



# Juarez Academy of Engineering & Technology

11939 Aclare Street • Cerritos, CA 90703 • (562) 229-7870 • Grades K-6

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### ABC Unified School District

16700 Norwalk Blvd.  
Cerritos, CA 90703  
(562) 926-5566  
www.abcusd.us

#### District Governing Board

Dr. Olga Rios, President

Leticia Mendoza, Vice President

Soo Yoo, Clerk

Christopher Apodaca, Board  
Member

Ernie Nishii, Board Member

Maynard Law, Board Member

Sophia Tse, Board Member

#### District Administration

Dr. Mary Sieu  
Superintendent

Dr. Valencia Mayfield  
Assistant Superintendent,  
Academic Services

Toan Nguyen  
Assistant Superintendent,  
Business Services  
Chief Financial Officer

Dr. Gina Zietlow  
Assistant Superintendent,  
Human Resources

### Mission Statement

Ensuring all students realize their full potential.

At Juarez Academy of Engineering & Technology we are dedicated to providing an educational experience that combines rigorous academic study with the excitement of discovery. We seek to develop in each student the ability and passion to think critically, communicate and collaborate effectively, and use their creative talents in all content areas.

### School Description

Juarez Academy of Engineering & Technology is committed to maintaining high expectations and promoting academic excellence for all students at all times. We believe that a positive school climate is paramount and thus promote three school-wide behavior expectations: Be Respectful, Be Responsible, and Be Ready to Learn. Our multi-tiered system of supports address student needs in academics, behavior and social-emotional wellness. This system serves to enhance the educational experience for all members of the school community.

Paramount to our mission is a focus on the development of 21st Century skills (communication, collaboration, critical thinking and creativity). We believe that it is our responsibility to help prepare students for a global society that requires levels of information and technological literacy that goes far beyond basic knowledge. Currently, Juarez Academy is a 100% 1:1 mobile device learning environment, where all students are able to use technology as a personal learning tool every day. In addition, we continue to use project-based learning as a teaching method to help build the skills that students will need in order to be successful in college, career and in life.

### Types of Services Funded

The total district expenditures for all school sites for FY 2018-19 was \$238,852,566.89- The district spent \$8,145.82 per student. 61.89 cents of every dollar went to teacher salaries and 15.84 cents was spent for administration. The remainder 22.27 was for district support (instructional assistants, books, materials, supplies, equipment, student support staff, curriculum support, transportation, maintenance and operations of school buildings, grounds maintenance).

### 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).

### 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.

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	36
Grade 2	44
Grade 3	48
Grade 4	43
Grade 5	61
Grade 6	52
Grade 7	2
Total Enrollment	339

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	13.3
Asian	8
Filipino	9.7
Hispanic or Latino	62.8
Native Hawaiian or Pacific Islander	1.5
White	4.1
Two or More Races	0.6
Socioeconomically Disadvantaged	75.2
English Learners	26.8
Students with Disabilities	19.2
Foster Youth	0.6
Homeless	0.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Juarez Academy of	17-18	18-19	19-20
With Full Credential	16	17	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for ABC Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	17
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Juarez Academy of Engineering & Technology

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### 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

Juarez Academy provides a safe, clean environment for students, staff and volunteers. the school in consultation with the Los Angeles County Office of Education has developed a comprehensive Safe School Plan. The safety plan provides students and staff with procedures ensuring a safe and orderly learning environment. The School Site Council reviewed the plan and approved it November, 2019.

The plan includes:

- \*Current Status of school crime
- \*Child abuse reporting procedures
- \*Disaster procedures: routing and emergency
- \*Cyber-Bullying
- \*Physical & emotional Bullying
- \*Notification to teachers
- \*Sexual harassment policy
- \*Provision of a school-wide dress code
- \*Safe ingress and egress of pupils and school employees to and from school
- \*Safe and orderly school environment
- \*School rules and procedures

The updated copy is available to the public in the school office.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

All students have equal access to state adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.

**Textbooks and Instructional Materials**

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 McGrawHill: HM Reading: ELA/ELD:McGrawHill Reading, Wonders, A Reading/Language Arts Program. K-6 McGrawHill: ELA:Maravillas, (Spanish) Reading Intervention: Reading Wonderworks Reading Intensive Intervention: The Sondag System  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	K-6 Pearson: enVision Math, CA Common Core <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	K-5 Macmillan/McGraw Hill: California Science Gr. 6 Pearson/Prentice Hall: Focus on Earth Science Gr 6: SCIENCE: STEMscopes: STEMscopedia 6th Grade, CA Edition  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	K-5 Scott Foresman: History-Social Science California(Kinder:Learn & work; Grade 1- Time & Place; Grade 2: Then & Now; Grade 3:Our Communities; Grade 4: Our California; Grade 5: Our nation Gr. 6 McDougal Littell: World History: Ancient Civilizations  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Foreign Language	N/A <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Health	K-6: Glencoe/McGraw Hill: Health: Teen health, Course 1 K-3: Health Wave, Inc: Health Promotion Wave 4-5:Harcourt Brace: Healthy You Series  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Mobile cleaning teams have been used to provide in-depth cleaning assistance services at this school. Custodial Supervisors perform regular site inspections. ABC Unified School District employs an aggressive preventative maintenance program that ensures all schools are maintained at an efficient operating level. Custodial staff follow a detailed checklist to ascertain the condition of the school, make on the spot corrections, and schedule needed maintenance.

**School Facility Good Repair Status (Most Recent Year)**

Year and month in which data were collected: 06/02/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed
<b>Interior:</b> Interior Surfaces	Good	None needed
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	None needed

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Fair	None needed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	None needed
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	None needed
<b>Structural:</b> Structural Damage, Roofs	Good	None needed
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None needed
<b>Overall Rating</b>	<b>Good</b>	All the above areas were repaired and/or addressed. Overall condition of the school can be described as good.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	44	48	66	66	50	50
Math	36	33	54	55	38	39

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	9.7	21.0	14.5

Note: 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.

**School Year 2018-19 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	210	209	99.52	48.33
Male	113	112	99.12	48.21
Female	97	97	100.00	48.45
Black or African American	39	39	100.00	41.03
Asian	14	14	100.00	78.57
Filipino	24	24	100.00	50.00
Hispanic or Latino	122	121	99.18	45.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	156	155	99.36	44.52
English Learners	59	58	98.31	46.55
Students with Disabilities	53	52	98.11	21.15
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	210	209	99.52	33.49
Male	113	112	99.12	33.93
Female	97	97	100.00	32.99
Black or African American	39	39	100.00	15.38
Asian	14	14	100.00	71.43
Filipino	24	24	100.00	45.83
Hispanic or Latino	122	121	99.18	32.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	156	155	99.36	29.03
English Learners	59	58	98.31	34.48
Students with Disabilities	53	52	98.11	11.54
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 school site

### Opportunities for Parental Involvement (School Year 2019-20)

There is a strong family feeling at Juarez Academy. Whether you are an employee, a parent, a community member or a student you are treated like family. The staff at Juarez believes in partnering with parents to maintain academic excellence for our students. We strive to help empower our parents to be an active part of the school community.

Staff members and parents participate on various committees that make decisions regarding the priorities and directions of the educational plan to ensure instructional programs are consistent with student's needs and comply with ABC's Strategic Plan Goals and the Local Control Accountability Plan.

Parents are encouraged to participate on one or more of the following committees or organizations:

- PTA
- School Site Council
- Volunteering in or out of the classrooms
- Student Success Teams
- English Language Advisory Committee

The School Site Council, consisting of school staff, parents, and community members, is a major governing body that meets regularly to address programs and the components that make up the school. Members meet to discuss the effectiveness of the various programs in relation to student achievement, and to act as a liaison between the community and the school.

The PTA works to support our well-balanced curriculum. The PTA meets monthly to discuss school wide matters and assist in planning upcoming activities.

Volunteers are always welcome to work inside classrooms, or participate on various school wide committees.

Our English Language Advisory Committee consists of parents of children who speak a language other than, or in addition to English. These parents share concerns or questions with the principal and teachers regarding their child's academic success. There are between 3 and 6 meetings each year.

Each year, parents are invited to participate in our annual Parent Academy. Through the Parent Academy, parents receive information that serves to strengthen their knowledge base of ways to help support their children's learning needs. Parents are also asked to given an opportunity to share feedback and suggestions to help improve the learning environment.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.0	2.5	2.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.7	1.9	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

##### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

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

##### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

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



### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	2			19	2			25		2	
1	26		1		20	2			18	2		
2	26		2		30		1		29		1	
3	21	1	2		30		2		28		2	
4	30		1		27		2		26		1	
5	22	1	2		32		1		27		2	
6	22	1	2		22	2	2		25	1	2	
Other**					12	1			12	1		

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		14	22

The primary focus areas at Juarez that require professional development are:

- English Language Arts/English Language Development new program implementation
- increasing student proficiency with basic math facts
- Tier 1 and 2 PBIS implementation

These focus areas were determined by current district implementation initiatives as well as student academic data

Professional development is delivered through district workshops, conferences, peer collaboration, and through formal presentations during staff meetings.

Teachers are supported through peer coaching, district coaching, collaboration meetings, and data review protocols.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,310	\$51,374
Mid-Range Teacher Salary	\$76,353	\$80,151
Highest Teacher Salary	\$103,681	\$100,143
Average Principal Salary (ES)	\$126,865	\$126,896
Average Principal Salary (MS)	\$126,865	\$133,668
Average Principal Salary (HS)	\$145,416	\$143,746
Superintendent Salary	\$243,357	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6804	568.42	6235.58	78095
District	N/A	N/A	6155	\$82,836.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.3	-5.6
School Site/ State	-13.5	-3.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards