



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/>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Chula Vista Elementary School District

84 East J Street
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www.cvesd.org

District Governing Board

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**Assistant Superintendent,
Innovation and Instruction Services
and Support**

School Description

Lauderbach is one of 46 schools in the Chula Vista Elementary School District. Lauderbach serves over 800 students from PreSchool through Sixth grade. In addition, three Special Education classes are also on site. 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. Diversity and the unique value of every community member is embraced and celebrated at Lauderbach.

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	116
Grade 1	107
Grade 2	102
Grade 3	122
Grade 4	119
Grade 5	138
Grade 6	96
Total Enrollment	800

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.1
Asian	0.3
Filipino	1.6
Hispanic or Latino	92.4
Native Hawaiian or Pacific Islander	0.5
White	2.6
Two or More Races	1.1
Socioeconomically Disadvantaged	88.1
English Learners	69.3
Students with Disabilities	12.5
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
J. Calvin Lauderbach Elementary School	15-16	16-17	17-18
With Full Credential	35	37	35
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
J. Calvin Lauderbach Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

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

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

Textbooks and Instructional Materials Year and month in which data were collected: 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%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at 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: 11/20/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			CR 1101: 2 - A/C not working Work room: 2- A/C not working
Interior: Interior Surfaces	X			CR 704: computer lab - left RR - 1 stained ceiling tile; door doesn't close all the way, door does not lock.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		102 B: Counseling Office, spots on carpet. 800 boys: 1 stained ceiling tile; door doesn't close all the way 900 play toy: cobwebs; spiral slide drop more than 12" Admin fountain: need to be cleaned dirty CR 1004: wall vent dirty; carpet needs vacuuming. CR 1102: carpet needs vacuuming; 2 lamps out, ceiling spot. CR 204: carpet spotted. CR 501: carpet stained and spotted. CR 601: CR 602: Carpet spots. CR 603: Carpet spotted. CR 604: carpet stained and spotted. CR 701: Spots on carpet. CR 702: Spots on carpet dirty. CR 801: vents dirty; carpet spots; 1 light out CR 802: CR 803: 1 light out; door doesn't close all the way, Carpet dirty. CR 804: vents dirty; carpet spots; door doesn't close all the way CR 805: Spot on carpet. CR 806: 2 lamps out, spots on carpet. CR 908: Cobwebs in back of building; fire extinguisher blocks pull station Kinder 1002: Carpet spotted, lamps out; RR - vent dirty kinder Work Room: Spots on ceiling. Office 102: Speech/Language Office, Spot on ceiling. Play toy: cobwebs; trash scattered; all spiral slide drops more than 12" Work room: Carpet has spots

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/20/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical		X		Admin reception: CR 1003: 2 lamps out CR 1101: 3 lamps out CR 1102: carpet needs vacuuming; 2 lamps out, ceiling spot. CR 601: CR 801: vents dirty; carpet spots; 1 light out CR 803: 1 light out; door doesn't close all the way, Carpet dirty. CR 806: 2 lamps out, spots on carpet. CR 901: CR 902: 2 lamps out; 1 light out; fountain sprays - something jammed in there, tape on carpet needs repair. Kinder 1002: Carpet spotted, lamps out; RR - vent dirty Library: cobweb at clock; 1 lamp out Multipurpose: 5 lamps out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			CR 902: 2 lamps out; 1 light out; fountain sprays - something jammed in there, tape on carpet needs repair. Play Ground: Drinking fountain are super dirty.
Safety: Fire Safety, Hazardous Materials	X			CR 601: CR 602: Carpet spots. CR 908: Cobwebs in back of building; fire extinguisher blocks pull station
Structural: Structural Damage, Roofs	X			CR 905: Spot on ceiling above sink. CR 907: Carpet dirty,
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			800 boys: 1 stained ceiling tile; door doesn't close all the way 800 girls: door doesn't close all the way 900 play toy: cobwebs; spiral slide drop more than 12" CR 704: computer lab - left RR - 1 stained ceiling tile; door doesn't close all the way, door does not lock. CR 801: vents dirty; carpet spots; 1 light out CR 802: CR 803: 1 light out; door doesn't close all the way, Carpet dirty. CR 804: vents dirty; carpet spots; door doesn't close all the way CR 901: Kinder playground: Big toy needs paint. Play toy: cobwebs; trash scattered; all spiral slide drops more than 12"
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	49	45	62	62	48	48
Math	36	32	48	49	36	37

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

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

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

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.5	17.3	16.5

* 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	470	452	96.17	45.13
Male	249	237	95.18	34.6
Female	221	215	97.29	56.74
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	437	420	96.11	43.1
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100	75
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	431	417	96.75	44.6
English Learners	355	338	95.21	43.2
Students with Disabilities	68	64	94.12	3.13

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

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

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

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	470	465	98.94	32.47
Male	249	246	98.8	27.64
Female	221	219	99.1	37.9
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	437	432	98.86	31.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	431	428	99.3	32.48
English Learners	355	351	98.87	30.2
Students with Disabilities	68	65	95.59	3.08

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact person: Principal Melody Belcher

Contact Person 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. 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 Advisory Committee (SAC), 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

On October 2017, 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 is encouraged to attend Safety trainings 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:

- Implementation of the Positive Behavior and Intervention Support (PBIS)

PBIS Committee members will attend BEST Behavior practices training and provide staff development in regards to BEST Behavior program

PBIS Committee will implement behavior tracking system to track behaviors and address problem areas through SWIS program

Teachers will be trained in new reporting system and the new flow of how to address behaviors

- Staff will be 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.

Goal: Lauderbach will promote commitment to education.

Objective: Lauderbach staff will work together to increase average daily attendance from 97.15% in 2015-16 to 98% or higher in 2016-17 by means of the following strategies and interventions:

- 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
 - o Bar graphs will be maintained in every classroom showing the average attendance per week of the class.
 - o Quarterly reward for the upper and primary classes with the highest average attendance - (Wii parties with the Principal and AP).
 - o Quarterly rewards (pencils, folders etc.) for each student with perfect attendance for the quarter.
 - o 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.
- School will work with Safe Routes to School program to identify drop-off and pick-up issues and create a plan to increase safety for students during this time
- School will have a Walk to School to School and Bike Safety week to emphasize our aim at protecting the safety of all members of the community
- School will promote Walk to School Wednesdays to ease congestion and promote a healthy lifestyle by walking to school.
- 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			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.1	0.0	0.1
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	1
Social Worker	0
Nurse	0.8
Speech/Language/Hearing Specialist	1
Resource Specialist	1.6
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	16	20	17	6	2	5		4	2			
1	19	19	21	6	4	3		1	2			
2	20	23	19	6		4		5	1			
3	20	25	23	7				5	5			
4	18	27	29	1			4	5	4			
5	23	19	31		2		4	3	4			
6	22	27	19	1	1	3	4	3	3			
Other	14	14	14	1	2	1						

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

Professional Development provided for Teachers

Lauderbach School staff members are receiving ongoing training in the Common Core State Standards in Math, Language Arts, and Writing. In 2015-16, 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 2016-17, 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 2017-18, 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.

Other professional development activities include:

- PBIS
- Common Core Standards Based Instruction
- DRA
- 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
- Visible Learning
- English Language Development Standards

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

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

Types of Services Funded

- Family Resource Center - Open Door
- 2 Curriculum and Instruction Resource Teachers
- 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
- Part Time Counselor
- Part Time 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,869.65	\$3,037.97	\$6,831.68	\$67,530.00
District	♦	♦	\$166,094,33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-2.0	-6.2
Percent Difference: School Site/ State			20.7	-10.3

* Cells with ♦ do not require data.