

Juarez-Lincoln Elementary School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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 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) 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.

2021-22 School Contact Information

School Name	Juarez-Lincoln Elementary School
Street	849 Twining Avenue
City, State, Zip	Chula Vista, CA 92154
Phone Number	(619) 690-9222
Principal	Robert Pollack
Email Address	Robert.Pollack@cvesd.org
School Website	www.JuarezLincolnSchool.com
County-District-School (CDS) Code	37-68023-6037832

2021-22 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619) 425-9600
Superintendent	Oscar Esquivel, Interim Superintendent
Email Address	oscar.esquivel@cvesd.org
District Website Address	www.cvesd.org

2021-22 School Overview

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. The Juarez-Lincoln learning community strives to cultivate intellect, relevance & relationships by getting to know and making connections with students' authenticity and cultural backgrounds.

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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	58
Grade 2	75
Grade 3	68
Grade 4	68
Grade 5	72
Grade 6	80
Total Enrollment	465

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.7
Asian	1.2
Black or African American	3.4
Filipino	8
Hispanic or Latino	81.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	2
White	3.4
English Learners	34.6
Foster Youth	0.2
Homeless	0.2
Socioeconomically Disadvantaged	82.7
Students with Disabilities	21.7

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

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

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)	21.8	89.1	1227.0	88.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	5.1	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	2.0	31.4	2.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	14.0	1.0	12115.8	4.4
Unknown	2.1	8.8	106.0	7.7	18854.3	6.9
Total Teaching Positions	24.4	100.0	1383.7	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.5

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
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

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance ELA, adopted July, 2017.	Yes	0%
Mathematics	Go Math. Adopted in 2015-16.	Yes	0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.	Yes	0%

History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
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School Facility Conditions and Planned Improvements

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 program and wear an identifying tag at all times. There are sufficient classrooms and support facilities to accommodate all learning activities.

Year and month of the most recent FIT report

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		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		X		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

School Facility Conditions and Planned Improvements

				<p>CR 602: needs to be vacuumed badly; carpet has stains and spots; broken outlet cover; liquid starch under sink</p> <p>CR 603: needs to be vacuumed badly; carpet spots; desk tops dirty</p> <p>CR 701: needs vacuuming badly; carpet spots; 1 stained ceiling tile</p> <p>Multipurpose: Spots on carpet</p> <p>Principal: Spots on carpet</p> <p>Safety Patrol: floor very dirty; 4 lights out</p>
Electrical		X		<p>202 RSP: Spots on carpet; 1 light out</p> <p>300 wrkrm: 1 light out</p> <p>Admin Womens RR: 1 light out</p> <p>CR 303: Carpet needs cleaning; 4 lights out</p> <p>CR 305: Spots on carpet; 4 lights out; drinking fountain stays on; doors need adjustment</p> <p>CR 403: Spots on carpet; 3 lights out</p> <p>CR 501: spots on carpet; light switch not working properly</p> <p>CR 602: needs to be vacuumed badly; carpet has stains and spots; broken outlet cover; liquid starch under sink</p> <p>CR 702: needs vacuuming badly; 3 lights out</p> <p>CR 804: 2 lights out</p> <p>Kinder 101: carpet spotted, 2 lights out</p> <p>Kitchen storage: 1 light out</p> <p>Lounge: 2 lights out</p> <p>Safety Patrol: floor very dirty; 4 lights out</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			<p>800 boys rr: Floor dirty; covebase lifting up; right sink needs chaulking; door vent needs paint</p> <p>800 girls rr: cracked floor tile; sink needs chaulking; 1 light out</p> <p>Admin men's RR: Toilet needs caulking</p> <p>CR 305: Spots on carpet; 4 lights out; drinking fountain stays on; doors need adjustment</p> <p>Day cust rm: faucet needs aerator</p> <p>Kitchen: Door handle loose; sink water handle loose</p>
Safety: Fire Safety, Hazardous Materials	X			<p>CR 404: Household cleaning product under sink (Crud Cutter); carpet stains</p> <p>CR 505: carpet stains and spots; non district cleaning products (Amway)</p>

School Facility Conditions and Planned Improvements

				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	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			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 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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	304	NT	NT	NT	NT
Female	148	NT	NT	NT	NT
Male	156	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	12	NT	NT	NT	NT
Filipino	17	NT	NT	NT	NT
Hispanic or Latino	253	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	94	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	250	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	304	NT	NT	NT	NT
Female	148	NT	NT	NT	NT
Male	156	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	12	NT	NT	NT	NT
Filipino	17	NT	NT	NT	NT
Hispanic or Latino	253	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	94	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	250	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	299	294	98	2	47
Female	146	146	100	0	47
Male	153	148	97	3	46
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100	0	90

Black or African American	12	12	100	0	67
Filipino	0	0	0	0	0
Hispanic or Latino	251	246	98	2	41
Native Hawaiian or Pacific Islander	1	1	100	0	100
Two or More Races	8	8	100	0	75
White	6	6	100	0	67
English Learners	106	103	97	3	21
Foster Youth	2	2	100	0	100
Homeless	1	1	100	0	0
Military	20	20	100	0	70
Socioeconomically Disadvantaged	242	237	98	2	40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	69	96	4	17

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	299	295	99	1	21
Female	146	146	100	0	20
Male	153	149	97	3	22
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100	0	62
Black or African American	12	11	92	8	8
Filipino	0	0	0	0	0
Hispanic or Latino	251	248	99	1	18
Native Hawaiian or Pacific Islander	1	1	100	0	100
Two or More Races	8	8	100	0	25
White	6	6	100	0	17
English Learners	106	105	99	1	8
Foster Youth	2	2	100	0	0
Homeless	1	1	100	0	0
Military	20	20	100	0	35
Socioeconomically Disadvantaged	242	238	98	2	17
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	72	70	97	3	10
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	NT	NT	NT	NT
Female	43	NT	NT	NT	NT
Male	39	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	74	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	26	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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 opportunities. 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	517	511	79	15.5
Female	242	237	27	11.4
Male	275	274	52	19.0
American Indian or Alaska Native	0	0	0	0.0
Asian	6	6	0	0.0
Black or African American	19	19	3	15.8
Filipino	40	40	2	5.0
Hispanic or Latino	419	414	73	17.6
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	11	10	0	0.0
White	20	20	1	5.0
English Learners	192	190	33	17.4
Foster Youth	3	3	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	428	425	75	17.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	117	116	24	20.7

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.34	0.00	0.79	0.02	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.18	0.56	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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 November 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.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	22		3	
1	21	1	2	
2	23		3	
3	23		4	
4	22	1	2	
5	27		3	
6	22	1	3	
Other	12	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	24		3	
1	22		3	
2	15	3	1	
3	16	2	3	
4	20	1	3	
5	22	1	2	
6	21	1	2	
Other	11	2		

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	12	4		
1	23		3	
2	17	2	2	
3	17	1	3	
4	21	1	3	
5	24	1	2	
6	21	1	2	
Other	14	2		

2020-21 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	

2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0.6
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	13,323.69	4,895.98	8,427.71	79,737
District	N/A	N/A	190,145,679	\$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	-3.2
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-0.2	-7.4

2020-21 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. Services funded also includes a Visual and Performance Arts program where all students are provided with learning experiences in the visual arts, hands-on science, physical education every other week, and music every week. To further support students with social emotional wellness, Juarez-Lincoln has a full time KIDCO behavior assistant, half-time on-site social worker, and full time school psychologist.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$51,655	\$52,060
Mid-Range Teacher Salary	\$77,932	\$84,043
Highest Teacher Salary	\$103,806	\$107,043
Average Principal Salary (Elementary)	\$137,246	\$133,582
Average Principal Salary (Middle)	\$0	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$308,616	\$240,628
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

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 2021-22 school year include:

- Teachers received training on integrated and designated ELD strategies to support English Learners.
- 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 2020-21 school year include:

- Teachers participated in a Professional Learning Cycle focused on increasing student efficacy through 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement			

Chula Vista Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619) 425-9600
Superintendent	Oscar Esquivel, Interim Superintendent
Email Address	oscar.esquivel@cvesd.org
District Website Address	www.cvesd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	13068	6	0.05	99.95	--
Female	6294	1	0.02	99.98	--
Male	6774	5	0.07	99.93	--
American Indian or Alaska Native	28	0	--	100.00	--
Asian	334	0	0.00	100.00	--
Black or African American	539	0	0.00	100.00	--
Filipino	1341	0	0.00	100.00	--
Hispanic or Latino	8810	4	0.05	99.95	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	646	0	0.00	100.00	--
White	1325	2	0.15	99.85	--
English Learners	2860	3	0.10	99.90	--
Foster Youth	47	0	0.00	100.00	--
Homeless	154	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	6569	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2097	6	0.29	99.71	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	13068	6	0.05	99.95	--
Female	6294	1	0.02	99.98	--
Male	6774	5	0.07	99.93	--
American Indian or Alaska Native	28	0	--	100.00	--
Asian	334	0	0.00	100.00	--
Black or African American	539	0	0.00	100.00	--
Filipino	1341	0	0.00	100.00	--
Hispanic or Latino	8810	4	0.05	99.95	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	646	0	0.00	100.00	--
White	1325	2	0.15		--
English Learners	2860	3	0.10	99.90	--
Foster Youth	47	0	0.00	100.00	--
Homeless	154	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	6569	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2097	6	0.29	99.71	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	13002	12287	95	5	53
Female	6269	5977	95	5	55
Male	6733	6310	94	6	52
American Indian or Alaska Native	29	28	97	3	48
Asian	1752	1662	95	5	77

Black or African American	526	489	93	7	56
Filipino	0	0	0	0	0
Hispanic or Latino	8711	8260	95	5	46
Native Hawaiian or Pacific Islander	40	39	98	3	65
Two or More Races	607	571	94	6	67
White	1337	1238	93	7	65
English Learners	3019	2856	95	5	21
Foster Youth	38	35	92	8	21
Homeless	55	49	89	11	18
Military	1436	1338	93	7	69
Socioeconomically Disadvantaged	6841	6449	94	6	39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1975	1692	86	14	20

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	13002	12276	94	6	27
Female	6269	5959	95	5	26
Male	6733	6317	94	6	28
American Indian or Alaska Native	29	28	97	3	31
Asian	1752	1660	95	5	56
Black or African American	526	487	93	7	23
Filipino	0	0	0	0	0
Hispanic or Latino	8711	8251	95	5	20
Native Hawaiian or Pacific Islander	40	39	98	3	30
Two or More Races	607	573	94	6	39
White	1337	1238	93	7	35
English Learners	3019	2858	95	5	8
Foster Youth	38	35	92	8	3
Homeless	55	49	89	11	4
Military	1436	1333	93	7	39
Socioeconomically Disadvantaged	6841	6430	94	6	15
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	1975	1729	88	12	9
*At or above the grade-level standard in the context of the local assessment administered.					