

# Laurel Tree Charter School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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

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

#### **DataQuest**

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

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## **About This School**

### **School Contact Information (School Year 2020-2021)**

Entity	Contact Information
<b>School Name</b>	Laurel Tree Charter School
<b>Street</b>	4555 Valley West Blvd.
<b>City, State, Zip</b>	Arcata, Ca, 95521
<b>Phone Number</b>	707-822-5626
<b>Principal</b>	Brenda Sutter
<b>Email Address</b>	laureltree_lc@yahoo.com
<b>Website</b>	<a href="http://www.laureltreecs.org">www.laureltreecs.org</a>
<b>County-District-School (CDS) Code</b>	12626870124263

## District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Laurel Tree Charter School
Phone Number	7078225626
Superintendent	Brenda Sutter
Email Address	laureltree_lc@yahoo.com
Website	www.laureltreecs.org

## School Description and Mission Statement (School Year 2020-2021)

Laurel Tree's mission is to create a sustainable model of education which provides all students with accessible curriculum, based on college preparatory standards while developing life and social skills in a mixed age setting.

The Primary Program is a place where we form strong family and community bonds, spark imaginations, inspire creativity and provide a strong academic foundation. Laurel Tree Charter School's Primary program is focused on experiential, mastery, and cooperative learning in a mixed age setting. We provide students the opportunity to learn at their own speed and to learn about the world through the interests within themselves. We plan individual, large group, and whole school activities that challenge the students. We design activities so each student can attain success and develop teamwork skills. We use Common Core standards and student interest as a way to guide our teaching. The teachers at Laurel Tree believe in planning thematic units that not only cover the Common Core standards but also extend the topics and interweave the subjects to show their interdependence. Our goal is to instill a lifelong passion for learning and academic competence in all students.

Our Kindergarten Program is one of the first public school programs to offer Forest Kindergarten. This is an educational program for young children that takes place outside, in all kinds of weather and all kinds of ecosystems. It allows children to learn about their world through play and exploration. Teachers support learning with stories, songs, and activities that help develop a child's social, physical and emotional skills, as well as their academic skills. We offer a half-day program for Transitional Kindergarten and Kindergarten students. For more information on Forest Kindergarten and all our exciting programs, visit our website at [www.laureltreecs.org](http://www.laureltreecs.org).

First-grade through fourth-grade students start their day with a ninety-minute Language Arts class. We use Wit and Wisdom from Great Minds as our base and supplement with phonetics and fluency programs. Then, students rotate through their Math, Science and Social Studies in groups of ten to fifteen students. They have lunch with their mixed-age tribes and end the day with one of the units in Project Wild.

Project Wild allows students in grades first through eighth to work in mixed age groups on four different projects throughout the year: Tidal Zone Explorers, Edible Education, Theater, and Community Classes. Each project is eight or nine weeks long, uses hands-on learning around Common Core Standards, and culminates with a performance or product at our Potluck and Performance.

Middle School students start their year with a week-long camping trip and also travel to the Oregon Shakespeare Festival to see several plays later in the fall. Their academic day includes a ninety-minute Language Arts class using Wit and Wisdom as our core curriculum, and rotation through Science, History, and Math classes in groups of twelve to sixteen students. After lunch with their mixed-age groups, they spend two hours in one of the units in Project Wild.

High School students also start the year by camping and then travel to the Oregon Shakespeare Festival and stay at Southern Oregon University dorms in the fall. In addition to that, they have the opportunity to travel in the Spring. Our Spring Travel is usually based on something we've been studying throughout the year. Laurel Tree high school coursework has been approved by the University of California as college preparatory, we are accredited by the Western Association of Schools and Colleges, we have a College Readiness Plan in place, and we provide concurrent enrollment opportunities for juniors and seniors through College of the Redwoods.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	16
Grade 1	11
Grade 2	8
Grade 3	8
Grade 4	10
Grade 5	9
Grade 6	14
Grade 7	15
Grade 8	13
Grade 9	6
Grade 10	11
Grade 11	8
Grade 12	7
<b>Total Enrollment</b>	<b>136</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	3.7
Asian	0.7
Hispanic or Latino	10.3
White	62.5
Two or More Races	14.7
Socioeconomically Disadvantaged	48.5
English Learners	0.7
Students with Disabilities	28.7
Foster Youth	0.7
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	12	12	12	12
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	2	3	3	3

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments*	0	4	3
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.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Over the past four years, we have purchased class sets of all book sfor the Wit and Wisdom Curriculum. We chose this curriculum for our 1st-8th grade because it uses beautiful and engaging book sets and complete novels over textbooks. There is a strong historical and non-fiction component to the Wit and Wisdom Curriculum. We also have a large selection of novel sets for our high school students as well. Teachers add to the collection as needed. Last year we purchased book sets to accompany our new curriculum on Southeast Asia. This year we purchased several book sets for our Adventures in English course in Middle School such as Stamped, Owls in the Family,	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	and My Side of the Mountain. We also purchased novels and non-fiction books around permaculture and climate change for our high school Expository Reading and Writing through the Lens of Permaculture.		
<b>Mathematics</b>	We use College Preparatory Mathematics and have copies for all students in the classroom. We make photocopies of homework and do not send copies of the books home.	Yes	0.0 %
<b>Science</b>	<p>We use a combination of science textbooks, HAPSI online curriculum, and and Forest School Curriculum both purchased and teacher developed.</p> <p>All students have access to a copy in the classroom. We have lab equipment for high school chemistry, anatomy, physics, and biology.</p>	Yes	0.0 %
<b>History-Social Science</b>	We have complete book sets for our American History courses (Howard Zinn - The History of US), WorldHistory (textbooks and book sets), and European History (book sets, movies, and textbooks).	Yes	0.0 %
<b>Foreign Language</b>	We have textbooks (Realidades) and we use the Fluenz on-line program.	Yes	0.0 %
<b>Health</b>	This course is teacher developed using a set of readings and on-line articles.	Yes	0.0 %
<b>Visual and Performing Arts</b>	<p>We use class sets of Shakespearean scripts and perform Macbeth, Twelfth Night, Midsummer Night's Dream, Much</p> <p>Ado About Nothing, or Hamlet for all 5th-8th grade students. Covid 19 canceled both our performances and the opportunity for all students in 5th-12th grades also study and see performances at the Oregon Shakespeare Festival each year. We will return to both as soon as we can safely do so.</p>	Yes	0.0 %
<b>Science Laboratory Equipment (grades 9-12)</b>	We have lab equipment for high school chemistry, anatomy, physics, and biology.		0

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

## School Facility Conditions and Planned Improvements

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### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	Action taken: Yearly cleaning of filters in HVAC.
<b>Interior: Interior Surfaces</b>	Good	School is clean and well-maintained.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	Action Taken: Contract with local pest control agency has solved the rodent problem.
<b>Electrical: Electrical</b>	Fair	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	Yearly inspections with the fire department. Monthly fire drills.
<b>Structural: Structural Damage, Roofs</b>	Good	No leaks or structural concerns.
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	52	N/A	63	N/A	50	N/A
Mathematics (grades 3-8 and 11)	39	N/A	34	N/A	39	N/A

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

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

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

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

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

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

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



**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	30	N/A	40	N/A	30	N/A

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

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

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

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

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

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

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

## Career Technical Education Programs (School Year 2019-2020)

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	55.56

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2020-2021)

Parents are encouraged to volunteer in the classroom, drive, and chaperone for field trips, and be part of the school in any way they can. A weekly Monday Note is sent by email with pictures, menu, events, and things happening around the school. Parents have access to teacher grade books and student assignments via JupiterEd, an online grading system.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	--	--	9.1	5.2	2.9	3.2	9.1	9.6	9

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Graduation Rate	--	--	90.9	89.4	91.5	92.4	82.7	83	84.5

### State Priority: School Climate

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

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

### Suspensions and Expulsions

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2	3				
Expulsions	0	0				

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3		
Expulsions	0		

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

### School Safety Plan (School Year 2020-2021)

We review and update the school safety plan yearly. All classrooms have a safety binder with rosters, contact info. and procedures. We have emergency supplies for all students. We have updated our safety plan and are in compliance with the new law mandated by the State of California.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	12	1			15	1			16	1		
1	5	1			9	1			11	1		
2	7	1			10	1			8	1		
3	8	1			10	1			8	1		
4	11	1			8	1			10	1		
5	5	1			13	1			9	1		
6	10	1			14	1			14	1		

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	16	3			12	3			12	4		
Mathematics	10	6			8	5			8	6		
Science	10	6			8	5			8	6		
Social Science	16	3			12	3			12	4		

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	30 to 1

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

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	
Other	0.5

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				45,000
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,750	\$82,697
Percent Difference - School Site and State	N/A	N/A		

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

### Types of Services Funded (Fiscal Year 2019-2020)

Please see our LCAP for a full description of our school's goals, plans, and funding. It's available on our website [www.laureltreecs.org](http://www.laureltreecs.org), under the Community page.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$49,328
Mid-Range Teacher Salary		\$75,987
Highest Teacher Salary		\$99,665
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$140,227
Average Principal Salary (High)		\$136,386
Superintendent Salary		\$183,166
Percent of Budget for Teacher Salaries	29.0	30.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	9	4	9

At the Summer Staff Retreat contracts and job descriptions are updated and assignments for the coming year are decided. All teachers write goals as part of their new contract. Those goals are used as part of the evaluation process later in the year. Professional Development is planned based on the needs identified as part of this goal-setting, and by looking at our LCAP goals. This year the high school team completed Suicide Prevention Training, and ten staff members completed a one-year program on Forest School STEAM through the University of San Diego with Dr. Caroline Bailie. We also send staff members to the Permaculture Training at Occidental Arts and Ecology every year or two, so that we stay fresh and committed to our core values. We support teachers with implementation by sending a team of people to trainings so that ideas can be more easily implemented.