Juarez-Lincoln Elementary School

849 Twining Avenue • Chula Vista, CA 92154 • (619) 690-9222 • Grades K-6
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Chula Vista Elementary School District
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District Governing Board

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Superintendent

Jeffrey Thiel, Ed.D.
Assistant Superintendent, Human Resources Services and Support

Oscar Esquivel
Deputy Superintendent, Business Services and Support

Matthew Tessier, Ed.D.
Assistant Superintendent, Innovation and Instruction Services and Support

School Description

Juarez-Lincoln, a K-6 elementary school, located four miles from the international border with Mexico, within the Otay Mesa community of the City of San Diego. The school was built in 1971 and is among 49 schools in the Chula Vista Elementary School District, including charters. Juarez-Lincoln received a total modernization during the summer of 2000, expanding the site with 16 additional classrooms. The grounds and infrastructure have been transformed and continue to exemplify a 21st Century learning environment and serves as a significant resource for the community. Each classroom, the auditorium, library, and Professional Development Center are equipped with projection systems and Document Cameras or televisions. Each classroom also has computers for student access 3:1 ratio and a laptop for teacher use. 3rd through 6th grade classrooms have 1:1 laptops. The Technology Learning Center (TLC) supports 32 computers for large group instruction and intervention.

Mission

The Mission of Juarez-Lincoln Elementary School is to enable all students to become critical thinkers and effective communicators in the areas of reading, writing and mathematics and to take their place as leaders and full participants in our global society.

Student achievement is monitored school-wide using the following assessments:

Reading levels monitored using Achieve 3000 Lexile levels and Smarty Ants leading levels.
School-wide writing prompts assessed quarterly.
Math and Language Arts benchmark assessments.
Quarterly monitoring of all students' progress.

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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	71
Grade 2	61
Grade 3	79
Grade 4	80
Grade 5	73
Grade 6	64
Total Enrollment	508

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.5
Asian	1.4
Filipino	7.9
Hispanic or Latino	79.3
Native Hawaiian or Pacific Islander	0.6
White	2.8
Two or More Races	3.5
Socioeconomically Disadvantaged	81.1
English Learners	37.2
Students with Disabilities	19.5
Foster Youth	0.4
Homeless	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 for Juarez-Lincoln	18-19	19-20	20-21
With Full Credential	25	24	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Juarez-Lincoln Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

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 2020-21)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials
Year and month in which data were collected: January 2021

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	Benchmark Advance ELA, adopted July, 2017.	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Mathematics	Go Math. Adopted in 2015-16.	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at Juarez-Lincoln Elementary School is adequate to support our school's current enrollment.

The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. The Juarez-Lincoln custodial staff performs basic cleaning operations daily. The school's safety plan provides security for all students. Visitors must sign in using the District's Raptor Security programand wear an identifying tag at all times. There are sufficient classrooms and support facilities to accommodate all learning activities.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month in which data were collected:

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	800 boys rr: Floor dirty; covebase lifting up; right sink needs chaulking; door vent needs paint 901 MR: Floor dirty / carpet spots; ceiling tile pushed up CR 502: carpet spotted; missing ceiling tile CR 605: carpet spotted CR 702: needs vacuuming badly; 3 lights out CR 703: paint on floor; 1 lamp out; 2 spray bottles - non district; 3 lights out CR 704: carpet stained and needs vacuuming CR 801: carpet stained badly CR 803: carpet stained; 1 ceiling tile with a hole CR 806: Window might be leaking - still has evidence of water coming in. Spots on carpet Kinder 101: carpet spotted, 2 lights out
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	202 RSP: Spots on carpet; 1 light out 400 Hallways: carpet dirty CR 301: Spots on carpet CR 303: Carpet needs cleaning; 4 lights out CR 305: Carpet needs cleaning. CR 401: Carpet Cleaning CR 403: Spots on carpet; 3 lights out CR 501: spots on carpet; light switch not working properly CR 504: spots on carpet CR 602: needs to be vacuumed badly; carpet has stains and spots; broken outlet cover; liquid starch under sink CR 603: needs to be vacuumed badly; carpet spots; desk tops dirty CR 701: needs vacuuming badly; carpet spots; 1 stained ceiling tile Multipurpose: Spots on carpet Principal: Spots on carpet Safety Patrol: floor very dirty; 4 lights out

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	202 RSP: Spots on carpet; 1 light out 300 wrkrm: 1 light out Admin Womens RR: 1 light out CR 303: Carpet needs cleaning; 4 lights out CR 305: Spots on carpet; 4 lights out; drinking fountain stays on; doors need adjustment CR 403: Spots on carpet; 3 lights out CR 501: spots on carpet; light switch not working properly CR 602: needs to be vacuumed badly; carpet has stains and spots; broken outlet cover; liquid starch under sink CR 702: needs vacuuming badly; 3 lights out CR 804: 2 lights out Kinder 101: carpet spotted, 2 lights out Kitchen storage: 1 light out Lounge: 2 lights out Safety Patrol: floor very dirty; 4 lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	800 boys rr: Floor dirty; covebase lifting up; right sink needs chaulking; door vent needs paint 800 girls rr: cracked floor tile; sink needs chaulking; 1 light out Admin men's RR: Toilet needs caulking CR 305: Spots on carpet; 4 lights out; drinking fountain stays on; doors need adjustment Day cust rm: faucet needs aerator Kitchen: Door handle loose; sink water handle loose
Safety: Fire Safety, Hazardous Materials	Good	CR 404: Household cleaning product under sink (Crud Cutter); carpet stains CR 505: carpet stains and spots; non district cleaning products (Amway) CR 703: paint on floor; 1 lamp out; 2 spray bottles - non district; 3 lights out CR 805: carpet spotted; 1 spray bottle - non district (Resolve). Health office: Lysol and wizard under sink
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	800 boys rr: Floor dirty; covebase lifting up; right sink needs chaulking; door vent needs paint 800 girls rr: cracked floor tile; sink needs chaulking; 1 light out CR 806: Window might be leaking - still has evidence of water coming in. Spots on carpet Kitchen: Door handle loose; sink water handle loose Main playground: Play toy a little rusty
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	54	N/A	64	N/A	50	N/A
Math	38	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	18	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
Contact person: Principal Robert Pollack
Contact Phone Number: (619) 690-9222

Parents are invited and encouraged to participate as full partners in the education of our students. We offer continuous parent workshops throughout the year to engage our parents in the education of their children. Parents participate in two formal report card conferences each year. Parents also attend Student Study Team and IEP meetings to develop a plan of success for students. Parents also serve on the School Site Council (SSC), PTA, the English Language Acquisition Committee (ELAC), and volunteer to work in classrooms, the library and help prepare materials for student activities. Parents attend monthly Coffee with the Principal and share concerns and offer suggestions to improve school processes. Parents also participate in developing and updating the School Plan for Student Achievement, the Safe Schools Plan and this School Accountability Report Card.

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 (School Year 2020-2021)
Student safety and well-being is promoted by activities including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, child abuse awareness, and a School Safety Patrol. The school safety committee reviews safety policies, practices and procedures yearly. The physical arrangement of the classrooms and facilities allow for uninterrupted learning time while facilitating the safe movement of students throughout the learning environment. Students participate with staff and parents in reviewing the procedures and make recommendations for modifications throughout the year. Students are trained in conflict resolution and supported in solving problems before they escalate. This process has significantly reduced the number of referrals to the office. The safety of our children is a high priority at Juarez-Lincoln, and we are committed to presenting positive role models for students so they will aspire to the highest ideals possible. The School Site Council approved the School Safety Plan in January 2021. Elements of the School Safety Plan: Each teacher is responsible for a specific task related to safety of all students. All visitors are required to check into the front office and receive a pass to be on campus. A safety committee monitors and updates the plan. The San Diego Police Department is involved in monitoring the safety of the school and reviewing the plan.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	0.3	0.7	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.02	0.6	2.5
Expulsions	0.00	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	20	1	3		22		3		24		3	
1	22		3		21	1	2		22		3	
2	24		4		23		3		15	3	1	
3	25		3		23		4		16	2	3	
4	20	1	3		22	1	2		20	1	3	
5	28		3		27		3		22	1	2	
6	23	1	3		22	1	3		21	1	2	
Other**					12	1			11	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

Each year, targeted professional learning activities are provided for teachers, instructional assistants, and support personnel based on student achievement data and staff self assessment. Professional learning activities are planned to address the school-wide focus and the identified areas of improvement.

Professional learning activities for the 2020-21 school year include:
- Teachers participates in a Professional Learning Cycle focused on increasing student efficacy though collaborative conversations and discussion while in distance learning.
- Teachers received training on teacher-student clarity and developed school-wide practices via quality indicators for student actions, teacher actions, and learning environment.
- Teachers meet in grade level and cross grade level groups to collaborate on instructional planning and the use of assessments to inform instruction.
- Teachers received training on how to use Lexile Levels using Achieve3000 and reading Levels in Smarty Ants to inform instruction and monitor student progress in reading.
- Teachers received training on to use iReady program and diagnostic assessments to monitor student progress and inform instruction.
- Teachers participated in analysis of data including Lexile Levels, writing performance tasks, ELPAC levels, and formative data to plan instruction.
- Teachers have access to weekly training seminars provided by the school district.

Professional learning activities for the 2019-20 school year include:
- The ILT received training on how to implement school-wide Professional Learning Cycles to develop high-impact language strategies .
- Teachers received training on teacher-student clarity and developed school-wide practices for success criteria.
- Teachers meet in grade level and cross grade level groups to collaborate on instructional planning and the use of assessments to inform instruction.
- Teachers received training on how to use Lexile Levels using Achieve3000 to monitor student progress in reading.
- Teachers received training on Positive Behavior and Supports and conflict resolution through restorative practices.d training on restorative practices.
- Teachers participated in analysis of data including Lexile Levels, ELPAC, Local Measures, and CAASPP interim assessments to plan instruction.
- Instructional Leadership Team attended mathematics conference to develop professional capacity to effectively teach mathematics using the Cognitively Guided Instruction framework.

Professional learning activities for the 2018-19 school year include:
- The ILT structures the professional learning cycles for the staff to support the school-wide focus' of language arts.
- Teachers meet in grade level and cross grade level groups to collaborate on instructional planning and the use of assessments to inform instruction.
- Teachers received training on how to use Lexile Levels using Achieve3000 to monitor student progress in reading.
- Teachers received training on Positive Behavior and Supports and conflict resolution through restorative practices.
- Teachers received training in GLAD (Guided Language Acquisition and Development) for mathematics.
- Teachers received training in effective mathematics teaching practices at a school-cohort mathematics mini-conference.
- Teachers received training on teacher-student clarity and on developed school-wide practices for learning intentions.
- Teachers participated in analysis of data including CELDT, Local Measures, and CAASPP interim assessments to plan instruction.

Professional learning activities for the 2017-18 school year include:
- All teachers attend district training sessions on English Language Development using our new adoption materials. Site professional development focused on English Language Arts.
- The ILT structured the professional learning opportunities for the staff to support the school-wide focus' of language arts.
- Teachers participated in analysis of data including CELDT, Local Measures, and CAASPP interim assessments to plan instruction.
- Teachers met in grade level and cross grade level groups to collaborate on instructional planning and the use of assessments to inform instruction.
- Teachers received training in GLAD (Guided Language Acquisition and Development)
- Teachers received training in conceptual mathematics and problem-solving strategies to implement in classrooms.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,655	$51,004
Mid-Range Teacher Salary	$77,932	$82,919
Highest Teacher Salary	$103,806	$104,604
Average Principal Salary (ES)	$137,324	$131,277
Average Principal Salary (MS)		$136,163
Average Principal Salary (HS)		$128,660
Superintendent Salary	$308,616	$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	13,323.69	4,895.98	8,427.71	79,737
District	N/A	N/A	190,145,679	$81,733
State	N/A	N/A	$7,750	$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-2.5
School Site/ State	8.4	-5.4

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

Types of Services Funded

The school receives LCAP funding to support and improve student achievement, professional development, and school operations. As a school-wide program, all interventions and support programs are designed to address the identified student needs based on quantitative and qualitative data. During the 2019-2020 school year, Juarez-Lincoln teachers received additional professional development to support teachers' understanding and implementation of high impact language development strategies to support mastery towards Common Core State Standards in English Language Arts. Extended Day, an after school tutoring program, is designed to target English language arts and mathematics skills for students at risk and is provided by highly qualified teachers. All 3-6 grade students participate in the Achieve 3000 online program. Achieve 3000 provides students with standards-based practice in reading comprehension using leveled, non-fiction articles. All English Learners with a ELPAC score of 1 or 2 were provided with daily 20 minute sessions of Imagine Learning English, an individualized online computer program designed to accelerate English language development. Parent education mirrors the student program and includes opportunities for parents to learn to use the strategies employed during school day to support extended learning.

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.