiring additional Interventionist to provide differentiated instruction in ELA and mathematics. Title III is used to support Long Term English Learners via AVID Excel Program. LCAP Funds are used to supplement services for English Learners, SED students, Homeless and Foster students.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9973	2592	7381	77078
District	♦	♦	7740	\$76,172
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-4.6	1.2
Percent Difference: School Site/ State			12.3	3.9

\* Cells with ♦ do not require data.