



J. Calvin Lauderbach Elementary School

390 Palomar Street • Chula Vista, CA 91911 • (619) 422-1127 • Grades K-6

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<https://lauderbachelementary.wordpress.com/>

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



Chula Vista Elementary School District

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District Governing Board

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Armando Farias

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Superintendent

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Assistant Superintendent, Human Resources Services and Support

Oscar Esquivel

Deputy Superintendent, Business Services and Support

Matthew Tessier, Ed.D.

Assistant Superintendent, Innovation and Instruction Services and Support

School Description

Lauderbach is one of 49 schools in the Chula Vista Elementary School District, including charters. Lauderbach serves approximately 800 students from PreSchool through Sixth grade. In addition, three Special Education classes are also on site. Two inclusion preschools are also part of our campus. The school was built in 1955, consists of 42 self-contained classrooms. The grounds and infrastructure have been transformed into a modern learning environment and a significant resource for the community.

Mission

Lauderbach Elementary is a collaborative community of lifelong learners that prepares and motivates its globally minded students to be literate and effective communicators in a digital world. All learners are empowered to persevere as leaders and develop innovative strategies to succeed academically, socially, emotionally, and physically. The diversity and the unique value of every community member are embraced and celebrated at Lauderbach. All students are engaged in the visual and performing arts experience through music, digital technology, and applied. Opportunities for intramural sports are offered during the school year.

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	122
Grade 1	94
Grade 2	98
Grade 3	112
Grade 4	103
Grade 5	117
Grade 6	122
Total Enrollment	768

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
Asian	0.5
Filipino	2
Hispanic or Latino	90.6
Native Hawaiian or Pacific Islander	0.4
White	3.8
Two or More Races	0.9
Socioeconomically Disadvantaged	91.9
English Learners	67.3
Students with Disabilities	12.9
Foster Youth	0.3
Homeless	0.5

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

Teacher Credentials for J. Calvin Lauderbach	17-18	18-19	19-20
With Full Credential	35	34	33
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at J. Calvin Lauderbach Elementary School

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

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

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

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

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: August 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Universe K-6. Adopted Spring 2017 (English & Spanish) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Go Math K-6. Adopted Spring 2015. 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%

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at our 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. Custodial staff performs basic cleaning operations daily. A chain has been installed to close the staff parking area at 7:45 each morning and 2:15 each afternoon, thus eliminating the alternate lane that allowed cars to bypass the appropriate drop-off lane. Our site falls under the William's Settlement. Each year our school site is monitored to ensure all facilities are in safe and working order.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/31/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Psych Office: Office is cold
Interior: Interior Surfaces	Fair	CR 1005: Walls stained above sink, ceiling tile stained, missing blinds CR 1101: weather stripping peeling of jam CR 1102: blinds broken CR 202: carpet spotted and stained, floor stained. CR 204: carpet spotted, blinds. CR 301: ceiling tile missing. CR 502: Corrosion on drinking fountain, fountain won't shut off, blinds need maintenance. CR 504: blinds missing CR 704: 6 stained ceiling tile, stained carpet. Stained ceiling tile in restroom CR 804: vents dirty; carpet spots, broken pencil sharpener CR 901: Broken window blinds CR 903: broken window blinds CR 904: Broken window blinds, book window outlet cover missing - fire extinguisher mount damaged / tags missing, light goint out CR 908: Broken blinds, classroom sink vinyl edge missing. Kidco office (Stage Right): Stained ceiling tile, dirty vents Kinder 1001: Carpet stained, Ceiling tile stained Kinder 1002: Carpet stained, and restrooms dirty - sink P-Trap leaking, missing blinds, safety lights out Library: Stained ceiling tile, back door doesn't shut right. Lounge: cracked floor tiles, stained ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	600 boys RR: Broken soap dispensers, spider webs, dirty toilet partitions. Door frames rusty. Sinks need chaulking 600 girls RR: Broken soap dispensers, spider webs, dirty toilet partitions. Door frames rusty. Admin 101: Floors, threshold, sinks, spider webs Admin reception: Floors, blinds, wndow sills, vents and diffusers dirty Admin staff RR: Mens RR-broken soap dispensers, dirty. CR 702: Floors, sinks and walls are stained and dirty, blinds

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CR 801: vents dirty; carpet spots CR 907: Sinks and vents dirty, doors need painting, door mechanism leaking fluid. Health office: Door threshold, rest room dirty and spider webs Kinder 1002: Carpet stained, and restrooms dirty - sink P-Trap leaking, missing blinds, safety lights out Multipurpose: Spider webs in windows,blinds broken, stained ceiling tile, safety light near kitchen out
Electrical: Electrical	Fair	703 A and B: 703A adult RR access panel falling off - blinds Admin 101: Floors, threshold, sinks, spider webs CR 201: Ligth switch doesn't stay off. CR 304: Light switch won't turn off CR 401: Light switch won't turn off CR 402: CR 904: Broken window blinds, book window outlet cover missing - fire extiguisher mount damaged / tags missing, light goint out Kinder 1001: Carpet stained, Ceiling tile stained Kinder 1002: Carpet stained, and restrooms dirty - sink P-Trap leaking, missing blinds, safety lights out Multipurpose: Spider webs in windows,blinds broken, stained ceiling tile, safety light near kitchen out Stage: switch light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	400 Mens RR: Loose toilet seat 400 Womens RR: spider webs in corners 600 boys RR: Broken soap dispensers, spider webs, dirty toilet partitions. Door frames rusty. Sinks need chaulking 800 boys: 1 stained ceiling tile, floors, walls, fixtures dirty, broken soap dispenser, door shuts very hard 800 girls: sinks and floors around toilet dirty, broken dispenser 900 playground: Drinking fountain dirty Admin fountain: need to be cleaned dirty CR 203: Drinking fountain dripping and cap comes off, fire extinguisher case broken, fountain broken. CR 502: Corrosion on drinking fountain, fountain won't shut off, blinds need maintenance. CR 503: fountain broken CR 906: Blinds don't open, fountain knob comes off CR 907: Sinks and vents dirty, doors need painting, door mechanism leaking fluid. CR 908: Broken blinds, classroom sink vinyl edge missing. Kinder 1002: Carpet stained, and restrooms dirty - sink P-Trap leaking, missing blinds, safety lights out

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Play Ground: Drinking fountains on playground have low pressure, soccer goal cahin link needs maintenance
Safety: Fire Safety, Hazardous Materials	Good	CR 203: Drinking fountain dripping and cap comes off, fire extinguisher case broken, fountain broken.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	600 boys RR: Broken soap dispensers, spider webs, dirty toilet partitions. Door frames rusty. Sinks need chaulking 600 girls RR: Broken soap dispensers, spider webs, dirty toilet partitions. Door frames rusty. 900 play toy: cobwebs; spiral slide drop more than 12" CR 303: carpet spotted and stained, dirty. Fire extinguisher glass falling out, missing blinds. CR 704: 6 stained ceiling tile, stained carpet. Stained ceiling tile in restroom CR 907: Sinks and vents dirty, doors need painting, door mechanism leaking fluid. Kinder play toy: rubber starting ot sow metal - monkey bars ladder loose Play Ground: Drinking fountains on playground have low pressure, soccer goal cahin link needs maintenance Play toy: all spiral slide drops more than 12"
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	49	45	65	64	50	50
Math	34	35	51	51	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	14.4	5.1	0.8

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	456	442	96.93	44.80
Male	243	237	97.53	42.19
Female	213	205	96.24	47.80
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	423	410	96.93	43.41
White	16	15	93.75	46.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	428	414	96.73	43.24
English Learners	349	335	95.99	40.90
Students with Disabilities	52	50	96.15	4.00
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	456	455	99.78	35.38
Male	243	243	100.00	33.33
Female	213	212	99.53	37.74
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	423	422	99.76	35.78
White	16	16	100.00	12.50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	428	427	99.77	34.19
English Learners	349	348	99.71	34.20
Students with Disabilities	52	52	100.00	1.92
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)

Contact person: Principal Melody Belcher

Contact Phone Number: (619) 422-1127

We encourage parents to visit and become active in our school. Many parents and members of the community volunteer or help with special events. Parent education classes are offered in English and Spanish based on the topic of parent need and interest. Lauderbach Elementary is working towards a goal of "Building Community," which involves creating more opportunities for parents to participate in school functions such as PTA sponsored events like Fall Festival, Jump Rope for Heart, Red Ribbon Week, and Spring Dance. In addition, Family Math, Family Literacy, and Awards Assemblies invite our families to be part of our school. In addition, Lauderbach parents serve on the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Lauderbach's PTA helps with raising funds for the school so that our scholars receive the additional support to be set up for success. Please call 619-422-1127 if you want to become involved in school activities. Spanish translation is available.

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

In September of 2019, the Lauderbach School Site Council approved the School Safety Plan.

Emergency and earthquake preparedness drills are conducted monthly. Staff is kept abreast of the latest changes to our emergency procedures to keep them updated. Any new staff member is given training on the school's safety procedures and is provided with copies of the Safe School Plan. Adequate playground supervision is provided to ensure the maximum safety of students during their recess periods. As part of our curriculum, students in fifth grade participate in a week long drug awareness and alcohol abuse prevention program provided in conjunction with the Chula Vista Police Department's School Resource Officer(s). Staff are encouraged to attend Safety development training provided by the district. In addition, our full-time, on-site nurse provides training in Blood Borne Pathogens, as well as child abuse reporting.

GOALS

Component 1 – School Environment/Climate

Goal: Lauderbach School will address the personal, social, emotional, and cultural needs of its school community (students, staff and families).

Objective: Lauderbach staff will work to eliminate bullying and encourage mutual respect among all members of the school community as measured by staff, student and parent perception, and a decrease in the number of discipline referrals for bullying behavior using the following strategies and interventions:

- Continued Implementation of the PBIS/MTSS Social Emotional support
- Teacher have implemented behavior tracking system to track behaviors and address problem areas through SWIS
- Staff have been trained in Restorative Justice practices to have students reflect on their behavior
- Individual and group counseling available to all students
- Continuation of the Cougar Compliment Program with special emphasis on recognizing and rewarding kindness and respectful behavior.
- Peace Patrol training with special emphasis on recognizing and resolving bullying behavior.
- Provide parent trainings around school protocol and procedures and PBIS/MTSS

Goal: Lauderbach will promote commitment to education.

Objective: Lauderbach staff will work together to increase average daily attendance.

- Parent Handbook – a section of the parent handbook, given to every Lauderbach family, will discuss the importance of good attendance and the district attendance policy.
- Back to School Night and parent conferences – Principal and Associate Principal will address the importance of good attendance for academic success.
- Incentive program
 - Bar graphs will be maintained in every classroom showing the average attendance per week of the class.
 - Quarterly reward for the upper and primary classes with the highest average attendance - (Wii parties with the Principal and AP).
 - Quarterly rewards (pencils, folders etc.) for each student with perfect attendance for the quarter.
 - Teachers are encouraged to offer attendance incentives.
 - Perfect Attendance special recognition for parents and students.

Component 2 – Physical Environment

Goal: Lauderbach will protect the safety of all members of the school community.

Objective: Lauderbach will strive to reduce the risk of injury to students caused by parents violating traffic patterns in the parking lot, crosswalk, and 4th Avenue drop-off area.

- Staff will direct cars to follow designated lanes to the appropriate drop-off and pick-up area.
- Quarterly assemblies to promote school and community safety.
- Annual school bus safety will take place 1st quarter each year.
- In an effort to decrease traffic on 4th Avenue, the school will work with the neighboring church and allow parents and the community to use the church parking spaces.
- All school gates are now closed daily at 3:00 pm. Any visitors will sign in at the front office. STRETCH after-school program students are picked up in the auditorium.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.1	0.4	1.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
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*	768.0

* 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	.8
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.9
Other	5.0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	17	5	2		20	3	3		21	3	3	
1	21	3	2		22	1	3		19	3	1	
2	19	4	1		22		5		23		4	
3	23		5		19	1	4		22	1	4	
4	29		4		21	2	4		17	2	4	
5	31		4		24	1	4		22	1	4	
6	19	3	3		27	1	4		30		4	
Other**	14	1							14	2		

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

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			15

Lauderbach School staff members are receiving ongoing training in the Common Core State Standards in Math, Language Arts, and Writing. In 2017-18 Lauderbach focused on ensuring students were accessing text on a daily basis, being provided multiple reading opportunities throughout the day and ensuring students were demonstrating learning through collaborative groups and independently. In 2017-18, Lauderbach focused on building our critical writers so that our students are articulate and are able to communicate proficiently and attend to audience, task, and purpose in their writing. In 2018-19, Lauderbach's content focus is Math. All staff will participate in best practices that support the high impact instructional strategies in Math. In addition, Lauderbach is continuing to focus on building our critical writers so that our students are articulate and are able to communicate proficiently and attend to audience, task, and purpose in their writing by focusing on Mentor Text. Teachers will also receive PD from the district and school on Designated ELD. Lauderbach staff members will continue to grow professionally in the area of Mathematical Practices and Mathematical Discourse, Guided and Independent Reading by continuing to participate in the Professional Learning Cycle in Math, and opportunities to participate in peer observations. All staff are committed in working collaboratively to analyze student data to better teach to the needs of the individual student. In 2019-20 our school focus is on Content Literacy ensuring that we continue to support literacy across all content areas.

Other professional development activities include:

- MTSS
- Common Core Standards Based Instruction
- SIPPS
- Gradual Release of Responsibility
- Imagine Learning English
- Professional Learning Communities
- Next Generation Science Standards
- Mentor Text writing
- Mathematical Standards of Practice
- Benchmark Universe
- Achieve 3000
- iReady
- Visible Learning
- English Language Development Standards

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,150	\$45,741
Mid-Range Teacher Salary	\$75,662	\$81,840
Highest Teacher Salary	\$100,783	\$102,065
Average Principal Salary (ES)	\$134,097	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$299,627	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,869.65	\$3,037.97	\$6,831.68	\$67,530.00
District	N/A	N/A	\$166,094,33	\$78,751.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-13.6
School Site/ State	-51.3	-18.0

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.

Types of Services Funded

- Family Resource Center - Open Door
- 1 part time Curriculum and Instruction Coaches
- South Bay County Mental Health
- Chula Vista Public Library
- STRETCH –Before and after school program
- Jump Start and Extended Day Academic Intervention Programs
- Student Study Trips (locations across San Diego and Chula Vista)
- Fourth grade Learn To Swim Program-South Bay YMCA & Kaiser Foundation
- Full Time Psychologist
- Counselor
- Nurse
- English Language Learner Instructional Assistant
- 1 Part time technology support staff
- Collaboration - 5 VAPA Support Teachers
- Library Media Technician
- Instructional Assistant /Primary Classroom Support

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.