

SARC

School Accountability Report Card 2018-19
Published in 2019-20



Laurel Elementary School

Grades TK-5
CDS Code 07-61762-6110803

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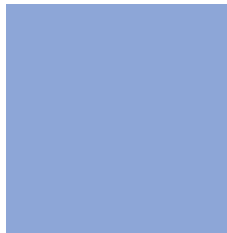
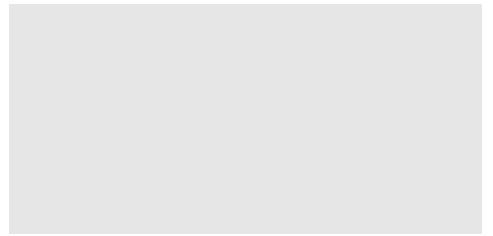
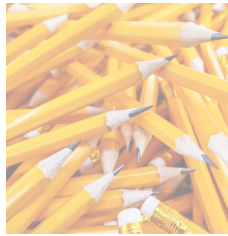
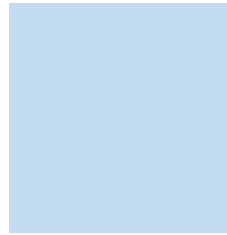
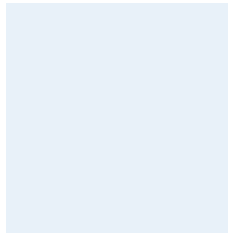
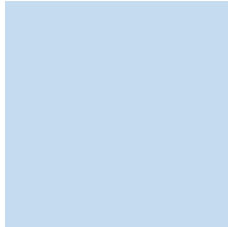
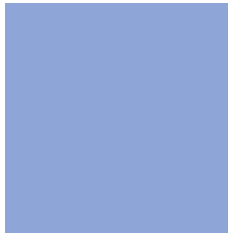
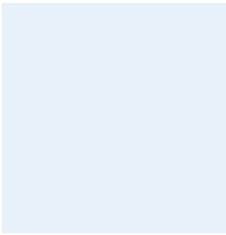
Para español, visita www.uesd.k12.ca.us.



Oakley Union Elementary School District

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Principal's Message

Laurel Elementary School is a transitional kindergarten (TK) through grade 5 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 25 years ago. Our attendance boundaries have not changed since we opened, but we have a large number of students here on intra-district or inter-district transfers.

Laurel Elementary has a current enrollment in the 2019-20 school year of 449 students. Laurel staff embraces the philosophy of universal achievement. We value diversity and are committed to providing a learning environment that suits varying learning styles and needs. Our goal is to instill the idea that hard work and determination are essential factors for success. Expectations are set high for all students.

Our staff has established and maintains a professional learning community (PLC) at Laurel Elementary. Teachers and support staff work together with a single-minded commitment to develop curriculum and teaching strategies that will assist all students in becoming proficient in their grade-level Common Core standards. Teachers meet often to analyze data, revise plans and develop interventions so that all students are assisted in meeting their academic goals. Teachers have weekly collaborative meetings to discuss student progress, teaching strategies and curriculum. District coaches work with teachers to enhance math, language arts and technology instruction. We are currently refining our implementation of the Common Core State Standards.

We have three self-contained classrooms offering Specialized Academic Instruction for students with an Individualized Education Program. Two classes are for students in grades 1-3, and the other includes students in grades 3-5. We also have two Learning Center classrooms offering resource support for students. We have one class for grades K-3 and the other for grades 4-5.

We have continued our Wee Read program and our transitional kindergarten program.

Our Parent Teacher Association (PTA) works collaboratively with our staff to provide funds and services for our educational programs. It helps provide equipment for PE, recess and intervention programs. It is currently raising funds to purchase technology for the implementation of Common Core standards. We strongly encourage our families to take an active part in the Laurel learning community. We provide our parents with opportunities to volunteer in a variety of school activities. We also provide classes for parents to learn how to better support their children's learning goals.

Our student leadership group also participates and helps support school events. Every October the district has a Read to Grow event to teach parents how to support their students as readers. All children who attend this event leave with free books. We encourage positive school behavior with trimester awards assemblies, including character traits, principal's awards, math and reading awards.

School Mission Statement

Laurel School is a community of active learners dedicated to the development of individual potential and social responsibility. We work together to create a caring school community which promotes tolerance and respect and provides a safe and nurturing environment in which students can learn. We hold high expectations for our students and have a belief that all students can learn.

School Vision Statement

Laurel Elementary School is an inclusive community of lifelong learners committed to using communication, collaboration, critical thinking and technology skills to help students reach their academic goals and find their personal pathways to success.

Parental Involvement

Laurel Elementary School parents and community members are valued members of the school. Parents volunteer in classrooms each week and 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 more than \$20,000 annually, which is donated back to the school. This year, the PTA provided funds to replace our computer lab, playground/PE equipment, field trips, and schoolwide assemblies.

We have Family Academies several times a year to help parents keep up with new math, reading, and social emotional strategies. We have district Read to Grow on a Saturday in October to help parents learn ways to support their children in reading. All children who attend receive books. We have a STEAM and Literacy nights and a mother-and-son/father-and-daughter game night and many other family activities. We have English Learner Advisory Committee (ELAC) meetings and 2nd Cup of Coffee morning meetings with the principal.

For more information on how to become involved, contact the PTA president, Jennifer Lasater, at (925) 625-7090.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

The mission of the Oakley Union Elementary School District is to provide a quality education to all students while working in collaboration with our educational community.

District Vision Statement

The Oakley Union Elementary School District is a diverse learning community committed to educating and empowering today's learners and tomorrow's leaders in a safe and inclusive environment.



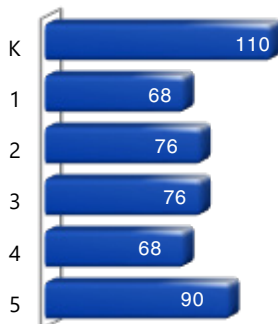
Governing Board

Kim Beede, President
Lisa Brizendine, Clerk
Erica Ippolito, Member
Larry Polk, Member
Richie Masadas, Member

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

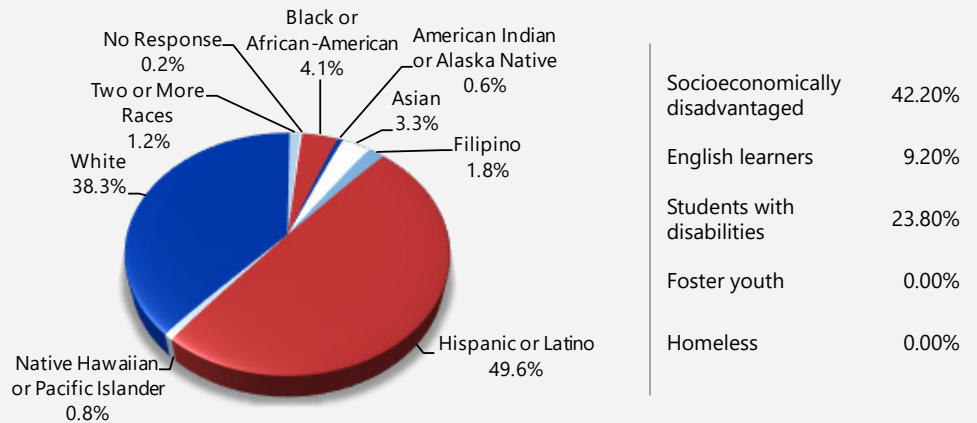


Enrollment by Student Group

The total enrollment at the school was 488 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year

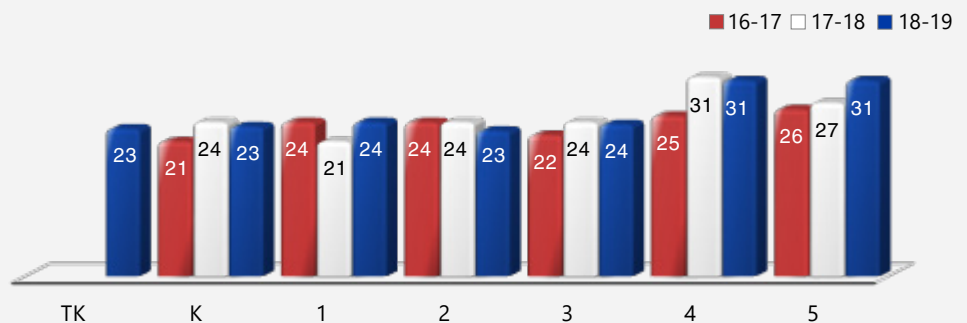


Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Laurel ES			
	16-17	17-18	18-19
Suspension rates	1.0%	1.2%	0.4%
Expulsion rates	0.0%	0.0%	0.0%
Oakley Union ESD			
	16-17	17-18	18-19
Suspension rates	2.7%	2.8%	3.9%
Expulsion rates	0.1%	0.1%	0.1%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK								1	
K	2	1			3			3	
1		3			3			3	
2		3			3			3	
3		3			3			3	
4		3			2			2	
5		3			3			2	



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Laurel ES		Oakley Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Laurel ES		Oakley Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	42%	46%	39%	39%	50%	51%
Mathematics	29%	32%	27%	27%	38%	40%

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 Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT 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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Laurel ES
		Grade 5
Four of six standards		26.2%
Five of six standards		20.0%
Six of six standards		18.8%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–5.

The "percentage 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 CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	222	217	97.75%	2.25%	46.08%
Male	121	117	96.69%	3.31%	39.32%
Female	101	100	99.01%	0.99%	54.00%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	111	111	100.00%	0.00%	39.64%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	83	81	97.59%	2.41%	56.79%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	108	104	96.30%	3.70%	34.62%
English learners	28	26	92.86%	7.14%	42.31%
Students with disabilities	49	46	93.88%	6.12%	8.70%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

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

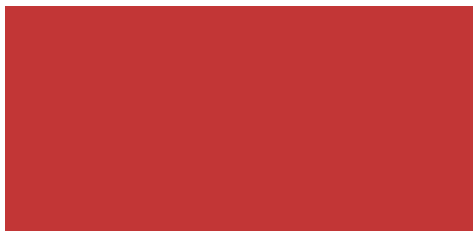
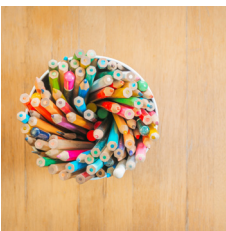
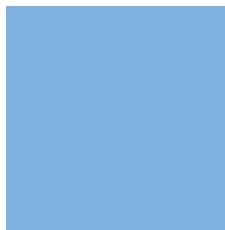




CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	222	217	97.75%	2.25%	32.26%
Male	121	117	96.69%	3.31%	35.90%
Female	101	100	99.01%	0.99%	28.00%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	111	111	100.00%	0.00%	26.13%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	83	81	97.59%	2.41%	39.51%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	108	104	96.30%	3.70%	24.04%
English learners	28	26	92.86%	7.14%	23.08%
Students with disabilities	49	46	93.88%	6.12%	6.52%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

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



Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◇
Foreign language	◇
Health	◇

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/18/2019

Textbooks and Instructional Materials

The district has a process for adopting curriculum from the most recent state-approved list consistent with the Curriculum Frameworks and Instructional Materials cycles. Site curriculum leaders develop criteria for the selection of published curriculum. They then review the published, standards-aligned materials that were adopted by the State Board of Education. From this field, several programs that meet the developed criteria are selected for the pilot. Teachers pilot the selected programs, and 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 the core subjects for students in grades K-8. The district has affirmed that every student has access to their own textbooks and instructional materials to use in class and to take home. English learners receive English Language Development through the National Geographic Reach for Reading curriculum in kindergarten through fifth grade. The 6-8 grade English learners use the Collections curriculum published by Houghton Mifflin Harcourt.

Each student in grades K-8 have access to current, state-adopted, standards-based textbooks and other instructional materials. Our district purchases a textbook in each of the curriculum areas for every student.

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. In addition, at the beginning of the year, schools indicate textbook needs as additional students enroll. Additional textbooks are ordered by our district throughout the year to meet the needs of our students.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
English language arts	<i>Reach for Reading; National Geographic Learning (K-5)</i>	2017
English learners	<i>Reach for Reading; National Geographic Learning (K-5)</i>	2016
Mathematics	<i>Common Core Mathematics; Wiley-Houghton Mifflin (K-5)</i>	2015
Science	<i>California Science; Macmillan/McGraw-Hill (K-5)</i>	2008
History/social science	<i>History-Social Science for California; Scott Foresman (K-5)</i>	2007

School Safety

Safety is a high priority with our staff. We regularly review our procedure for emergency situations. We hold fire drills, earthquake response drills, 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.

Visitors to our campus are required to check in at the office and wear a visitor's sticker. Our staff has been instructed to approach any adult on campus not wearing a visitor's sticker and direct them to the office. School personnel supervise morning arrival times, recesses, lunchtimes and dismissal times. Students are under the supervision of staff at all times. The school is completely fenced in, and the gates are kept locked during school hours. All visitors must enter through the office.

Our School Site Council (SSC) reviews the safety plan each year in February. In case of an 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. We have a school safety plan for a crisis situation. Each room has emergency backpacks and emergency tubs with first-aid supplies, water and food.

The school safety plan was most recently reviewed, updated and discussed with school faculty in September 2019. We have a school-discipline binder that clearly states what serious offenses students will be suspended for or possibly brought up for expulsion. These offenses are also listed in our school handbook, which is distributed to parents and signed by them at the beginning of each school year. A student brought up for expulsion will have a hearing by the board—the final action to expel must be taken by the board at a public meeting.

◇ Not applicable.



School Facility Good Repair Status

The table 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. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	7/1/2019	
Date of the most recent completion of the inspection form	7/1/2019	

Professional Development

This year, the focus of our staff development days are creating a positive school climate and culture, using data to drive teaching and learning and to increase our technology integration/blended learning opportunities for students. We continue to help teachers strengthen their understanding of social emotional learning, positive behavior supports, response to intervention, trauma informed practices, inclusive practices and designing lessons which remove barriers to learning and provide equity and access for all students.

Additionally, professional learning has continued to focus on helping teachers understand the English language arts (ELA)/English language development (ELD) Roadmap along with refining designated and integrated ELD practices to support English language learners. These professional development opportunities support instruction in English language arts and math for all students, with additional support for students with disabilities, behavioral challenges and struggling readers. Finally, our district has provided training for the new History/Social Studies adopted curriculum for middle school staff.

All teachers are given professional development opportunities through our scheduled staff development days, minimum days, and frequent on-site and off-site workshops and conferences. Furthermore, our district has early release Wednesdays at all of our schools in order to provide additional collaborative learning and planning time district-wide for teachers.

All staff development days support professional learning opportunities in best practices and student engagement strategies for teaching all content areas, assessments/data analysis of students, and Response to Intervention in the areas of academics, attendance and behavior.

Based on teacher and administrative input and data from state and local assessments, our district focuses on the areas of social-emotional learning, Response to Intervention, math strategies, writing and integrating/blending learning opportunities with technology. Embedded within these topics is a focus on strategies across the curriculum to keep student engagement high and the concept of designing lessons that reach all students in the classroom.

Our district employs several teachers on special assignment (TOSA). We have one TOSA/Coach for each of the following areas: special education, literacy and math to help support teachers with meaningful lesson design and student engagement in their classrooms.

Professional Development Days		Three-Year Data		
	2017-18	2018-19	2019-20	
Number of school days dedicated to staff development and continuous improvement	3	3	3	

School Facilities

Laurel Elementary School is a clean, well-maintained school with 35 classrooms, a library, a desktop and laptop computer lab, a multipurpose room with a stage, and special-education classrooms. The school opened in 1991. We currently house 449 students. Of our 34 classrooms, 18 are portables. Minor repairs are fixed in a timely manner. We work collaboratively to maintain our campus.

Laurel School has one custodian who works eight hours during the school day. We also have two nighttime custodians—an eight-hour nighttime custodian and a four-hour nighttime custodian. These custodians help maintain our beautiful, clean campus.

Staff and parents worked together to paint murals on walls surrounding the campus. Former Laurel students who were working on Eagle Scout projects established a school garden, planted trees and put in pavers in the parent pick-up area. These are just some examples of the collaboration that demonstrate 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. Adequate grounds, buildings and restrooms are provided.

In 2008, four new classrooms were added to house 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. In 2009, we updated all identified areas concerning ADA compliance. This included updating the counters in the main office and library, enlarging the restrooms in the two kindergarten areas, and adding ramps and rubberized surface to the new play structure in the kindergarten area. We also reconstructed the sidewalk leading to the school by the front parking lot to have a slope of less than 5 percent to make it ADA compliant. We added handrails to both sides of the steps by the entrance to the office that lead to Laurel Road. All interior lighting has been changed to more durable energy-efficient fluorescent T8 lamps, and most of the exterior and parking lot lighting was changed to LED lamps.





Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.000
Library media teacher (librarian)	1.000
Library media services staff (paraprofessional)	0.000
Psychologist	0.000
Social worker	0.000
Nurse	0.333
Speech/language/hearing specialist	1.000
Resource specialist (nonteaching)	2.000

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Oakley Union ESD	Laurel ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	219	21	22	19
Without a full credential	7	1	1	1
Teaching outside subject area of competence (with full credential)	2	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
	Laurel ES			
Teachers	17-18	18-19	19-20	
Teacher misassignments of English learners	0	0	0	
Total teacher misassignments	0	0	0	
Vacant teacher positions	1	0	0	



"Our goal is to instill the idea that hard work and determination are essential factors for success."

Types of Services Funded

The following is a list of federal- and state-funded programs provided to students at OUESD:

- Every Student Succeeds Act, Title I
- Title II (Supporting Effective Instruction)
- Title III (for Limited English Proficient Students)
- Grade Span Average (GSA)
- Special Education
- National School Lunch Program
- Child Development
- California State Lottery
- Medi-Cal Billing Option
- Supplemental
- IDEA
- Local Control Funding Formula



Financial Data

The financial data displayed in this SARC is from the 2017-18 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 detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

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.

Salary Data		2017-18 Fiscal Year
	Oakley Union ESD	Similar Sized District
Beginning teacher salary	\$46,447	\$49,378
Midrange teacher salary	\$74,426	\$77,190
Highest teacher salary	\$94,635	\$96,607
Average elementary school principal salary	\$122,818	\$122,074
Average middle school principal salary	\$136,846	\$126,560
Superintendent salary	\$189,624	\$189,346
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	6%	6%



Financial Data Comparison

This 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.

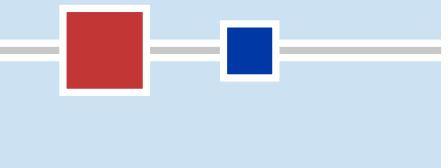
Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Laurel ES	\$6,894	\$50,581
Oakley Union ESD	\$7,862	\$52,416
California	\$7,507	\$77,619
School and district: percentage difference	-12.3%	-3.5%
School and California: percentage difference	-8.2%	-34.8%



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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$8,191
Expenditures per pupil from restricted sources	\$1,297
Expenditures per pupil from unrestricted sources	\$6,894
Annual average teacher salary	\$50,581



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Laurel Elementary School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.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. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Accountability Report Card

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