

# Juarez-Lincoln 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

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

## 2023-24 District Contact Information

<b>District Name</b>	Chula Vista Elementary School District
<b>Phone Number</b>	(619)425-9600
<b>Superintendent</b>	Dr. Eduardo Reyes, Superintendent
<b>Email Address</b>	eduardo.reyes@cvesd.org
<b>District Website</b>	www.cvesd.org

## 2023-24 School Description and Mission Statement

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 50 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, Document Cameras and televisions. All classrooms have computers for student 1:1 access, a laptop for teacher use. 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, language, 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

## 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	35
Grade 1	55
Grade 2	68
Grade 3	57
Grade 4	76
Grade 5	64
Grade 6	80
<b>Total Enrollment</b>	<b>440</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.4%
Asian	0.7%
Black or African American	3.4%
Filipino	7.5%
Hispanic or Latino	82.3%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	2.5%
White	3%
English Learners	35.2%
Homeless	3.6%
Socioeconomically Disadvantaged	64.8%
Students with Disabilities	22.5%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.80	89.14	1227.00	88.68	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.10	0.37	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	2.04	31.40	2.27	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	14.00	1.01	12115.80	4.41
<b>Unknown</b>	2.10	8.82	106.00	7.66	18854.30	6.86
<b>Total Teaching Positions</b>	24.40	100.00	1383.70	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.50	87.27	1266.50	87.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.80	0.48	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	22.80	1.59	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	2.13	33.90	2.36	11953.10	4.28
<b>Unknown</b>	2.40	10.60	109.80	7.63	15831.90	5.67
<b>Total Teaching Positions</b>	23.40	100.00	1440.10	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	0.50	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.50	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	0.50
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.50

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (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

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

July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

## 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

12/7/2023

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			: Health office: Ceiling tiles scratch or cracked, // * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats, dry P-trap in RR, custodian needs to flush water down every week
<b>Interior:</b> Interior Surfaces		X		300 Mens rr: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats 300 Womens rr: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats CR 502: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. CR 703: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. ant traps under sink, household products under desk CR 704: broken ceiling tiles, missing blinds,coldbase unglued by whiteboard CR 801: perforated ceiling tile above cabinet CR 805: carpet spotted; Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1, broken ceiling tile, dirty dooron the outside CR 806: Window might be leaking - still has evidence of water coming in. cob webs by window, missing blinds, sagging tile in bathroom,dirty sink Multipurpose: Carpet area needs attention - deteriorated carpet * * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just

## School Facility Conditions and Planned Improvements

			<p>with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper, needs to be done as many times to remove all finish completely, then neutralized and after apply 4 coats of 2-1 Carefree Finish.</p> <p>Office: carpet stains and spot - * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. // Dusty counters</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>202 RSP: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. 800 boys rr: bugs in lamp casing, vent dirty 800 girls rr: partitions dirty, wax/dirty buildup on coldbase, dirty vent, ripped door dust seal CR 303: Provide Clear Access to Fire Extinguisher Are extinguishers shall be conspicuously located where they will be readily accessible &amp; unobstructed. Remove obstructions. Ensure signs are not blocking extinguishers. Ensure extinguishers are not obstructed from view. Provide extinguisher stickers where needed. CFC, Section 906.5-906.6 CR 402: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from</p>



## School Facility Conditions and Planned Improvements

ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7.

Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 CR 504: Provide Clear Access to Fire Extinguisher Are extinguishers shall be conspicuously located where they will be readily accessible & unobstructed. Remove obstructions. Ensure signs are not blocking extinguishers. Ensure extinguishers are not obstructed from view. CFC, Section 906.5-906.6 // CR 601: Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) // Ceiling clearance - Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 703.3 // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) \* Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 // CR 802: carpet spotted, marker stain in carpet by the sink, dirty rug ---\* The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. CR 806: Window might be leaking - still has evidence of water coming in. cob webs by window, missing blinds, sagging tile in bathroom,dirty sink Day cust rm: needs to be cleaned and organized Kinder Playtoy: needs powerwash Office: carpet stains and spot - \* The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. // Dusty counters Safety Patrol: VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish

## School Facility Conditions and Planned Improvements

<p><b>Electrical</b></p>	<p>X</p>	<p>completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish.</p> <p>400 ext girls: sink needs recaulking, mirrors peeling damage light sensor (cover is pushed in) 606 library: Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) // Ceiling clearance - Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 703.3 // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection &amp; listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 // CR 402: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <a href="https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title">https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title</a> 19 Div. 1, Section 3.08 CR 403: Decorative Material - In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <a href="https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title">https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title</a> 19 Div. 1, Section 3.08 // Power Strip Usage Relocatable power strips shall not be daisy chained, run through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be</p>
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## School Facility Conditions and Planned Improvements

plugged directly into wall outlet and not outlet expander or extension cords. CFC Section 604.4-604.4.3 CR 404: 1 light is out //Unapproved Devices Relocatable power strips shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. 1. Ensure all power strips UL approved surge protectors. 2. Discontinue daisy chaining power strips. Plug all surge protected power strips directly into the wall. CFC 604.1.1 Ceiling clearance - Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 703.3 CR 602: Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) // Ceiling clearance - Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 703.3 // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) \* Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 // CR 603: Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) // Ceiling clearance - Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 703.3 // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) \* Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 // CR 803: \* The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. // blocked electrical panel by the PC Cart --- Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 CR 804: 2 lights out, rusted and dirty sink, missing blinds Kitchen:

## School Facility Conditions and Planned Improvements

			<p>Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>		X	<p>400 ext girls: sink needs recaulking, mirrors peeling damage light sensor (cover is pushed in) Admin men's RR: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats Admin Womens RR: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats CR 604: ceiling tile cracked; water fountain excessive pressure carpet needs cleaning CR 804: 2 lights out, rusted and dirty sink, missing blinds CR 806: Window might be leaking - still has evidence of water coming in. cob webs by window, missing blinds, sagging tile in bathroom, dirty sink Health office: Ceiling tiles scratch or cracked, // * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats, dry P-trap in RR, custodian needs to flush water down every week</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>		X	<p>201 CR: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <a href="https://osfm.fire.ca.gov/divisions/fire-engineering-and-">https://osfm.fire.ca.gov/divisions/fire-engineering-and-</a></p>

<https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 400 Hallways: Ceiling clearance - Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 703.3 500 Womens rr: Means of Egress only/Obstructed Exits Obstructions shall not be placed in the required width of the means of egress. Remove all items from the means of egress. Backstage exit routes are obstructed. Clear path of egress. Exits, Aisles, Ramps, Corridors and Passageways a) No person shall install, place, or permit the installation or placement of anything whatsoever, in any manner that would block or obstruct the required width of an exit. b) placement of any combustible material or equipment in or exposed to any exit c) Any storage material of any kind in any exit regardless of the required width of such exit CCR, Title 19, Div. 1, Section 3.11 (a) through (d). 1- Remove items blocking access to exit door 2- Ensure all exits doors are self-closing. CFC Section 1003.6; CFC Section 1031.1 606 CR: Classroom is combined into one large room with CR 605 ----Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1.All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 606 library: Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) // Ceiling clearance - Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 703.3 // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent

protection & listed in accordance with UL1363. (fire code CFC 604.1.1) \* Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 // 800 Mens: stained wall by the command center lock/key missing in command center (easy access to products 803 CR: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 CR 301: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) \* Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 CR 302: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1.All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced

## School Facility Conditions and Planned Improvements

		<p>in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <a href="https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title">https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title</a> 19 Div. 1, Section 3.08 // Concealed Exit Door - Exit doors shall be always readily distinguishable and recognizable. Doors are provided for egress purposes in numbers greater than required by Code SHALL meet the requirements of this code. // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection &amp; listed in accordance with UL1363. (</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	<p>X</p>	<p>400 ext boys: damage partition by removing graffiti with a grinder, mirror peeling, CR 401: Ceiling clearance - Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 703.3 // Provide Clear Access to Fire Extinguisher Are extinguishers shall be conspicuously located where they will be readily accessible &amp; unobstructed. Remove obstructions. Ensure signs are not blocking extinguishers. Ensure extinguishers are not obstructed from view. CFC, Section 906.5-906.6 CR 402: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED.</p> <p>1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <a href="https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title">https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title</a> 19 Div. 1, Section 3.08 CR 503: Power Strip Usage Relocatable power strips shall not be daisy chained, run through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. CFC Section 604.4-</p>

## School Facility Conditions and Planned Improvements

			<p>604.4.3 CR 504: Provide Clear Access to Fire Extinguishers Are extinguishers shall be conspicuously located where they will be readily accessible &amp; unobstructed. Remove obstructions. Ensure signs are not blocking extinguishers. Ensure extinguishers are not obstructed from view. CFC, Section 906.5-906.6 // CR 601: Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) // Ceiling clearance - Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 703.3 // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection &amp; listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 // Health office: Ceiling tiles scratch or cracked, // * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats, dry P-trap in RR, custodian needs to flush water down every week</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>X</p>		<p>202 CR: Back door doesn't close all the way; floor tile lifting 800 girls rr: partitions dirty, wax/dirty buildup on coldbase, dirty vent,ripped door dust seal CR 702: missing blinds, CR 704: broken ceiling tiles, missing blinds,coldbase unglued by whiteboard CR 804: 2 lights out, rusted and dirty sink, missing blinds CR 806: Window might be leaking - still has evidence of water coming in. cob webs by window, missing blinds, sagging tile in bathroom,dirty sink Kitchen: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 Main playground: Play toy a little rusty, cob webs</p>

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	<p>X</p>		



## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	38	37	54	53	47	46
<b>Mathematics</b> (grades 3-8 and 11)	24	32	41	43	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
<b>All Students</b>	276	269	97.46	2.54	36.80
<b>Female</b>	135	132	97.78	2.22	39.39
<b>Male</b>	141	137	97.16	2.84	34.31
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	13	13	100.00	0.00	38.46
<b>Filipino</b>	22	21	95.45	4.55	71.43
<b>Hispanic or Latino</b>	223	217	97.31	2.69	33.64
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	88	81	92.05	7.95	18.52
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	164	162	98.78	1.22	31.48
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	76	76	100.00	0.00	18.42

## 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
<b>All Students</b>	276	276	100.00	0.00	32.25
<b>Female</b>	135	135	100.00	0.00	28.89
<b>Male</b>	141	141	100.00	0.00	35.46
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	13	13	100.00	0.00	30.77
<b>Filipino</b>	22	22	100.00	0.00	59.09
<b>Hispanic or Latino</b>	223	223	100.00	0.00	30.04
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	88	88	100.00	0.00	14.77
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	164	164	100.00	0.00	31.71
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	76	76	100.00	0.00	14.47

## 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)	25.68	16.90	36.97	34.95	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	72	72	100.00	0.00	16.67
Female	38	38	100.00	0.00	18.42
Male	34	34	100.00	0.00	14.71
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	55	100.00	0.00	10.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	23	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100.00	0.00	18.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	0.00

## 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	93.06%	94.44%	94.44%	94.44%	94.44%

## 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

Contact person: Principal Catherine Rojo  
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.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	486	477	154	32.3
Female	227	223	68	30.5
Male	259	254	86	33.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	0	0	0.0
Asian	3	3	0	0.0
Black or African American	23	22	6	27.3
Filipino	36	36	6	16.7
Hispanic or Latino	395	388	133	34.3
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	11	11	3	27.3
White	14	14	4	28.6
English Learners	171	168	55	32.7
Foster Youth	2	2	0	0.0
Homeless	19	19	12	63.2
Socioeconomically Disadvantaged	312	311	115	37.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	114	112	41	36.6

### 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	0.98	2.47	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.47	0
Female	0	0
Male	4.63	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	2.78	0
Hispanic or Latino	2.53	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	9.09	0
White	0	0
English Learners	1.75	0
Foster Youth	0	0
Homeless	5.26	0
Socioeconomically Disadvantaged	2.88	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.39	0

## 2023-24 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 October 2023 and the Board of Education approval date for the CSSP is January 17, 2024.. Elements of the School Safety Plan: Each teacher is responsible for a specific task related to safety of all students in the case of an emergency disaster. 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.

## 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	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		

## 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	18	1	2	
1	25		2	
2	19	1	3	
3	14	4		
4	17	2	2	
5	22	1	2	
6	24		3	
Other	11	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
K	11	4	0	0
1	21	1	2	0
2	15	3	0	0
3	16	4	0	0
4	25	0	2	0
5	22	1	2	0
6	23	1	2	0
Other	13	3	0	0

## 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	0

## 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	0.5
Nurse	0.6
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	1

## 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	21,282.17	7,589.77	13,692.40	84,421
District	N/A	N/A	8,864.49	\$87,887
Percent Difference - School Site and District	N/A	N/A	42.8	-1.3
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	70.0	-3.3

## Fiscal Year 2022-23 Types of Services Funded

The school receives Title I and 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 2021-2022 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. In 2023-24, the impact teacher provided support to English Learners and students in literacy development and reading to improve their capacities to engage in the classroom core lessons. 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. Kindergarten through 2nd grade students participate in the Smarty Ants online program. Smarty Ants provides students with a structured path towards developing foundational literacy skills. Teachers utilize program data to monitor student growth towards acquisition of foundational literacy skills. All K-6 grade students participate in the iReady online program. Achieve 3000 provides students with standards-based practice in mathematics using individualized paths based on students' conceptual gaps. Teacher monitor growth towards students mastery of mathematics content standards. 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 and academic progress Juarez-Lincoln has a full time KIDCO behavior assistant, full-time on-site social worker, full time school psychologist, 2 part-time instructional aides, and an English Learner Instructional Assistant.

## 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	\$54,003	\$54,215
Mid-Range Teacher Salary	\$81,474	\$86,843
Highest Teacher Salary	\$108,524	\$111,440
Average Principal Salary (Elementary)	\$147,193	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$270,400	\$252,466
Percent of Budget for Teacher Salaries	36.2%	33.16%
Percent of Budget for Administrative Salaries	4.69%	5.15%

## 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 2023-24 school year include:

- Instructional Leadership Team partnered with principal to design and implement school-wide Professional Learning cycles on pre-planning effective vocabulary instructions so that students a clearly articulate their learning using tier 3 vocabulary.
- Teachers received training on integrated and designated ELD strategies to support English Learners including High Impact Language Strategies.
- Teacher meet quarterly to look at student writing samples, assess strengths, areas of growth, and next steps.
- 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 new curriculum- Twig Science and iReady Math.
- Teachers received training and time during collaboration 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.

Professional learning activities for the 2022-23 school year include:

- Instructional Leadership Team partnered with principal to design and implement school-wide Professional Learning cycles on Teacher-Student clarity and high impact language strategies in writing.
- Teachers received training on integrated and designated ELD strategies to support English Learners including High Impact Language Strategies.
- Teacher meet quarterly to look at student writing samples, assess strengths, areas of growth, and next steps.
- 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 and time during collaboration 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.

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.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>			