

J. Calvin Lauderbach 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <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

School Name	J. Calvin Lauderbach Elementary School
Street	390 Palomar Street
City, State, Zip	Chula Vista, CA 91911
Phone Number	(619) 422-1127
Principal	Dr. Lydia Burgos
Email Address	lydia.burgos@cvesd.org
School Website	https://lauderbach.cvesd.org/
County-District-School (CDS) Code	37-68023-6037832

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Description

Lauderbach is one of 50 Chula Vista Elementary School District schools, including charters. Lauderbach serves approximately 800 students from Pre-School through Sixth grade. In addition, three Special Education classes are also on site. Two state preschools are also part of our campus. Spanish Dual Immersion was added in 2019. Fifth grade was added this year, with additional grade levels to be added each year. In addition to the core program, Visual and Performing Arts is part of Lauderbach's core learning. Lauderbach's Music program has expanded to an orchestra and choir. Additionally, the music program collaborates with the neighboring middle and high schools.

The school was built in 1957 and consists of 42 self-contained classrooms. The grounds and infrastructure were last modernized in 2002 into a modern learning environment and a significant resource for the community. Since then, new air and heating units were installed last year, and flat-screen TVs and technology upgrades have been done.

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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	156
Grade 1	103
Grade 2	106
Grade 3	95
Grade 4	93
Grade 5	99
Grade 6	95
Total Enrollment	747

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7%
Male	49.3%
American Indian or Alaska Native	0.1%
Asian	0.3%
Black or African American	1.2%
Filipino	1.1%
Hispanic or Latino	93.2%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	1.9%
White	1.7%
English Learners	65.3%
Foster Youth	0.7%
Homeless	3.3%
Socioeconomically Disadvantaged	82.2%
Students with Disabilities	14.6%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.10	91.21	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.30	0.97	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.93	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	1.60	4.86	106.00	7.66	18854.30	6.86
Total Teaching Positions	34.10	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.90	81.57	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.63	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	5.26	33.90	2.36	11953.10	4.28
Unknown	3.90	10.50	109.80	7.63	15831.90	5.67
Total Teaching Positions	37.90	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	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00

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	2.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	2.00

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.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.8	1.8

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 staff 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	Yes	0%
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 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 8:00 a.m. each morning and 2:30 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.

Year and month of the most recent FIT report

8/4/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			1002 MDF: 2-A/C not working 600 B RR: 2-hand dryer not working 600 G RR: 2-hand dryer not working
Interior: Interior Surfaces		X		1001 RR: 4-stained carpet 1001 Workrm: 4-stained ceiling tile 1002: 4-stained carpet 1003: 4-loose ceiling tile; 11-no label on cleaning solution 1004: 4-stained ceiling tile 102: 4-stained ceiling tile Counseling: 4-stained ceiling tile; 15-window sill wood rot Staff Lounge: 4-stained ceiling tile Staff W RR: 4-stained ceiling tile; 8-toilets missing bolt covers; 10-fire extinguisher blocked Storage: 4-stained ceiling tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Admin YMCA: 5-clutter
Electrical	X			Admin Nurse: 7-Microwave/Refrigerator plugged into power strip; 8-soap dispenser broken Attendance: 7-extension cord used as permanent wiring VP: 7-microwave plugged into power strip
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			700: 9-playground fountain-low pressure/leaking Admin Nurse: 7-Microwave/Refrigerator plugged into power strip; 8-soap dispenser broken Staff W RR: 4-stained ceiling tile; 8-toilets missing bolt covers; 10-fire extinguisher blocked
Safety: Fire Safety, Hazardous Materials	X			1003: 4-loose ceiling tile; 11-no label on cleaning solution 603: 10-fire extinguisher blocked Staff W RR: 4-stained ceiling tile; 8-toilets missing bolt covers; 10-fire extinguisher blocked
Structural: Structural Damage, Roofs	X			907: 12-exterior fascia rusted
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Counseling: 4-stained ceiling tile; 15-window sill wood rot

Overall Facility Rate

Exemplary

Good

Fair

Poor

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
English Language Arts/Literacy (grades 3-8 and 11)	35	36	54	53	47	46
Mathematics (grades 3-8 and 11)	19	20	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
All Students	386	379	98.19	1.81	36.15
Female	204	202	99.02	0.98	40.10
Male	182	177	97.25	2.75	31.64
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	360	353	98.06	1.94	35.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	217	211	97.24	2.76	19.91
Foster Youth	--	--	--	--	--
Homeless	13	11	84.62	15.38	36.36
Military	0	0	0	0	0
Socioeconomically Disadvantaged	325	319	98.15	1.85	33.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	60	98.36	1.64	15.00

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
All Students	386	383	99.22	0.78	20.37
Female	204	203	99.51	0.49	19.21
Male	182	180	98.90	1.10	21.67
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	360	357	99.17	0.83	19.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	217	215	99.08	0.92	12.56
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	325	322	99.08	0.92	17.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	60	98.36	1.64	8.33

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)	12.90	17.71	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	99	96	96.97	3.03	17.71
Female	50	48	96.00	4.00	18.75
Male	49	48	97.96	2.04	16.67
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	93	90	96.77	3.23	17.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	65	63	96.92	3.08	7.94
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	80	96.39	3.61	17.50
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	85.00%	85.00%	85.00%	85.00%	85.00%

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 persons: Principal Dr. Lydia Burgos
Associate Principal: Paulina Martinez-Perez
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. Opportunities for families to learn and grow through adult sessions are offered in English and Spanish based on the topic of family needs and interests. Lauderbach Elementary has created a "Building Community" community inside and outside our campus. We work collaboratively with local businesses and outreach programs, which involves creating more opportunities for parents to participate in school functions such as school and community-sponsored events like Vision to Learn, Art Reach, Fall Festival, Jump Rope for Heart, Red Ribbon Week, and Festivals. 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 raise funds for the school so that our scholars receive the additional support to be set up for success. Spanish translation is available consistently. Lauderbach values and promotes biliteracy. We embrace the diversity of all our families. Our Parent Education Series is focused on Cultural Diversity and Culturally Responsive Teaching this year. Our Family Education classes are presented in English and Spanish.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	826	805	283	35.2
Female	407	399	130	32.6
Male	419	406	153	37.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	5	4	1	25.0
Black or African American	9	9	3	33.3
Filipino	8	8	1	12.5
Hispanic or Latino	765	747	268	35.9
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	18	17	7	41.2
White	16	15	3	20.0
English Learners	538	525	185	35.2
Foster Youth	6	6	2	33.3
Homeless	36	34	19	55.9
Socioeconomically Disadvantaged	698	684	248	36.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	133	128	48	37.5

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	0.12	1.82	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	1.82	0
Female	0.49	0
Male	3.1	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.44	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	11.11	0
White	6.25	0
English Learners	1.86	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.01	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.01	0

2023-24 School Safety Plan

In November of 2023, the Lauderbach School Site Council (SSC) and English Language Advisory Council (ELAC) approved the School Safety Plan.

Emergency 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 is 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 are fluid and will be tailored to meet the needs of our Community pre and post-COVID-19. Attendance and Student Engagement are a current focus for the School Environment/Climate. Creating a Physical Environment conducive to safety and anti-bullying, a safe and inclusive classroom physical environment is a priority. A schoolwide safety assessment of site facilities determined the need for exterior cameras to be added to the playground, parking lot, kindergarten playground, and front of the school.

GOALS

Goal 1: Lauderbach School will ensure staff is familiar with emergency preparedness.

ACTION STEPS:

1. The principal will set up a practice plan with the district's Emergency Preparedness and Security Manager to practice emergency preparedness procedures and expectations.
2. Staff members and students will consistently practice Emergency Preparedness Procedures.
3. The school will share school safety committee meeting notes and data with staff.

2023-24 School Safety Plan

Goal 2: Lauderbach School will implement Tier 2 MTSS/PBIS procedures and SWIS implementation to improve expectations to positively impact school culture and climate.

ACTION STEPS:

1. Lauderbach School will present clear expectations for each area of campus through expectations assemblies at least once a semester.
2. Classroom teachers will reinforce expectations while implementing the skills and strategies from previous PBIS training, Inner Explorer, and the Sanford Harmony Social Emotional Learning Program (SHP).
3. Staff will be trained on the updated behavior matrix.

Goal 3: Lauderbach School administration will meet with the parents/guardians of students who are on the chronic absenteeism list.

ACTION STEPS:

1. List and work collaboratively to improve each child's attendance through the child's teacher where the relationship is most secure.
2. Hold attendance intervention conferences for the top 1/3 chronic absentees.
3. Celebrate with families improved attendance.

Goal 4: Lauderbach School administration will communicate regularly with all community members.

ACTION STEPS:

1. Communicate through emails, newsletters, recorded messages, and ClassDojo.
2. Coffee with the principal meetings.
3. Implement consistent use of ClassDojo in all grade levels.

Goal 5: Lauderbach School will increase consistency with supervision and security.

ACTION STEPS:

1. Hold 2 yearly trainings for noon duties on restorative practices, and other updates needed to perform job functions. Meetings will review schedules, sign-ups, and procedures for securing the campus.
2. Staff will constantly monitor for unknown visitors ensuring that all visitors and volunteers are wearing a visitor badge.
3. Volunteers will be background checked per Education Code 45347 and 45349). California Education Code also requires volunteers to affirm that they are not registered sex offenders per Penal Code §290.
4. Ensure ingress and egress areas are supervised by personnel trained in safety and security procedures.

The Board of Education approval date for the CSSP is January 17, 2024.

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	16	3	4	
1	21	2	3	1
2	16	4	2	
3	19	1	4	
4	18	2	3	
5	23	1	4	
6	15	3	3	

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	22	5	1	2
1	21	2	2	2
2	19	3	3	1
3	22	4	1	1
4	20	2	3	
5	19	2	3	
6	22	1	4	
Other	8	1		

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	26	2	4	2
1	24	2	2	2
2	24	2	2	2
3	36	1	0	5
4	36	2	0	4
5	38	1	1	3
6	37	1	1	3
Other	0	0	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	1.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

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	14,285.14	5,792.51	8,492.63	78,668
District	N/A	N/A	8,864.49	\$87,887
Percent Difference - School Site and District	N/A	N/A	-4.3	-8.3
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	25.2	-10.4

Fiscal Year 2022-23 Types of Services Funded

- Family Resource Center - Open Door
 - ECRI Coach
 - South Bay County Mental Health
 - Chula Vista Public Library
 - STRETCH –Before and after school program
 - 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
 - Full Time Counselor
 - . Nurse
 - English Language Learner Instructional Assistant
 - 1 Part time technology support staff
 - Collaboration - 5 VAPA Support Teachers
 - Library Media Technician
- 2 Full Time Impact Teachers Grades 3-6

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/csl/>.

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

Lauderbach School staff members receive ongoing training in the Common Core State Standards in Math, Language Arts, and Writing. In 2018-19 Lauderbach focused on ensuring students were accessing text daily, being provided multiple reading opportunities throughout the day and ensuring students were demonstrating learning through collaborative groups and independently. In 2019-20, Lauderbach focused on building our critical writers so that our students are articulate and can communicate proficiently and attend to the audience, task, and purpose in their writing. In 2018-19 & 2019-20, 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 can 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 Mathematical Practices and Mathematical Discourse, Guided and Independent Reading by participating 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 focuses on Content Literacy through Teacher Clarity and ensuring that we continue to support literacy across all content areas. In 22-23 Revisiting High Impact Language Strategies, ELD (English Language Development), Small Group targeted instruction on Literacy is the focus of teaching and learning.

Other professional development activities include:

- Common Core Standards Based Instruction
- ECRI Reading Foundational Skills
- Gradual Release of Responsibility
- Collaborative Conversations and Accountable Talk Quality Indicators
- Professional Learning Communities
- Creating Cultures of Thinking/Making Thinking Visible
- Next Generation Science Standards
- Mathematical Standards of Practice
- Benchmark Universe
- Smarty Ants Literacy
- Achieve 3000
- iReady
- Guided Language Acquisition Design (GLAD)
- Dual Immersion Best Practices
- Positive Behavior Supports and Intervention (PBIS)

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	40