Las Virgenes Unified School District

Bay Laurel Elementary School

2007-2008 School Accountability Report Card

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Principal

Karen Hansen
Serving grades K-5th

District Administration

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Superintendent

Mary Schillinger
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Rose Dunn
Director, Elementary Education

Jim Nielsen
Director, Secondary Education

Susie Curtis
Director, Pupil Services

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http://corp.lvusd.org

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, Hidden 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 learning center, and a home schooling program.

Bay Laurel Elementary 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 646 kindergarten through fifth grade students during the 2007-08 school year. The 2007-08 student population consisted of 0.0% "Socioeconomically Disadvantaged," 2.0% "English Learners," and 5.0% "Students with Disabilities." Additional demographics are illustrated in the chart.

Student Enrollment by Ethnic Group
2007-08

	Percentage
African American	1.7%
Asian	6.2%
Caucasian	81.9%
Filipino	0.5%
Hispanic or Latino	3.7%
Multiple or No Response	6.0%

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 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

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	3	8	5	632	574	470
Suspension Rate	0.4%	1.2%	0.8%	5.2%	4.8%	4.0%
Expulsions	0	0	0	56	53	45
Expulsion Rate	0.0%	0.0%	0.0%	0.5%	0.4%	0.4%

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

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 at the school have been assumed by Principal Karen Hansen since the start of the 2007-08 school year. 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 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 the school. The 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 office staff 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.

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	89	100	76
1st	97	98	110
2nd	115	103	110
3rd	125	113	106
4th	109	122	124
5th	134	118	120

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

The school maintained a schoolwide average class size of 22 students with a pupil-to-teacher ratio of 23:1 in the 2007-08 school year. The table 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		
	06	07	08	06	07	08	06	07	08	06	07	08
K	18	16	14	3	4	3	1	-	1	-	-	-
1	20	20	22	6	5	4	-	1	1	-	-	1
2	19	20	19	6	5	6	-	-	-	-	-	-
3	21	22	20	2	6	6	3	-	-	-	-	-
4	31	30	31	-	-	-	4	4	-	-	-	3
5	27	27	28	1	-	-	3	4	2	-	-	2
K-3	6	4	-	1	1	-	-	-	-	-	-	-
3-4	-	1	-	-	1	-	-	-	-	-	-	-
4-8	29	29	29	-	-	-	1	1	1	-	-	-
Other	5	-	17	1	-	1	-	-	1	-	-	-

Counseling & Support Staff

In addition to academics, the staff 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. The support staff is devoted to helping students deal with problems and assisting them to reach positive goals. ***The counselor-to-pupil ratio is 1:646.*** The chart displays a list of support services that are offered to students.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselor	1	0.5
Library Aide	1	1.0
Psychologist	1	0.5
Reading Specialist	1	0.5
Speech and Language Specialist	1	1.0

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 educational 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.

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 2008-09 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. The date of the most recent resolution on the sufficiency of textbooks is September 23, 2008.

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 displays data collected in December 2008 in regards to the textbooks in use at the school during the current year (2008-09).

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes
K-5	English/ Language Arts	Sopris West	2005	Yes
K-5	Mathematics	Harcourt School Publishers	2002	Yes
K-5	Science	Harcourt School Publishers	2007	Yes
K-5	Science	Houghton Mifflin	2007	Yes
K-5	Science	MacMillan/ McGraw Hill	2007	Yes
K-5	Social Science/ History	Houghton Mifflin	2006	Yes

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.

Computer Resources

	05-06	06-07	07-08
Computers	107	107	107
Students per computer	6.3	6.1	6.0
Classrooms connected to Internet	30	30	30

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 peripherials 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.

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.

Data Sources

Data within the SARC was provided by Las Virgenes Unified School District, retrieved from the 2007-08 SARC template, and/ or located on DataQuest (http://data1.cde.ca.gov/dataquest). DataQuest is a dynamic system that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners.

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.

Contact Information

Parents who wish to participate in the school's leadership teams, committees, activities, or become volunteers may contact the office at (818) 222-9022, or visit the district's website at http:// corp.lvusd.org/.

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, the 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 2007-08 school year, 70.1% of the school's fifth grade students either met or exceeded state fitness standards.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all second through eleventh 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 shown.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts												Math												Science		
	2			3			4			5			2			3			4			5			5		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																											
School	**71**	**71**	**68**	**71**	**66**	**64**	**88**	**93**	**87**	**83**	**83**	**88**	**80**	**82**	**82**	**95**	**86**	**88**	**84**	**93**	**88**	**88**	**75**	**88**	**78**	**78**	**92**
District	75	73	72	73	71	69	86	88	85	79	83	82	81	80	78	88	86	84	86	87	83	77	78	77	80	83	85
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	**63**	**69**	**67**	**70**	**59**	**60**	**88**	**95**	**80**	**81**	**82**	**86**	**83**	**78**	**89**	**98**	**86**	**85**	**85**	**98**	**85**	**87**	**79**	**92**	**81**	**81**	**95**
District	70	69	70	69	67	66	85	84	82	76	83	79	82	78	79	89	85	84	87	87	84	78	80	77	82	85	85
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	**81**	**75**	**70**	**71**	**75**	**68**	**89**	**91**	**94**	**85**	**85**	**91**	**77**	**86**	**74**	**91**	**87**	**92**	**83**	**87**	**91**	**90**	**65**	**83**	**75**	**73**	**87**
District	78	77	74	78	74	72	86	91	86	80	84	86	80	82	75	87	86	85	85	89	81	76	76	79	78	79	84
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Socioeconomically Disadvantaged																											
School	**74**	**88**	*****	**85**	**63**	**72**	*****	*****	**82**	*****	*****	*****	**84**	**88**	*****	**100**	**81**	**97**	*****	*****	**94**	*****	*****	*****	*****	*****	*****
District	78	74	0	75	56	66	93	67	63	82	67	62	85	78	0	90	76	85	90	67	66	78	62	47	83	86	70
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
Caucasian																											
School	**74**	**72**	**67**	**69**	**67**	**66**	**88**	**92**	**88**	**83**	**83**	**87**	**80**	**83**	**81**	**94**	**87**	**90**	**85**	**92**	**88**	**88**	**75**	**87**	**78**	**78**	**90**
District	77	73	74	74	72	71	87	88	84	80	84	82	83	82	80	89	87	85	87	89	83	77	78	78	80	84	86
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

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 School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	7	10	8	
All Students				
Actual Growth	16	-15	0	907
Caucasian				
Actual Growth	15	-15	3	908

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, and the former school would be required to provide the transportation to the new site.

Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	**English - Language Arts**	**Mathematics**	**English - Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		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 Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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 2008 and included the installation of waterless urinals in the boys' restrooms. Self-flushing toilets were also installed in 2006. The chart displays the results of the most recent school facilities inspection, provided by the district on January 23, 2009.

School Safety

The 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 the most recent updates occurring in October 2008. 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
- Schoolwide dress code
- Suspension & expulsion policies
- School rules & procedures
- Child abuse reporting procedures
- Sexual harassment policy
- Current status of school crime
- Teacher notification of dangerous pupils procedures
- Safe ingress & egress of pupils, parents, & school employees

Cleaning Process

The 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 the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods.

School Facility Conditions				
Date of Last Inspection: 12/16/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	**Facility Component System Status**			**Deficiency & Remedial Actions Taken or Planned**
	Good	**Fair**	**Poor**	
Gas Leaks	X			
Mechanical Systems	X			Health Office (Rm. 16) - Windows not closing properly. WO G9975 & WO G9976 submitted.
Windows/Doors/Gates/ Fences (Interior and Exterior)		X		
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

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

For the 2008-09 school year, Las Virgenes Unified School District has budgeted $1,291,434 for the deferred maintenance program, which represents 0.5% 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.

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 staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

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.

Teacher Assignment

Las Virgenes Unified School District recruits and employs only the most qualified credentialed teachers. During the 2007-08 school year, Bay Laurel Elementary School staffed 29 fully certificated teachers who met all credential requirements in accordance with the State of California guidelines.

Teacher Credential Status

	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	30	30	29	490
Without Full Credentials	3	1	1	10
Working Outside Subject	0	0	0	0

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 2008-09 school year, the most current available data are reported.

Misassignments/Vacancies

	06-07	07-08	08-09
Misassignments of Teachers of English Learners	2	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**2**	**0**	**0**
Vacant Teacher Positions	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 Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Teacher & Administrative Salaries

The 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.

Average Salary Information
Teachers - Principal - Superintendent
2006-07

	District	State
Beginning Teachers	$38,514	$39,708
Mid-Range Teachers	$63,562	$63,805
Highest Teachers	$80,939	$82,081
Elementary School Principals	$101,735	$102,166
Middle School Principals	$112,616	$107,816
High School Principals	$117,937	$116,474
Superintendent	$175,000	$183,478
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.3%	40.6%
Administrative Salaries	4.6%	5.2%

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 2006-07 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 illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	$57,181
District	$63,419
Percentage of Variation	9.84%
School & State	
All Unified School Districts	$63,458
Percentage of Variation	9.89%

District Expenditures & Revenue Sources

Based on 2006-07 audited financial statements, Las Virgenes Unified School District spent an average of $7,643 to educate each student. The chart below provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$7,351
From Restricted Sources	$2,610
From Unrestricted Sources	$4,741
District	
From Unrestricted Sources	$4,741
Percentage of Variation between School & District	0.0%
State	
From Unrestricted Sources	$5,300
Percentage of Variation between School & State	10.55%

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

NOTES