

Laurel Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Laurel Elementary School
Street	200 South Flower Ave.
City, State, Zip	Brea, CA 92821-4944
Phone Number	714-529-2520
Principal	Heather Bojorquez
E-mail Address	hbojorquez@bousd.us
Web Site	http://laurel.bousd.us
CDS Code	30664496027452

District Contact Information	
District Name	Brea Olinda Unified School District
Phone Number	714.990.7824
Superintendent	Dr. Brad Mason
E-mail Address	bmason@bousd.us
Web Site	www.bousd.us

School Description and Mission Statement (School Year 2016-17)

Welcome to Laurel Elementary Magnet School of Innovation and Career Exploration! The pride, enthusiasm and excitement that Laurel was founded on in 1922 is still evident today and shared with you in this year's School Accountability Report Card.

The success of Laurel Elementary School's students is due to the dedication of teachers, parents and volunteers who work together.

Mission and Vision:

We are a diverse educational community dedicated to mindfully and compassionately engaging, elevating, and inspiring all learners.

At Laurel Elementary School, we believe that all students are innovative thinkers who problem solve, explore, communicate, and strive to be positive citizens and leaders in our community. We honor and appreciate diversity and understand that learning is a collaboration of students, staff, and the greater community to provide a positive student centered learning environment that prepares students for a dynamic and advancing future.

Laurel Elementary Magnet School of Innovation and Career Exploration. **Where students explore, innovate, and create!**

In our long-standing tradition of excellence, we maintain our dedication to students, parents, and community members. We rely on staff to provide the best educational experience possible. We are confident that our children take with them the necessary skills and tools to achieve both academically and in their personal life.

School Profile

Laurel Elementary School is proud to be recognized as a Brea Historical Landmark. Built in 1922, Laurel is a Preschool - 6th grade school located in the heart of the city of Brea. While many structural changes and modernization projects have taken place over the years, we are proud of our history and celebrate over 95 years of excellence in education.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	64
Grade 1	42
Grade 2	39
Grade 3	46
Grade 4	47
Grade 5	46
Grade 6	45
Total Enrollment	329

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0
Asian	6.7
Filipino	4.6
Hispanic or Latino	67.8
Native Hawaiian or Pacific Islander	0
White	17.9
Two or More Races	0.9
Socioeconomically Disadvantaged	64.4
English Learners	35.6
Students with Disabilities	11.2
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	14	14	17	244
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2016

Brea Olinda Unified School District held a Public Hearing on October 10, 2016 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. All textbooks from core curricular areas for grades K-8 were selected from the most recent list of standards based materials adopted by the State Board of Education (SBE) and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. Materials adopted for grades 9-12 were selected from the most recent list of standards based materials adopted by the State Board of Education (SBE) or the local governing board and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5 Houghton Mifflin Adoption Year: 2009 Grade 6 Holt Adoption Year: 2003		0
Mathematics	Grades K-2 Go Math Adoption Year 2014; Grades 3-6 Go Math Adoption Year 2015		0
Science	Grades K-6 Houghton Mifflin Adoption Year: 2007		0
History-Social Science	K-6 Harcourt Brace Adoption Year: 2007		0

School Facility Conditions and Planned Improvements (Most Recent Year)

At Laurel Elementary, we believe that all students should feel comfortable and safe on school grounds before, during and after school. It is critical that we provide a safe learning environment for all on campus. During school hours, students are supervised by school faculty and staff. The school facility includes sufficient classroom space to meet the needs of an enrollment of our approximately 446 students, including pre-school.

The playground sufficiently provides play areas for students with the assistance of flexible scheduling to facilitate efficient usage of the playground. To ensure optimal learning opportunities, faculty and staff coordinate classroom facility usage to include intervention instruction. BOUSD takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, all district sites use the Facilities Inspection Tool (FIT), which was developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the BOUSD district office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Laurel Elementary School houses 26 classrooms, a multipurpose room/cafeteria, library/media lab, an office with supply room, health office, psychologist office and speech room. The main campus was built in 1922 and additions were constructed in the 1950s. Portable classrooms and the library/media lab were added in the 1990s. Safety concerns are the number one priority of Maintenance and Operations Department. District maintenance supervisors are proactive and conduct inspections at school sites on a regular basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. As of January 2017, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school. The current Facilities Inspection Tool was completed in January 2017. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The Principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December, 2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	45	47	67	66	44	48
Mathematics	44	46	58	58	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	47	46	97.9	28.3
	4	49	48	98.0	37.5
	5	47	46	97.9	52.2
	6	47	46	97.9	71.7
Male	3	23	23	100.0	17.4
	4	28	28	100.0	35.7
	5	23	23	100.0	47.8
	6	19	19	100.0	57.9
Female	3	24	23	95.8	39.1
	4	21	20	95.2	40.0
	5	24	23	95.8	56.5
	6	28	27	96.4	81.5
Black or African American	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	3	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	33	32	97.0	21.9
	4	36	36	100.0	36.1
	5	34	34	100.0	44.1
	6	35	34	97.1	70.6
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	6	--	--	--	--
Socioeconomically Disadvantaged	3	34	34	100.0	29.4
	4	33	33	100.0	30.3
	5	25	25	100.0	44.0
	6	36	36	100.0	72.2
English Learners	3	15	14	93.3	14.3
	4	18	18	100.0	16.7
	5	--	--	--	--
	6	14	14	100.0	50.0
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	47	46	97.9	39.1
	4	49	48	98.0	37.5
	5	47	46	97.9	43.5
	6	47	46	97.9	63.0
Male	3	23	23	100.0	39.1
	4	28	28	100.0	46.4
	5	23	23	100.0	47.8
	6	19	19	100.0	57.9
Female	3	24	23	95.8	39.1
	4	21	20	95.2	25.0
	5	24	23	95.8	39.1
	6	28	27	96.4	66.7
Black or African American	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	33	32	97.0	31.3
	4	36	36	100.0	33.3
	5	34	34	100.0	38.2
	6	35	34	97.1	58.8
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	6	--	--	--	--
Socioeconomically Disadvantaged	3	34	34	100.0	38.2
	4	33	33	100.0	30.3
	5	25	25	100.0	32.0
	6	36	36	100.0	58.3
English Learners	3	15	14	93.3	28.6
	4	18	18	100.0	16.7
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	14	14	100.0	14.3
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	45	65	61	79	80	76	60	56	54

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

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	47	46	97.9	60.9
Male	23	23	100.0	73.9
Female	24	23	95.8	47.8
Hispanic or Latino	34	34	100.0	50.0
Socioeconomically Disadvantaged	25	25	100.0	48.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.4	28.3	37

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents and the community are supportive of the educational program at Laurel Elementary. We have an active PTA and School Site Council. Parents serve on committees for our PTA and volunteer in our classrooms. Anyone interested in becoming involved in our school activities may contact our school office at (714) 529-2520 and ask to be connected with the principal or appropriate committee chairperson.

Family, school, district, and community resources available to assist all students:

- Character Education implemented through PBIS (Positive Behavior Interventions and Supports) system
- Monthly Award Ceremonies/SPOT Celebrations
- Student Council
- Parent-Teacher Conferences
- PTA (Parent Teacher Association)
- School Site Council
- ELAC (English Learner Advisory Council)
- Principal's Coffees
- Brea Community Center
- Essay Contests
- District Spelling Bee
- BEST (Brea Elementary School Track Meet)
- EL Materials/Resources available to parents
- After-School Enrichment Programs - B.A.S.E. (Brea After School Enrichment) and Leopard Book Club
- School Psychologist
- Speech Therapists
- Brea Olinda Pre-school Early Education Program (BOPEEP)

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.5	0.9	0.9	2.3	1.7	2.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

A safe school environment is our first priority at Laurel Elementary School. All parents and visitors are welcomed and required to check in at the school office upon arrival to obtain a visitor's sticker. Additionally, visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, assigned staff members supervise students and school grounds, including the cafeteria and playgrounds to ensure a safe and orderly environment.

Annually, the School Site Council evaluates and updates the Laurel Elementary School Safety Plan. In an effort to stay current and ensure all new staff are thoroughly trained, safety procedures are reviewed with school and District staff in the fall each year. The Comprehensive Safe School Plan was developed by BOUSD to comply with Senate Bill 187 (SB 187) of 1997. Development of the School Safety Plan is a joint effort of school staff, site administration, and the School Site Council. The District Resource Police Officer signs the plan annually. The Laurel Elementary School Safety Plan was adopted and signed by the School Site Council at the regularly scheduled meeting in the fall.

The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Annually, the school evaluates and updates the plan.

Laurel's action plan has three primary goals for the school year.

- 1) Establish a calendar of monthly drills. Drills to be organized, calm, and quick to allow for routine and muscle memory in the event of a real emergency
- 2) Work with BOUSD and Brea Police Department to develop and updated School Response Form
- 3) Review and restock emergency supplies as necessary

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2013-2014
Year in Program Improvement*	Year 3	Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1	1		25		2		22		2.5	
1	28		1		26		1		21	1	1	
2	21	1	2		17	1	1		23	1	1.5	
3	27		2		26		2		25		1.5	
4	29		1		27		1		29		1.5	
5	29		2		30		2		31		1.5	
6	29		2		27		2		29		1.5	
Other					10	1			10	3		

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.85	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist	1.5	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7359	\$1,611	\$5,748	\$73,216
District	N/A	N/A	\$6,300	\$75,618
Percent Difference: School Site and District	N/A	N/A	-8.8	-3.2
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	1.3	2.4

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

Types of Services Funded (Fiscal Year 2015-16)

Laurel Elementary Magnet School of Innovation and Career Exploration offers some programs to support students after school. Through collaboration with the Brea Olinda Unified School District's Child Development Department, we offer a 90 minute after school homework help and enrichment opportunity for select students who have no other support or activities after school. Most students receive either free or reduced lunch or have been identified by teachers as in need of support or were recommended by

parent request. The school uses Title 1 funds to pay for an after school aide who also works inside the classrooms to support student needs on homework and content specific work.

As an additional alternative support designed to increase the academic achievement of students, Laurel has utilized Title 1 funds to hire a fully credentialed intervention teacher to support students at risk and in need of support and growth in the area of Reading/Language Arts.

Laurel Elementary School also offers instructional aide support in all classrooms to serve students who struggle in reading and/or math via Title 1 funding. Three instructional aides and one RSP para educator are funded to provide additional support. We also offer support to our students who are English learners inside the classroom setting with two additional instructional aides, whose salaries are funded via the Local Control Federal Funding.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,244	\$43,821
Mid-Range Teacher Salary	\$74,901	\$69,131
Highest Teacher Salary	\$96,218	\$89,259
Average Principal Salary (Elementary)	\$111,519	\$108,566
Average Principal Salary (Middle)	\$117,821	\$115,375
Average Principal Salary (High)	\$136,574	\$125,650
Superintendent Salary	\$232,180	\$198,772
Percent of Budget for Teacher Salaries	37%	37%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

All curriculum development by Laurel Elementary and Brea Olinda Unified School District is aligned to the Common Core State Standards and Frameworks, the District’s formal Professional Development Plan, and the school’s Single Plan for Student Achievement.

Laurel Elementary develops its own plan for training activities to improve instruction and to increase student proficiency. The California Department of Education requires schools to develop improvement plans (Single Plan for Student Achievement) based upon analysis of pupil achievement in meeting State standards for student proficiency. Each year, the plan is reviewed and updated to reflect the changing needs of Laurel Elementary’s students. During the school year, District specialists and school leadership teams reviewed and updated achievement plans using student assessment data: state assessment data, District assessment results, and survey responses. Findings were used to choose staff development workshops for District-wide implementation and supplemental school-level activities. Laurel Elementary School staff participated in the following training activities:

- Technology Training
- Computer Using Educators
- Google Apps for Educators
- Professional Learning Communities
- Project Based Learning
- Positive Behavior Intervention and Supports (PBIS)
- Illuminate Ed Data Systems
- Common Core State Standards
- Guided Language Acquisition Design (GLAD)
- English Learners Summit
- Best First Instruction with Anita Archer
- Site specific training and curriculum development