

LAUREL ELEMENTARY SCHOOL



2008-09 School Accountability Report Card | Published During the 2009-10 School Year

GRADES K-5

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Dr. Richard Rogers
Superintendent

Mimi Curran
Principal

Principal's Message

Laurel Elementary School is a kindergarten through fifth grade elementary school. We have beautiful, modern facilities that invite students to learn. Our staff remains stable over time, with many employees having been here since Laurel opened 17 years ago. Our attendance boundaries have not changed since we opened, but we have a large number of students here on intra- or inter-district transfers.

This year, our Deaf and Hard of Hearing Class begins its sixth year. This class is for students who have been identified with hearing loss or deafness. They come to us as preschoolers and will continue through fifth grade. Students in this class are learning SEE sign and have a part of each day where they are mainstreamed into a general education classroom. We have continued our Wee Read program and our Pilot Kindergarten program.

Parental Involvement

Laurel Elementary School parents and community members are valued members of the school. Parents volunteer in classrooms each week, at special events throughout the year, in the library, and for Parent Teacher Association (PTA) events and projects. Collectively we log thousands of volunteer hours each year, and the PTA raises over \$20,000 each year and donates it back to the school. This year, the PTA funded document cameras, LCD projectors, and media carts for 10 classrooms, as well as playground equipment for the Kindergarten yard, and other learning materials for all classrooms.

For more information on how to become involved, contact Kathy Reinders, PTA President, at (925) 625-7090.

School Safety

Safety is a high priority with our staff. We regularly review our procedure for emergency situations. We hold fire drills, duck-and-cover earthquake response drills, and shelter-in-place and suspicious-person-or-situation drills. We immediately react to potential dangers and repair unsafe conditions on campus. We closely supervise students before, during, and after school.

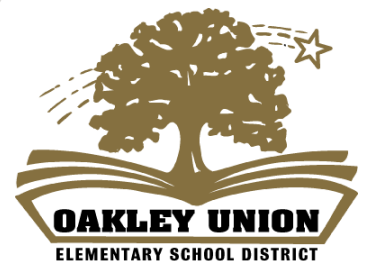
Our School Site Council (SSC) reviews the Safety Plan each year in May. In case of an extreme emergency, we have emergency packs in each classroom provided by the PTA and parents. We have a strict sign-out procedure for students should an extreme disaster occur.

The site is well maintained. Safety issues are reported to the office and the District takes care of these items quickly.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in September 2009.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

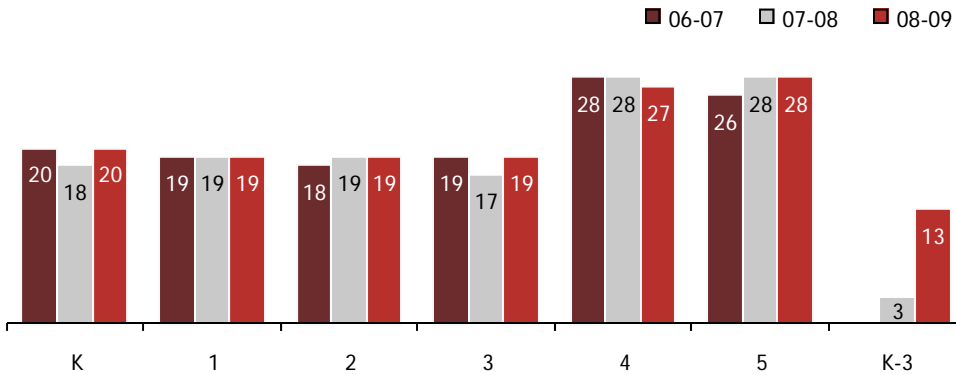


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*"Oakley
is a Community
of Active Learners
Dedicated to the
Cultivation of Individual
Potential and
Social Responsibility"*

Class Size

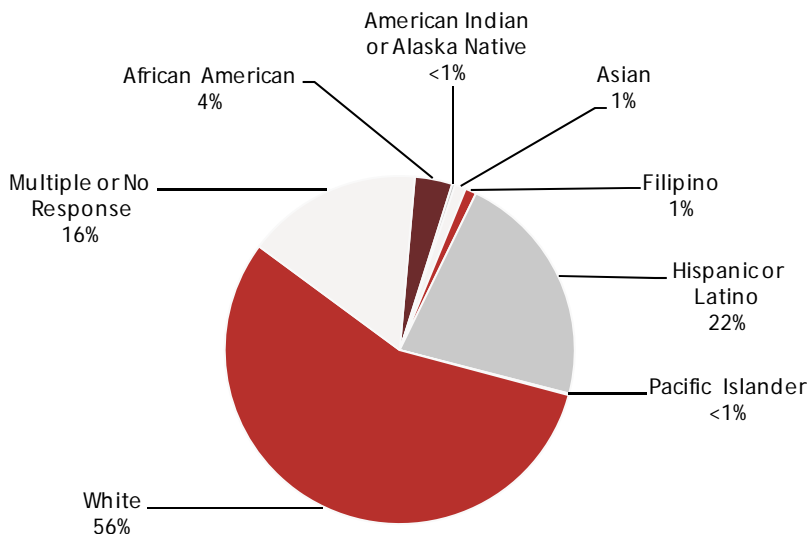
The bar graph displays the three-year data for average class size.



Class Size Distribution – Number of Classrooms By Size									
Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4	3		6	1		6		
1	6			6			5		
2	6			6			6		
3	6			6			6		
4		4			3			4	
5		5			4			4	
K-3				1			2		

Enrollment and Demographics

The total enrollment at the school was 688 students for the 2008-09 school year.



Professional Development

For the past three school years, we have had three days each year dedicated to staff and professional development. In addition, minimum days as well as hourly staff development occur throughout the year at various school sites.

All teachers are given professional development opportunities through our scheduled staff development days, minimum days, and frequent on- and off-site workshops and conferences.

Based on teacher and administrative input and data from State and local assessments, the District focuses on the areas of writing across the curriculum, integrating technology into the curriculum, comprehension strategies and English Learner strategies.

Our District employs several teachers on special assignment to help support teachers in different content areas in their classrooms. Last year, a District Reading Strategies teacher, Technology Teacher, and Beginning Teacher Support and Assessment (BTSA) Coordinator supported new and experienced teachers in professional development through workshops and in-classroom demonstrations and coaching.



Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	<i>A Legacy of Literacy c. 2003</i> , (K-5), Houghton Mifflin	2003
English-Language Arts	<i>Literature; Timeless Voices/ Timeless Themes</i> , (6-8), Prentice Hall	2003
English Learners	<i>Avenues</i> , (K-5), Hampton Brown	2007
English Learners	<i>Inside</i> , (6-8), National Geographic	2009
Mathematics	<i>EnVision</i> , (K-5), Scott Foresman Pearson	2009
Mathematics	<i>Holt California Mathematics</i> , (6-8), Holt/Rinehart and Winston	2008
Mathematics	<i>Algebra I</i> , (8), CGP Education	2008
Science	<i>California Science</i> , (K-5), Macmillan/McGraw-Hill	2008
Science	<i>McDougal Littell Science</i> , (6-8), McDougal Littell	2007
History-Social Science	<i>History Social Science for California</i> , (K-5), Scott Foresman	2007
History-Social Science	<i>Holt California Social Studies</i> , (6-8), Holt, Rinehart and Winston	2006

Note: This data was most recently collected and verified in August 2009.

The District has a process for adopting curriculum from the most recent State-approved list consistent with the Content and Frameworks Cycles. Site curriculum leaders develop criteria for the selection of published curriculum. They then review the published, Standards-aligned materials which were adopted by the State Board of Education. From this field, several programs which meet the developed criteria are selected for the pilot. Teachers pilot the selected programs; after the piloting, teachers meet to identify the textbook series that will be adopted.

The District has adopted Standards-based textbooks and instructional materials for all of core subjects for students in kindergarten through eighth grade. The District has affirmed that every student has access to their own textbooks and instructional materials to use in class and to take home. The Houghton Mifflin series for English/Language Arts is used in all kindergarten through fifth grade classrooms; Prentice Hall textbooks are used in the sixth through eighth grade English/Language Arts classrooms. The newly adopted Scott Foresman/Pearson Envision Math series is used in all kindergarten through fifth grade classrooms. The sixth through eighth grade students receive instruction in Mathematics using the Holt, Rinehart and Winston adopted curriculum. For Science, the K-5 schools use the Macmillan/McGraw-Hill textbooks and instructional materials; in sixth through eighth grades, Science teachers teach from the McDougal Littell series. In History/Social Science, kindergarten through fifth grade classrooms teach using the Scott Foresman curriculum materials; Holt is the adopted series used in sixth through eighth grade History/Social Science classrooms. English Learners receive English Language Development through the Avenues program published by Hampton Brown in kindergarten through fifth grade; the sixth through eighth grade English Learners use High Point curriculum published by Hampton Brown. The District will be selecting a new English/Language Arts adoption for sixth through eighth grade this year.

Each student in kindergarten through eighth grade has access to the current, State-adopted, Standards-based textbooks and other instructional materials; the District purchases a textbook in each of the curriculum areas for every student.

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Textbooks and Instructional Materials

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All teachers receive training on the use of the textbooks and instructional materials and are expected to use the materials with their students. At the end of each year, schools inventory their textbooks and plan for additional textbooks for new students or replacement textbooks for those materials lost or damaged. Again at the beginning of the year, schools indicate textbook need as additional new students enroll. The most recent data on textbook needs was collected in September 2009.



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	◇
◇ Not applicable.	

School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on October 12, 2009, and the inspection form was most recently completed on October 12, 2009.

School Facilities

Laurel Elementary School is a clean, well-maintained school with 35 classrooms, a library, computer lab, a multipurpose room with a stage, and Special Education offices. We currently house 690 students. Of our 35 classrooms, 13 are portables. The principal and director of maintenance conducted a site walk-through during the fall of 2005 and completed the extensive analysis of condition of the school facility for the *Williams Settlement*. No major school projects were identified as being non-compliant. Minor repairs were fixed in a timely manner. We work collaboratively to maintain our campus.

The PTA and the District combined funds to refurbish our playground and install a new larger play structure. Staff and parents worked together to paint a mural that covers the entire length of the playground. Former Laurel students who were working on Eagle Scout projects put in a Reading Garden and planted trees and put in pavers in our parent pick up area. These are just some examples of the collaboration that demonstrates the high priority the school community places on the learning environment.

The school facilities in our District are in outstanding condition. Facilities are monitored on a regular basis to ensure that they provide a safe and clean learning environment. Adequacy of grounds, buildings, and restrooms are provided.

In 2008, four new classrooms were added to house all students as Laurel moved from a year-round schedule to a modified traditional schedule. Also in 2008, bathrooms were modernized and made Americans with Disabilities Act (ADA) compliant.

OUESD Mission Statement

Community implies each student, each teacher, each support provider, parents, and the learner's community.

Active Learners implies reflective, critical thinkers, problem solvers, independent, decision-makers, and literate researchers. It implies learning by doing, engaged readers, dynamic writers, budding scientists, historians, artists, and engineers.

Individual Potential implies differentiating the curriculum and our approaches to develop the talents and interests of each member of the community. It implies educating the whole person, cognitively and reflectively. It implies awakening passion, desire, and drive.

Social Responsibility implies action, ethical leadership, taking risks to foster positive social change, integrity, citizenship, democratic principles, and working effectively with others. It implies developing the qualities of compassion, courtesy, and collegiality. It implies valuing the significance of oneself, all others and their diverse cultures. It implies family, community, national and global engagement, and playing a part in positive change commensurate with one's capacity.



"Laurel Elementary School parents and community members are valued members of the school."

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate		
Laurel ES		
06-07	07-08	08-09
1.8%	1.3%	2.2%
OUESD		
06-07	07-08	08-09
8.8%	7.3%	8.5%
Expulsion Rate		
Laurel ES		
06-07	07-08	08-09
0.3%	0.0%	0.1%
OUESD		
06-07	07-08	08-09
0.5%	0.3%	0.4%

NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Laurel ES			OUESD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	45%	45%	60%	42%	43%	51%	43%	46%	50%
Mathematics	54%	54%	67%	41%	42%	46%	40%	43%	46%
Science	23%	37%	62%	37%	47%	57%	38%	46%	50%



STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
Group	Spring 2009 Results		
	English-Language Arts	Mathematics	Science
Male	58%	67%	65%
Female	62%	67%	59%
Economically Disadvantaged	49%	61%	63%
English Learners	43%	53%	❖
Students with Disabilities	45%	46%	74%
Students Receiving Migrant Education Services	❖	❖	❖
African American	55%	64%	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	48%	56%	48%
Pacific Islander	❖	❖	❖
White	64%	70%	66%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

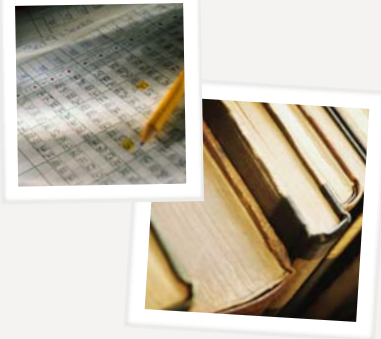
API Ranks – Three Year Comparison			
	2006	2007	2008
Statewide API Rank	6	6	4
Similar Schools API Rank	1	1	1

Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	-4	-35	89	832
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	-42	-33	93	781
Pacific Islander	■	■	■	■
White	8	-38	86	849
Socioeconomically Disadvantaged	■	■	■	791
English Learners	■	■	■	■
Students with Disabilities	9	-104	227	739

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools" API rank reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Laurel ES		OUESD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Laurel ES	OUESD
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	✧	2008-09
Year in Program Improvement	✧	Year 1
Number of Schools Identified for Program Improvement	2	
Percent of Schools Identified for Program Improvement	28.6%	

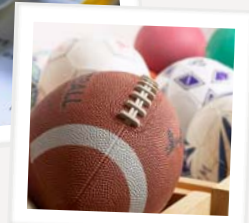
✧ Not applicable.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitness-gram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitness-gram*® is to assist students in establishing lifetime habits of regular physical activity. The California physical fitness test data is not available for Laurel Elementary School. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	OUESD	Laurel ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	233	36	37	37
Without Full Credential	8	2	1	1
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Laurel ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Laurel ES	97.1%	2.9%
All Schools in District	96.3%	3.7%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	94.5%	5.5%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	◆
◆ Not applicable.	

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	1.0
Psychologist	0.6
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0
Other	0.0

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Information		
Category	OUESD	Similar Sized District
Beginning Teacher Salary	\$39,721	\$41,031
Mid-Range Teacher Salary	\$63,648	\$63,366
Highest Teacher Salary	\$80,930	\$80,596
Average Principal Salary (Elementary School)	\$111,197	\$100,937
Average Principal Salary (Middle School)	\$101,765	\$105,066
Superintendent Salary	\$180,197	\$147,438
Teacher Salaries – Percent of Budget	45.0%	40.6%
Administrative Salaries – Percent of Budget	6.5%	6.1%

School Financial Data

The following table displays the school’s average teacher salary and a breakdown of the school’s expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Laurel ES
Total Expenditures Per Pupil	\$6,674
Expenditures Per Pupil From Restricted Sources	\$1,284
Expenditures Per Pupil From Unrestricted Sources	\$5,389
Average Teacher Salary	\$71,873

Financial Data Comparison

The following table displays the school’s per pupil expenditures from unrestricted sources and the school’s average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Laurel ES	\$5,389	\$71,873
OUESD	\$4,854	\$65,918
California	\$5,512	\$63,421
School and District – Percent Difference	+9.9%	+8.3%
School and California – Percent Difference	-2.3%	+11.8%

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

Types of Services Funded

The following is a list of Federal and State funded programs that are provided to students:

- Title I (Disadvantaged and Migrant Education)
- Title II (Teacher & Principal Training & Recruiting)
- Title II Technology
- Title III (for Limited English Proficient Students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- School Improvement Program (SIP)
- Special Education
- School Library Grant
- National School Lunch Program



SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of December 2009.