Juarez-Lincoln Elementary School

849 Twining Avenue • Chula Vista, CA 92154 • (619) 690-9222 • Grades K-6
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Chula Vista Elementary School District
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School Description

Juarez-Lincoln, a K-6 elementary school, located four miles from the international border with Mexico, within the Otay Mesa community of the City of San Diego. The school was built in 1971 and is among 46 schools in the Chula Vista Elementary School District. 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. Each classroom also has computers for student access 3:1 ratio and a laptop for teacher use. 3rd and 4th grade classrooms have 1:1 laptops. The Technology Learning Center (TLC) supports 32 computers for large group instruction and intervention.

Mission

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

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

Imagine Learning English weekly reports.
School-wide writing prompts assessed quarterly.
Math and Language Arts benchmark assessments.
Quarterly monitoring of all students' progress.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	76
Grade 1	77
Grade 2	70
Grade 3	76
Grade 4	80
Grade 5	84
Grade 6	89
Total Enrollment	552

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	5.8
American Indian or Alaska Native	0.2
Asian	1.8
Filipino	4.5
Hispanic or Latino	79.2
Native Hawaiian or Pacific Islander	0.2
White	3.6
Two or More Races	4.7
Socioeconomically Disadvantaged	73
English Learners	48.2
Students with Disabilities	15.8
Foster Youth	1.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Juarez-Lincoln Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	25	26	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

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

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)
The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

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

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

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)
Classroom space at Juarez-Lincoln Elementary School is adequate to support our school's current enrollment.

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

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) **Year and month in which data were collected: August 15, 2013**				
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	400 Hallways: carpet dirty 606 library: 1 stained ceiling tile 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 CR 302: carpet stained and spotted; 2 spray bottles (spic n span), windex. CR 502: carpet spotted CR 505: carpet stains and spots;faucet missing aerator; fountain gets stuck on; non district cleaning products (Amway) CR 602: needs to be vacuumed badly; carpet has stains and spots CR 603: needs to be vacuumed badly; carpet spots; desk tops dirty CR 605: carpet spotted CR 701: needs vacuuming badly; carpet spots; 1 stained ceiling tile, 1 ceiling tile with large hole. CR 702: needs vacuuming badly CR 703: paint on floor; 1 lamp out; 2 spray bottles - non district CR 704: carpet stained and needs vacuuming CR 801: carpet stained badly CR 802: carpet spotted; 1 stained ceiling tile. CR 803: carpet stained; 1 ceiling tile with a hole CR 805: carpet spotted; 1 spray bottle - non district (Resolve). CR 806: carpet dirty; glade plug in; window might be leaking - sill has evidence of water coming in. Spots on carpet Kinder 101: carpet spotted kinder 102: carpet dirty; 1 stained ceiling tile; 3 lamps out; door needs bumper pad (slammimg into wall) Multipurpose: Spots on carpet Safety Patrol: floor very dirtly

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: August 15, 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		202 RSP: Spots on carpet 400 cust rm: Floor needs scrubbing. 400 Hallways: carpet dirty 500 Womens rr: carpet dirty 800 boys rr: Floor dirty; covebase lifting up; right sink needs chaulking; door vent needs paint 800 Mens: 800 Womens: dirty around toilet 901 MR: Floor dirty / carpet spots CR 301: Spots on carpet CR 302: carpet stained and spotted; 2 spray bottles (spic n span), windex. CR 303: Carpet needs cleaning. CR 304: Carpet needs cleaning. CR 305: Carpet needs cleaning. CR 305: Spots on carpet CR 401: Carpet Cleaning CR 402: Spots on carpet CR 403: Spots on carpet. Knob tab comes off S/B CR 501: spots on carpet CR 503: spots on carpet CR 504: spots on carpet CR 602: needs to be vacuumed badly; carpet has stains and spots CR 603: needs to be vacuumed badly; carpet spots; desk tops dirty CR 701: needs vacuuming badly; carpet spots; 1 stained ceiling tile, 1 ceiling tile with large hole. kinder 102: carpet dirty; 1 stained ceiling tile; 3 lamps out; door needs bumper pad (slammimg into wall) Main Workroom: spots on carpet Multipurpose: Spots on carpet Principal: Spots on carpet Safety Patrol: floor very dirtly
Electrical: Electrical	X			400 Boys RR: 7 - Light out 800 Girls RR: Kinder 101: 7 - Light out kinder 102: 7 - Light out Kitchen: 7 Light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			800 boys rr: Floor dirty; covebase lifting up; right sink needs chaulking; door vent needs paint 800 Womens: dirty around toilet CR 403: Spots on carpet. Knob tab comes off S/B CR 505: carpet stains and spots;faucet missing aerator; fountain gets stuck on; non district cleaning products (Amway) Health office: Lysol and wizard under sink

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 15, 2013				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	X			CR 302: carpet stained and spotted; 2 spray bottles (spic n span), windex. CR 303: Carpet needs cleaning. CR 505: carpet stains and spots;faucet missing aerator; fountain gets stuck on; non district cleaning products (Amway) CR 703: paint on floor; 1 lamp out; 2 spray bottles - non district CR 805: carpet spotted; 1 spray bottle - non district (Resolve). CR 806: carpet dirty; glade plug in; window might be leaking - sill has evidence of water coming in. Spots on carpet Health office: Lysol and wizard under sink Stage: being used as storage area
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 CR 806: carpet dirty; glade plug in; window might be leaking - sill has evidence of water coming in. Spots on carpet kinder 102: carpet dirty; 1 stained ceiling tile; 3 lamps out; door needs bumper pad (slammimg into wall)
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	

Overall Rating	**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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	61	61	67	62	56	54

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

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

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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	49	45	62	62	48	48
Math	26	31	48	49	36	37

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.1	39.3	33.3

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	93	89	95.7	60.7
Male	47	44	93.6	65.9
Female	46	45	97.8	55.6
Hispanic or Latino	78	76	97.4	57.9
Socioeconomically Disadvantaged	68	67	98.5	61.2
English Learners	43	40	93.0	45.0
Students with Disabilities	18	17	94.4	58.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	332	328	98.8	45.12
Male	164	161	98.17	37.89
Female	168	167	99.4	52.1
Black or African American	14	14	100	71.43
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	19	19	100	89.47
Hispanic or Latino	260	256	98.46	37.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100	58.33
Two or More Races	21	21	100	61.9
Socioeconomically Disadvantaged	249	245	98.39	38.78
English Learners	193	190	98.45	39.47
Students with Disabilities	61	60	98.36	10
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	332	331	99.7	30.51
Male	164	163	99.39	34.36
Female	168	168	100	26.79
Black or African American	14	14	100	28.57
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	19	19	100	73.68
Hispanic or Latino	260	259	99.62	25.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100	50
Two or More Races	21	21	100	38.1
Socioeconomically Disadvantaged	249	248	99.6	27.82
English Learners	193	193	100	25.39
Students with Disabilities	61	60	98.36	6.67
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Contact person: Principal Toni Faddis, Ed. D.
Contact Person 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. Workshop topics include Positive Parenting, Homework Help, Math Night, Science Night, Technology Days and Nights, and the Parent Institute for Quality Education. Parents also participate in two formal report card conferences each year. Parents also attend Student Study Team and IEP meetings to develop a plan of success for students. Parents also serve on the School Site Council (SSC), PTA, the English Language Acquisition Committee (ELAC), and volunteer to work in classrooms, the library and help prepare materials for student activities. A major focus of the PTA is supporting the school-wide literacy program. The PTA sponsors the Accelerated Reader and Read at Home programs that reward and encourage students to read for pleasure outside of the school setting. Parents attend monthly "Coffee with the Principal" and share concerns and offer suggestions to improve school processes. Parents also participate in developing and updating the School Plan for Student Achievement, the Safe Schools Plan and this School Accountability Report Card.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan

Student safety and well-being is promoted by activities including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, a program directed toward gang suppression, a Peace Patrol, 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. 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. The School Site Council approved the School Safety Plan at its October 2017 monthly meeting.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.0	0.3	0.6
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.6
Psychologist	0.8
Social Worker	.3
Nurse	0.6
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)											
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	22	23	18			4	3	3	1			
1	22	23	22	1			2	3	3			
2	24	23	23				3	3	3			
3	20	24	24	2			2	3	3			
4	25	27	24	1			3	3	3			
5	28	24	25		1		3	3	3			
6	24	25	24	1	1	1	3	3	3			
Other	6	11	13	1	1	1						

*   Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

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 2015-16 school year included:

All teachers attended district training sessions on English Language Development.
Site professional development focused on English Language Arts.All teachers attended sessions on using the Socratic Seminar to enhance Listening and Speaking Skills.
Lead Technology teachers attended the Computer Using Educators conference and shared information with staff.
All teachers attended English Language Development training.
All teachers attended sessions to understand different questioning techniques and differing activities using the Depth of Knowledge model.
Teachers met in grade level and cross grade level groups to collaborate on instructional planning and the use of assessments to inform instruction.

Professional learning activities for the 2016-17 school year include:
All teachers attended Write Up a Storm training to enhance reading and writing strategies and are provided with modeled lessons by the Wilda Storm consultant throughout the year.
All teachers attended professional development sessions dedicated to Designated ELD at the site level and ILT attends at the district level.
Teachers practiced analyzing formative data to make instructional decisions continues to evolve through planned PD and experience.
3rd-6th grade teachers were guided to understand the claims and targets that students are assessed on during statewide testing.
Teachers met in grade level and cross grade level groups to collaborate on instructional planning and the use of assessments to inform instruction.

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

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,672	$48,678
Mid-Range Teacher Salary	$70,414	$78,254
Highest Teacher Salary	$93,793	$96,372
Average Principal Salary (ES)	$124,057	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$265,166	$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$10,408.47	$3,265.16	$7,143.31	$76,652.00
District	♦	♦	$166,094,33	$72,171
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			1.4	8.0
Percent Difference: School Site/ State			24.8	3.2

*   Cells with ♦ do not require data.

Types of Services Funded

The school receives LCAP funding to support and improve student achievement, professional development, and school operations. As a school-wide program, all interventions and support programs are designed to address the identified student needs based on quantitative and qualitative data. During the 2016-17 school year, Juarez-Lincoln teachers received additional professional development to support teachers' understanding and implementation of Common Core State Standards in English Language Arts. Extended Day, an after school tutoring program, is designed to target English language arts skills for students at risk and is provided by highly qualified teachers. All 3-6 grade students participate in the Achieve 3000 online program. Achieve 3000 provides students with standards-based practice in reading comprehension using leveled, non-fiction articles. All English Learners with a CELDT score of 1, 2 or 3 are provided with daily 20 minute sessions of Imagine Learning English, an individualized online computer program designed to accelerate English language development. Parent education mirrors the student program and includes opportunities for parents to learn to use the strategies employed during school day to support extended learning.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.