Jersey Avenue Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2023-24 School Contact Information

School Name	Jersey Avenue Elementary School
Street	9400 Jersey Ave.
City, State, Zip	Santa Fe Springs, CA 90670
Phone Number	(562) 948-3772
Principal	Denisse Frenes-Gomez
Email Address	dfrenes-gomez@llcsd.net
School Website	https://jersey.llcsd.net/
County-District-School (CDS) Code	19647176015036

2023-24 District Contact Information

District Name	Little Lake City School District
Phone Number	562.868.8241
Superintendent	Jonathan Vasquez
Email Address	jvasquez@llcsd.net
District Website	www.llcsd.net

2023-24 School Description and Mission Statement

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 twelve of the past thirteen years (2007, 2008, 2009, 2010, 2011, 2013, 2014, 2015, 2016, 2017, 2018, and 2019). Jersey was also named a California Gold Ribbon School in 2016. More recently, Jersey has received the Silver PBIS Implementation Award the last three school years (2020-2021, 2021-2022, and 2022-2023). 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. Last year, our 5th grade students took the Healthy Kids Survey which demonstrated that 88% of our 5th graders felt safe at school and 93% stated that felt connected to the school. 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 program which includes lessons in art, health, and physical education. Further, Jersey Avenue Elementary School is home to the Boys and Girls Club after-school program. These programs offer a no-cost option 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©, Lexia, and ST Math among various other online platforms. 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). In addition, all students in TK-5th grade have a Chromebook available to them in the classroom and all 4th=5th graders are expected to take their Chromebooks home on a daily basis.

2023-24 School Description and Mission Statement

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 CURRICULUM EQUILIBRADO Y RIGUROSO.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	47
Grade 2	44
Grade 3	55
Grade 4	54
Grade 5	60
Total Enrollment	343

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.4%
Asian	2.3%
Black or African American	0.6%
Filipino	0.6%
Hispanic or Latino	91.3%
Two or More Races	2.3%
White	2%
English Learners	8.5%
Foster Youth	2.3%
Homeless	9%
Socioeconomically Disadvantaged	75.5%
Students with Disabilities	13.4%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	100.00	174.60	90.77	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.20	2.18	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.10	0.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.60	0.83	12115.80	4.41
Unknown	0.00	0.00	10.70	5.59	18854.30	6.86
Total Teaching Positions	19.00	100.00	192.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	99.38	173.90	93.14	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.96	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	3.60	1.93	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.62	1.30	0.70	11953.10	4.28
Unknown	0.00	0.00	6.00	3.26	15831.90	5.67
Total Teaching Positions	16.10	100.00	186.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	0.00	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Language Arts Adopted 2003-2004 School Year	No	0
Mathematics	Houghton Mifflin Go Math K - 8 Adopted 2013-2014 School Year	Yes	0
Science	TWIG Science Adopted 2023-2024 School Year	Yes	0
History-Social Science	Hartcourt - CA Edition History Social Studies Adopted 2006-2007 School Year	No	0
Foreign Language	N/A	No	0
Health	N/A	No	0
Visual and Performing Arts	Students receive instruction in the VAPA Standards but we do not use an adopted text.	No	0

School Facility Conditions and Planned Improvements

Jersey Elementary has 24 regular classrooms, 2 portable classrooms, a multipurpose room, a library, an administration building,
Our custodians ensure that all classrooms and restrooms are cleaned on a frequent basis. They also keep our campus litter-free.

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.

Year and month of the most recent FIT report	12-23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	56	52	55	56	47	46
Mathematics (grades 3-8 and 11)	29	39	33	38	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	167	164	98.20	1.80	51.83
Female	82	82	100.00	0.00	52.44
Male	85	82	96.47	3.53	51.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	157	155	98.73	1.27	49.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	15	14	93.33	6.67	21.43
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	126	124	98.41	1.59	47.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	27.59

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	167	164	98.20	1.80	39.02
Female	82	82	100.00	0.00	37.80
Male	85	82	96.47	3.53	40.24
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	157	155	98.73	1.27	36.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	15	14	93.33	6.67	14.29
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	126	124	98.41	1.59	34.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	13.79

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.59	38.60	30.68	34.98	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	57	96.61	3.39	38.60
Female	31	31	100.00	0.00	35.48
Male	28	26	92.86	7.14	42.31
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	55	54	98.18	1.82	37.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	45	97.83	2.17	37.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	98%	100%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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), when applicable. 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 and supports for parents to volunteer on campus. 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. Parents are offered various trainings provided by our TOSA's, counselor, and principal. Topics may include mental health awareness, social-emotional skills development, and academic support for home. LCAP funds also supports parents by providing resources to support their child at home in addition to providing childcare, if necessary, to allow the parent to attend workshops and/or trainings. 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. Ninety-three percent (93%) of parents feel that school-parent communication, as well as information regarding student progress, is excellent. Methods of communication include monthly Jersey Eagles Newsletters, frequent email updates as needed, flyers, and social media posts (Facebook, Instagram, and Twitter). All teachers have a preferred method of communication with parents (ex: Class Dojo, Remind, Class Tag, email, etc.). Some events and/or parent meetings may continue to be held virtually or as needed for families.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	356	344	94	27.3
Female	166	163	40	24.5
Male	190	181	54	29.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	8	8	2	25.0
Black or African American	2	2	1	50.0
Filipino	2	2	0	0.0
Hispanic or Latino	324	312	83	26.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	2	25.0
White	7	7	3	42.9
English Learners	40	38	9	23.7
Foster Youth	10	10	1	10.0
Homeless	34	33	12	36.4
Socioeconomically Disadvantaged	271	263	74	28.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	69	66	28	42.4

C. Engagement	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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	1.33	1.66	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Every morning, the principal, and/or a noon supervisor are in front of the school in the drop off area ensuring students get into campus safely and that the traffic keeps flowing. Students report to their corresponding area in the morning (TK/K in MPR, 1st-2nd to primary playground, and 3rd-5th to upper grade playground). All students are supervised by a teacher and/or noon supervisor each morning until 8:10 am. One additional SSA or staff 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 visitors, including parents and district employees, 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 December 6, 2023. 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, 91% of parents agree that the policies are effective. Furthermore, 95% of parents agree that Jersey Avenue Elementary School provides a safe environment for students.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	9		
1	20	1	2	
2	16	2	2	
3	22	1	2	
4	23	1	2	
5	25	1	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	2	
1	21	1	1	
2	18	3		
3	27		2	
4	29		2	
5	20	1	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	343

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,739	1,712	13,027	77,272
District	N/A	N/A	13,387	$83,600
Percent Difference - School Site and District	N/A	N/A	-2.7	-3.3
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	52.5	-13.8

Fiscal Year 2022-23 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 also given directly to sites to supplement services for English learners, low income students, and homeless/foster students. Some specific site actions and services include LCAP 2 for supplemental materials to support student learning, LCAP 7 for site based training and professional development for staff, LCAP 28 for site specific parent engagement opportunities, LCAP 29 for site based tutoring and intervention needs, and LCAP 33 for site based student motivation activities. These site specific services are in addition to District-wide LCAP services including school counselors and response to intervention services.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,855	$54,046
Mid-Range Teacher Salary	$77,155	$84,515
Highest Teacher Salary	$104,469	$110,867
Average Principal Salary (Elementary)	$114,144	$136,841
Average Principal Salary (Middle)	$118,260	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$202,452	$217,473
Percent of Budget for Teacher Salaries	33.02%	32.43%
Percent of Budget for Administrative Salaries	5.13%	5.62%

Professional Development

Jersey teachers have multiple opportunities for professional development (PD) throughout the school year. Teachers participate in three district-wide professional development days. During these days, teachers receive grade-specific training. Jersey, in alignment with the district, will continue to have a Math Focus in partnership with the UCLA Math Curtis Center. 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, and PBIS) and will include the site and district TOSA's as needed. Teachers, along with the administration, will participate in vertical articulation in ELA and Math across all grades led by our site and/or district TOSA's. The Student Achievement Leadership Team (SALT) will also meet several times throughout the school year and continue ongoing professional development in alignment with Innovate Ed. Teachers will receive additional training and support as needed in any area identified by the grade level, teachers, or principal.

The focus for 2023-2024 District Professional Development Days are as follows: PD Day 1 (9/1/23) will be site based and facilitated by the principal in collaboration with Joelle Hood and Thriving YOUniversity to focus on Building Belonging among

Professional Development

staff and students. Follow professional development will be provided by Thriving YOUniversity on 10/18/23 and 2/14/24. PD Day Day 2 (11/1/23) will be teacher planned and led by grade level. Each grade level is expected to submit an Agenda and PD Plan prior. PD Day 3 (1/26/24) will be facilitated by the UCLA Math Curtis Center for all teachers. Site specific professional development will include additional collaboration with our SALT Teams, during Innovative Learning Collaborative (ILC) sessions, during Inquiry Cycles, and Learning Rounds. Teachers will continue working on the site SALT goals and will continue to build capacity through our SALT Teams that includes Learning Rounds which will take place on: 12/1/23, 2/16/24, and 4/26/24. Follow up PD will also include collaborating with Innovate Ed to reimagine and reculture our school. Additional professional development will be offered on District Wednesdays on topics as needed throughout the year in alignment with our SALT Goals. District Wednesday topics will include vertical articulation across grade levels in both English Language Arts and Math, PBIS PD facilitated by the PBIS Coach, and Social-Emotional Learning PD facilitated by the school counselor. The site TOSA will also provide PD to the interventionists and to teachers on an as-needed basis, specifically for the new Guided Reading program. Two site teachers will continue to participate in NGSS PD through the UCLA Spiral Project throughout the year. All new teachers will receive ongoing professional development throughout the year and support by our district and site TOSA's. All new teachers will also participate in coaching cycles with the district's TOSA's.

LCAP 7 will be utilized to fund ongoing professional development, both on and off site, and to fund substitutes to allow teachers to participate in ongoing professional development as described above. In addition, LCAP 7 will support ongoing professional development with our SALT site team and for all teachers throughout the year specifically to support the Learning Round process and implementation. All teachers will participate in at least one (1) Learning Round during the school year. Teachers will also be provided with planning days, as needed, and as determined by the next steps during ILC and/or Learning Rounds.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8