J. Calvin Lauderbach Elementary School

390 Palomar Street • Chula Vista, CA 91911 • (619) 422-1127 • Grades K-6
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Chula Vista Elementary School District
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Description

Lauderbach is one of 49 schools in the Chula Vista Elementary School District, including charters. Lauderbach serves approximately 700 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. Spanish Dual Immersion was added in 2019 in Kindergarten and First. Second grade was added this year with additional grade levels added each year after. In addition to the core program, Visual and Performing Arts are part of Lauderbach's core learning The school was built in 1955, and consists of 42 self-contained classrooms. The grounds and infrastructure have been transformed over the years 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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	119
Grade 1	98
Grade 2	93
Grade 3	103
Grade 4	111
Grade 5	101
Grade 6	116
Total Enrollment	741

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
Filipino	1.2
Hispanic or Latino	92
Native Hawaiian or Pacific Islander	0.4
White	3.9
Two or More Races	0.9
Socioeconomically Disadvantaged	89.9
English Learners	64.5
Students with Disabilities	14.8
Foster Youth	0.3
Homeless	0.8

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	18-19	19-20	20-21
With Full Credential	34	33	32
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

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

Indicator	18-19	19-20	20-21
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 2020-21)
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%

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/5/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	703 A and B: 703A adult RR access panel falling off - blinds stained ceiling tiles CR 1005: Stained ceiling tiles CR 1101: weather stripping peeling of jam CR 1102: blinds broken, stained ceiling tiles CR 202: carpet spotted and stained, floor stained. CR 204: carpet spotted, blinds. CR 303: carpet spotted and stained, dirty. CR 502: Corrosion on drinking fountain, Light switch wont work CR 504: blinds missing CR 701: Stained tac panel CR 704: 6 stained ceiling tile, stained carpet. Stained ceiling tile in restroom CR 804: CR 901: Broken window blinds, dirty vent CR 902: Stained ceiling tiles CR 903: broken window blinds CR 904: Broken window blinds and missing slates CR 908: Broken blinds, Sink counter missing edge laminate 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 Lounge: cracked floor tiles, stained ceiling tile

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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. 800 boys: 1 stained ceiling tile, broken soap dispenser Admin reception: Floor dirty CR 702: dirty, blinds CR 801: vents dirty; carpet spots CR 905: Dirty Vent CR 907: Sinks and vents dirty, doors need painting, door mechanism leaking fluid. Health office: Floor dirty Kinder 1002: Carpet stained, and restrooms dirty - sink P-Trap leaking, missing blinds, safety lights out Multipurpose custodian room: Lift being used as storage and dirty vent
Electrical: Electrical	Good	703 A and B: 703A adult RR access panel falling off - blinds stained ceiling tiles CR 203: Light switch needs replaed CR 401: Light switch won't turn off CR 904: Broken window blinds and missing slates Kinder 1001: Carpet stained, Ceiling tile stained Kinder 1002: Carpet stained, and restrooms dirty - sink P-Trap leaking, missing blinds, safety lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	400 Womens RR: Broken soap dispenser 600 boys RR: Broken soap dispensers, spider webs, dirty toilet partitions. Door frames rusty. Sinks need chaulking 800 boys: 1 stained ceiling tile, broken soap dispenser 800 girls: Stained ceiling tiles,dirty vent CR 502: Corrosion on drinking fountain, Light switch wont work 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, Sink counter missing edge laminate Kinder 1002: Carpet stained, and restrooms dirty - sink P-Trap leaking, missing blinds, safety lights out Play Ground: soccer goal cahin link needs maintenance
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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. CR 1102: blinds broken, stained ceiling tiles CR 1103: Broken window blinds stainded ceiling tiles replace wheater stripping around door. CR 303: carpet spotted and stained, dirty. 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 to show metal Replace cracked landings Play Ground: soccer goal cahin link needs maintenance
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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	45	N/A	64	N/A	50	N/A
Math	35	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	20	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
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. We embrace the diversity of all our families. This year our Parent Education Series is focused on Cultural Diversity and Culturally Responsive Teaching. Our Parent Education classes are presented in English and Spanish.

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 (School Year 2020-2021)

In January 2021, 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 are fluid and will be tailored to meet the needs of our Community during COVID-19 and Distance Learning. Attendance and Student Engagement are a current focus for School Environment/Climate. Creating a Physical Environment conducive to protecting against the spread of COVID-19 is a focus where all staff and SSC are part of the conversation to ensure the PPE equipment, classroom physical environment, cleaning equipment, and staff are trained to ensure school safety.

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

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.

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.4	1.8	0.7	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.0	0.6	2.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	741

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4.4

*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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	20	3	3		21	3	3		17	4	3	
1	22	1	3		19	3	1		16	6		
2	22		5		23		4		19	2	3	
3	19	1	4		22	1	4		21	1	4	
4	21	2	4		17	2	4		22	1	4	
5	24	1	4		22	1	4		14	3	4	
6	27	1	4		30		4		19	2	4	
Other**					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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
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 2018-19 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 2018-19, 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 & 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 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 through Teacher Clarity and ensuring that we continue to support literacy across all content areas. Quality Indicators for Distance Learning instruction has been the primary focus of 20-21. Identifying high impact strategies to leverage student learning and student engagement are areas of focus.

Other professional development activities include:

MTSS-Sanford Harmony
Common Core Standards Based Instruction
SIPPS
Gradual Release of Responsibility
Collaborative Conversations and Accountable Talk Quality Indicators
Imagine Learning English
Professional Learning Communities
Next Generation Science Standards
Mentor Text writing
Mathematical Standards of Practice
Benchmark Universe
Smarty Ants Literacy
Achieve 3000
iReady
Teacher Clarity
Distance Learning Quality Indicators
English Language Development Standards
Guided Language Acquisition Design (GLAD)
Visual & Performing Arts Standards
Physical Fitness Standards

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,655	$51,004
Mid-Range Teacher Salary	$77,932	$82,919
Highest Teacher Salary	$103,806	$104,604
Average Principal Salary (ES)	$137,324	$131,277
Average Principal Salary (MS)		$136,163
Average Principal Salary (HS)		$128,660
Superintendent Salary	$308,616	$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12,177.05	4,233.25	7,943.81	77,931
District	N/A	N/A	190,145,679	$81,733
State	N/A	N/A	$7,750	$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-4.8
School Site/ State	2.5	-7.7

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

Types of Services Funded

- Family Resource Center - Open Door
- 1 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

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.