

Las Virgenes Unified School District



Bay Laurel Elementary School



2006-2007 School Accountability Report Card

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Principal

Karen Hansen
Serving grades K-5th

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Dr. Dan Stepenosky
Asst. Superintendent, Personnel

Rose Dunn
Director, Elementary Education

Jim Nielsen
Director, Secondary Education

Susie Curtis
Director, Pupil Services

Board of Education

Terilyn Finders, President
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Cindy Iser, Member

www.lvusd.k12.ca.us

Principal's Message

As Principal of Bay Laurel Elementary School, I am proud to present our School Accountability Report Card. Presented in accordance with Proposition 98 and in compliance with State legislation, this is an overview of our school and community.



Bay Laurel maintains the ideal that it is not the sole responsibility of an individual or school to produce high-caliber, contributing members of society. Rather, we consider the evolution of our students the result of a group effort. That being the case, we welcome any suggestions, ideas, or comments you may have in this regard and anticipate the continuation of the partnerships that exist between students, parents, community members, and staff; as such that remains an essential aspect of each and every one of our lives - present and future. That evolution process can be noted in the progress we report herein, which is a direct result and vital component of other facets of this report card, namely: achievements, ongoing goal realization, discipline, budget analysis, and facility enhancement.

School Mission Statement

It is the philosophy of the Bay Laurel staff and parents that children are unique in their needs, ability to learn, and the contributions they can make to the school and community. We are committed to providing each child with an educationally challenging experience that best promotes intellectual, social, and emotional development. We will empower each child to achieve academic excellence in an emotionally safe environment which attends to individual needs while also encouraging productive collaboration. In order for optimal learning and growth to occur, we will encourage students to assume greater responsibility for their learning and for themselves under the guidance of dedicated teachers and parents.

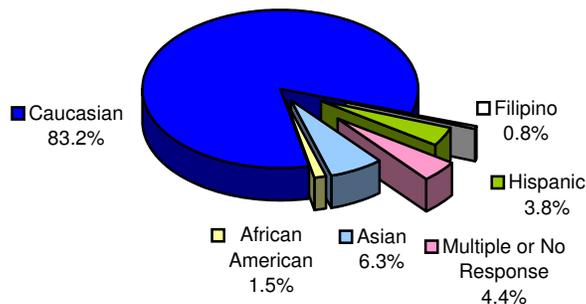
Community & School Profile

Las Virgenes Unified School District educates nearly 12,000 pre-kindergarten through twelfth grade students on a traditional calendar schedule. Serving students from Calabasas, Agoura Hills, and Westlake Village, the district is currently comprised of two comprehensive high schools, one continuation high school, three middle schools, eight elementary schools, one preschool, an alternative education center, and a home schooling program.

Bay Laurel Elementary School is dedicated to ensuring the academic success of all students, and provides the most comprehensive educational experience possible. All programs at the school are founded on the principle that students come first.

Located in the southwestern section of Calabasas, Bay Laurel Elementary School served 654 kindergarten through fifth grade students during the 2006-07 school year. The 2006-07 student population consisted of 0.2% "Socioeconomically Disadvantaged," 3.8% "English Learners," and 8.4% "Students with Disabilities." Additional demographics are illustrated below.

Ethnicity



Discipline & Climate for Learning

The goal of Bay Laurel Elementary School's discipline program, built around a model of progressive discipline, is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Bay Laurel Elementary School believes students who develop a sense of personal responsibility will mature both academically and emotionally.

Parents and students are informed of discipline policies at the beginning of each school year through the Student/Parent Handbook. Rules are reinforced at assemblies and within the school newsletter. Each infraction of the conduct code is reported to parents. Students who exemplify good behavior standards are rewarded during regularly scheduled assemblies.

The suspensions and expulsions table below illustrates total cases for the school and district for all grade levels, as well as the percentage of total enrollment. Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions

	Bay Laurel			LVUSD		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	6	3	8	625	632	574
Suspension Rate	0.9%	0.5%	1.2%	5.2%	5.2%	4.8%
Expulsions	0	0	0	6	56	53
Expulsion Rate	0.00%	0.00%	0.00%	0.05%	0.46%	0.44%

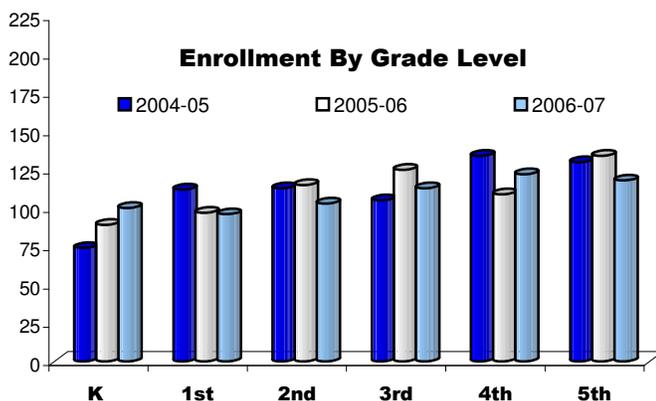
Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's academic and extracurricular activities, which promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Mystery Readers
- After-School Enrichment Classes
- Father/Daughter, Mother/Son Social
- Technology Helpers
- Spring Carnival/Silent Auction
- Study Buddies

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Bay Laurel Elementary School. The following chart illustrates the trend in enrollment over the most recent three-year period.



Student attendance is carefully monitored to identify those students exhibiting excessive absences. The Attendance Clerk makes daily phone calls to parents when children are absent. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered.

In the event of habitual truancy, students may be referred to the district's School Attendance Review Board (SARB). The SARB is utilized when students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

Class Size

Bay Laurel Elementary School maintained a schoolwide average class size of 21 students with a pupil-to-teacher ratio of 22:1 in the 2006-07 school year. The table below shows the average class size per grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Average Class Size		Classrooms Containing:										
			1-20 Students			21-32 Students			33+ Students				
	05	06	07	05	06	07	05	06	07	05	06	07	
K	15	18	16	5	3	5	0	1	0	0	0	0	0
1st	22	20	20	4	6	6	1	0	0	0	0	0	0
2nd	18	19	20	5	6	4	0	0	1	0	0	0	0
3rd	21	21	22	5	2	3	1	3	1	0	0	0	0
4th	33	31	30	0	0	0	2	4	4	2	0	0	0
5th	32	27	27	0	1	0	2	3	4	2	0	0	0
K-3rd	6	6	4	1	1	1	0	0	0	0	0	0	0
3rd-4th	n/a	n/a	1	0	0	1	0	0	0	0	0	0	0
4th-5th	6	29	29	1	0	0	0	3	1	0	0	0	0

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program, which provides funding to hire additional teachers, assisting schools in reducing K-3 class sizes to a maximum of 20 students. The adjacent chart displays the percentage of classrooms at the Bay Laurel Elementary School that successfully met CSR requirements for the past three years.

Class Size Reduction

	05	06	07
K	100%	75%	100%
1st	80%	100%	100%
2nd	100%	100%	80%
3rd	83%	40%	75%
K-3rd	100%	100%	100%

Data Sources

Data within the SARC was provided by the Las Virgenes Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Available data includes information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

School Leadership

Leadership at Bay Laurel Elementary School is a responsibility shared among District administration, the principal, instructional staff, students, and parents. Primary leadership duties during the 2006-07 school year were assumed by Principal Sheila Grady. At the start of the 2007-08 school year, Karen Hansen will assume the role of Bay Laurel's Principal. Prior to this position, Mrs. Hansen served as the principal at Sumac Elementary.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan.

These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include:

- School Site Council
- Grade Level Leadership Teams
- Parent Faculty Association

School Facilities & Safety

Originally constructed in 1992, Bay Laurel Elementary School is situated on 7.6 acres. The campus consists of 16 classrooms, eight portable classrooms, a library, a multi-purpose room, four teacher prep areas, a staff lounge, two computer labs, and one playground. The most recent modernizations to the facilities occurred in 2006 and included the installation of self-flushing toilets. The following chart displays the results of the most recent school facilities inspection.

Facility Conditions & Planned Improvements

Date of School Site Inspection: Good

Overall Summary of School Facility Conditions: December 11, 2007

Data provided February 20, 2008

Item Inspected	Facility Component System Status			Repair Needed & Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior/exterior)	X			Rm. 3 needs new ceiling tiles; WO 61876 placed.
Interior Surfaces (walls, floors, & ceilings)		X		
Hazardous Materials (interior/exterior)	X			Rm. 29 needs dry-rot wood replaced at wall; WO 60958 placed.
Structural Damage		X		
Fire Safety	X			Ext. light broken; WO 61775 placed.
Electrical (interior/exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside/outside)		X		Drinking fountain leak; WO 61875 placed.
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

School Safety

Safety of students and staff is a primary concern of Bay Laurel Elementary School. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among teachers and school administrators.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed, with updates occurring every October. Any revisions made to the plan are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- Disaster response procedures
- Suspension & expulsion policies
- Child abuse reporting procedures
- Current status of school crime
- Teacher notification of dangerous pupils procedures
- Safe ingress & egress of pupils, parents, & school employees
- Schoolwide dress code
- School rules & procedures
- Sexual harassment policy

Cleaning Process

Bay Laurel Elementary School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Bay Laurel Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Las Virgenes Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.



Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following:

- Roofing
- Heating
- Electrical systems
- Interior/exterior painting
- Plumbing
- Air conditioning
- Floor systems

For the 2007-08 school year, Las Virgenes Unified School District has budgeted \$2,535,259 for the deferred maintenance program, which represents 3.0% of the district's general fund budget. The district's governing board has adopted a five-year deferred maintenance plan for all schools. Bay Laurel Elementary is scheduled to receive flooring upgrades, field renovation, repainting, ground cover, asphalt and playground repairs, a new portable, and removal of a sandbox between 2007 and 2012.

Student Achievement & Testing

Las Virgenes Unified School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. In addition to the Standardized Testing and Reporting (STAR) Program, district- and site-developed assessments, the California English Language Development Test (CELDT), and report card grades are used to determine whether students are performing below, at, or above grade-level standards.

Physical Fitness

In the spring of each year, Bay Laurel Elementary School is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Abdominal Strength
- Upper Body Strength
- Body Composition
- Trunk Extension Strength
- Flexibility

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). During the 2006-07 school year, 65.3% of the school's fifth grade students either met or exceeded state fitness standards.

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart at right reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all second through fifth grade students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science (grade 5), for the most recent three-year period, is displayed below.

CAT/6 - Grade 3

% Scoring At or Above the National Average

	Reading			Math		
	05	06	07	05	06	07
Bay Laurel	70	63	60	85	88	83
LVUSD	72	69	66	87	85	84
California	36	37	38	54	55	56
	Subgroups					
Females	71	64	62	69	77	87
Males	69	61	59	93	97	79
Socioeconomically Disadvantaged	69	69	63	84	92	75
Caucasian	68	63	59	85	86	84

California Standards Test (CST)

Combined % of Students Scoring at Advanced & Proficient Levels

	English/Language Arts				Mathematics				Science																			
	2nd		3rd		4th		5th		5th																			
	05	06	07	05	06	07	05	06	07	05	06	07																
	All Students																											
Bay Laurel	74	71	71	73	71	66	82	88	93	84	83	83	93	80	82	91	95	86	87	84	93	75	88	75	76	78	78	
LVUSD	73	75	73	71	73	71	81	86	88	78	79	83	81	81	80	88	88	86	83	86	87	72	77	78	76	80	83	
California	42	47	48	31	37	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37	
	Females																											
Bay Laurel	74	81	75	71	71	75	88	89	91	86	85	85	94	77	86	86	91	87	89	83	87	75	90	65	73	75	73	
LVUSD	78	78	77	73	78	74	83	86	91	82	80	84	79	80	82	87	87	86	81	85	89	75	76	76	75	78	79	
California	45	31	53	35	39	41	52	54	55	46	47	48	55	58	58	54	56	58	51	55	58	45	48	49	26	30	35	
	Males																											
Bay Laurel	76	63	69	74	70	59	78	88	95	83	81	82	92	83	78	93	98	86	84	85	98	75	87	79	78	81	81	
LVUSD	68	70	69	70	67	67	80	85	84	73	76	83	83	82	78	88	89	85	85	87	87	71	78	80	76	82	85	
California	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38	
	Socioeconomically Disadvantaged																											
Bay Laurel	100	74	88	*	85	63	*	*	*	*	*	*	100	84	88	*	100	81	*	*	*	*	*	*	*	*	*	*
LVUSD	58	78	74	59	75	56	51	93	67	58	82	67	69	85	78	90	90	76	52	90	67	60	78	62	58	83	86	
California	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22	
	Caucasian																											
Bay Laurel	75	74	72	73	69	67	85	88	92	85	83	83	94	80	83	91	94	87	88	85	92	75	88	75	75	78	78	
LVUSD	74	77	63	71	74	56	83	87	74	80	80	72	83	83	65	89	89	74	84	87	76	74	77	61	77	80	76	
California	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58	

* Due to the moderate number of students tested, scores will not be disclosed.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.



Statewide API Rank: The statewide API rank ranges from 1 to 10. A statewide rank of '1' means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of '10' means that the school has an API score in the highest 10 percent of all schools in the state.

Similar Schools API Rank: The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of '1' means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of '10' means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Growth

	2004-05	2005-06	2006-07	2007 API
Statewide API Rank	10	10	10	Growth
Similar Schools API Rank	7	7	10	Score
	All Students			
Actual API Growth	13	16	-15	907
	Caucasian			
Actual API Growth	15	15	-15	907

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores, or (2) at least 15% of the school population tested, containing at least 30 students with valid scores.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed below. Bay Laurel Elementary School met all of the 2007 AYP criteria.

Adequate Yearly Progress 2007				
Met AYP Criteria	Bay Laurel		Las Virgenes Unified School District	
	English/Language Arts	Mathematics	English/Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	n/a		Yes	
Made Overall AYP	Yes		Yes	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Program		
Program Improvement (PI)		
	Bay Laurel	LVUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	n/a	n/a
Year in PI (2007-08)	n/a	n/a
Number of Schools Currently in PI	n/a	0
Percent of Schools Identified for PI	n/a	0.0%

Counseling & Support Services Staff

	Number of Staff	Full-Time Equivalent
Counselor *	1	0.5
Library Aide	1	1.0
Psychologist	1	0.5
Reading/English Learner (EL) Specialist	1	0.5
Speech & Language Specialist	1	1.0

* Counselor-to-Pupil ratio is 1:654.

Counseling & Other Support Services

In addition to academics, the staff at Bay Laurel Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. The chart at left displays a list of support services that are offered to students.

The district uses all available resources in the community to assist students in their emotional and academic development including County Mental Health and Child Protective Services.

Students with special education needs are accommodated with a variety of options and in the least restrictive environment possible. The Student Study Team (SST) develops an Individual Education Plan (IEP) for any student with emotional, social, and/or developmental disabilities. The IEP defines the individualized instruction a special needs student will receive, which may include placement in a Special Day Class and/or sessions with the Resource and Reading Specialists.

English Learner (EL) students receive specialized services and instruction from appropriately credentialed teachers. The school offers supplementary instruction to assist in English language acquisition.

The Gifted and Talented Education (GATE) program is offered to students in grades four and five who have been recognized by their teachers as capable of attaining high levels of achievement. GATE students are clustered within their regular classrooms and offered differentiated instruction.

Curriculum Improvement

Las Virgenes School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The District structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Textbooks & Instructional Materials

Pursuant to the settlement of *Williams vs. the State of California*, Las Virgenes Unified School District thoroughly inspected each of its school sites at the start of the 2007-08 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The chart below displays data collected in February 2008 in regards to the textbooks in use at Bay Laurel Elementary School during the current school year (2007-08).

Textbooks				
Subject	Publisher	Grade Levels	Year Adopted	Quality, Currency, & Availability of Textbooks & Instructional Materials
Language Arts	Houghton Mifflin	K-5th	2003	All textbooks at Bay Laurel Elementary School are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials. Date of most recent resolution on sufficiency of textbooks: 9-25-07
	Sopris West		2005	
VAPA *	LVUSD does not have an official VAPA adoption for elementary schools.			
Math	Harcourt Publishers	K-5th	2002	
Social Science	Houghton Mifflin	K-5th	2006	
Science	Houghton Mifflin	K-5th	2007	
	Harcourt Publishers			
	MacMillan/McGraw-Hill			

* Visual & Performing Arts

The school's library, staffed by a full-time Library Assistant, is stocked with more than 14,000 books that are available for students to check out. The library also contains a collection of video and audiotapes that tie into curricular areas of study. Students visit the library on a weekly basis with their classrooms. Twenty computer research centers within the library are connected to the Internet so students may access resources and information online.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Each classroom contains a minimum of three computers for student use. In addition, the school's two computer labs contain a combined total of 55 Internet-accessible workstations. Grade Level Expectations in Technology are integrated into weekly lesson plans in the computer lab. Software programs that support student learning include, but not limited to, word processing, graphing, database, keyboarding and creative desktop publishing.



Teachers and students utilize the Classroom MultiMedia Presentation System (CMPS) including a MacBook laptop, Elmo document camera, and projector. A state-of-the-art Computer Lab, Research Center, and peripherals facilitate and enhance student learning.

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Agoura Hills, Calabasas, Thousand Oaks, Woodland Hills, and Westlake Village which contain numerous computer workstations.

Computer Resources

	04-05	05-06	06-07
Computers	107	107	107
Students per computer	6.2	6.3	6.1
Classrooms connected to Internet	30	30	30

Teacher Assignment

Las Virgenes Unified School District recruits and employs only the most qualified credentialed teachers. During the 2006-07 school year, Bay Laurel Elementary School staffed 30 fully certificated teachers who met all credential requirements in accordance with the State of California guidelines.

Teacher Credential Status

	Bay Laurel			LVUSD
	04-05	05-06	06-07	06-07
With Full Credential	31	30	30	508
Without Full Credential	1	3	1	12
Teaching Outside Subject Area of Competence	n/a	n/a	n/a	0

Figures may reflect Interns, Emergency Credentials, and/or Waivers.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching EL students) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current available data are reported.

Teacher Misassignments & Vacancies

	05-06	06-07	07-08
Teacher Misassignments of English Learners	0	2	0
Teacher Misassignments (Other)	0	0	0
Total Misassignments	0	2	0
Teacher Vacancies	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

NCLB Compliance - Core Academic Subjects

	Bay Laurel	LVUSD		
		All Schools	High-Poverty Schools	Low-Poverty Schools
% of Classes Taught by NCLB Compliant Teachers	100.0%	98.9%	0.0%	98.9%
% of Classes Taught by Non-NCLB Compliant Teachers	0.0%	1.1%	0.0%	1.1%

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting All Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district sponsors three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. During 2006-07, staff development topics included:

- Step-up-to-Writing
- Technology
- Subject Area Meetings
- Site-based Data Analysis

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

Parent & Community Involvement

Parents and the community are very supportive of the educational program at Bay Laurel Elementary School. Numerous programs and activities are enriched by the generous contributions of the Parent Faculty Association and various local businesses.



Teacher & Administrative Salaries

The following chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed below.

Teacher & Administrative Salaries 2005-06

	LVUSD	California
Beginning Teacher Salary	\$36,334	\$38,478
Mid-Range Teacher Salary	\$59,964	\$60,735
Highest Teacher Salary	\$75,650	\$76,906
Average Principal Salary (Elementary)	\$95,734	\$96,766
Average Principal Salary (Middle)	\$104,751	\$102,730
Average Principal Salary (High)	\$107,864	\$110,489
Superintendent Salary	\$175,000	\$169,243
% of Budget for Teacher Salaries	42.53%	41.86%
% of Budget for Administrative Salaries	4.60%	5.22%

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2005-06 school year.

For comparison purposes, the California Department of Education has provided average salary data from unified school districts having between 10,000 and 19,000 average daily attendance statewide. The chart at right illustrates the average teacher salary at Bay Laurel Elementary School and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries		
School & District	Bay Laurel	\$54,562
	LVUSD	\$59,889
	Percentage of Variation: 8.9%	
School & State	Bay Laurel	\$54,562
	All Unified School Districts	\$57,327
	Percentage of Variation: 4.8%	

Expenditures & Services Funded

Based on 2005-06 audited financial statements, Las Virgenes Unified School District spent an average of \$7,108 to educate each student. The chart below provides a comparison of Bay Laurel's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil		
Bay Laurel	Total	\$6,793
	Restricted (Supplemental) Sources	\$2,306
	Unrestricted (Basic) Sources	\$4,487
LVUSD	Unrestricted Sources	\$4,783
	Percentage of Variation (School/District): 6.2%	
California	Unrestricted Sources	\$4,943
	Percentage of Variation (School/State): 9.2%	

In addition to general state funding, Las Virgenes Unified School District received state and federal categorical funding for the following support programs:

- Regional Occupational Program
- Special Education Transportation
- Home-to-School Transportation
- Drug/Alcohol/Tobacco Funds
- School Improvement Program (SIP)
- Economic Impact Aid (EIA)
- Educational Technology Assistance Grants
- Vocational & Applied Technology Education Act
- Title I
- Special Education
- Staff Development
- Gifted & Talented Pupils
- Class Size Reduction
- Peer Assistance & Review

Contact Information

Parents who wish to participate in Bay Laurel's leadership teams, school committees, school activities, or become volunteers may contact the school office at (818) 222-9022, or visit the school's website at http://www.lvusd.k12.ca.us/baylaurelsite/bay_laurel.