



### Executive Cabinet Members

Dr. Jesse Gonzales,  
Superintendent

Robert Nero,  
Deputy Superintendent

Deloris Davis-Holmes,  
Associate Superintendent  
Clusters A/B

Erlinda Martinez,  
Associate Superintendent  
Curriculum Design &  
Instructional Improvement

Shelia Gibson,  
Associate Superintendent  
Clusters A/C

Teresa Santamaria,  
Associate Superintendent  
Business & Administrative  
Services

### Board of Education

Emma Sharif, **President**

Gorgonio Sanchez,  
**Vice President**

Satra Zurita, **Clerk**

Marjorie Shipp,  
**Legislative Representative**

Fred Easter, **Member**

Joel Estrada, **Member**

Mae Thomas, **Member**

[www.compton.k12.ca.us](http://www.compton.k12.ca.us)

# Laurel Street

1321 W. Laurel Street • Compton, CA 90220 • (310) 898-6440



# Elementary School

Dr. Francisca Owoaje, Principal  
Serving grades K-5th

## 2005-2006 SCHOOL ACCOUNTABILITY REPORT CARD

### Principal's Message

Welcome to Laurel Street Elementary School, home of the Mighty Falcons. Laurel Street is tucked away in a quiet residential neighborhood, just north of the Compton airport. The staff at Laurel Street is dedicated to providing students with a safe and positive learning environment by collaborating with parents and the school community. We celebrate the diversity and multiculturalism of our students by drawing from their backgrounds to promote excellence in learning. We are committed to the goal that all students can reach high academic achievement through meaningful, rigorous, student-centered and standards-based curriculum. We count on, and appreciate the support of many talented, caring and dedicated educators, support staff members and parent volunteers that make a difference in the lives of our children. We encourage new volunteers to get involved in our school to make Laurel Street an even greater place for learning and growing.

### School Mission Statement

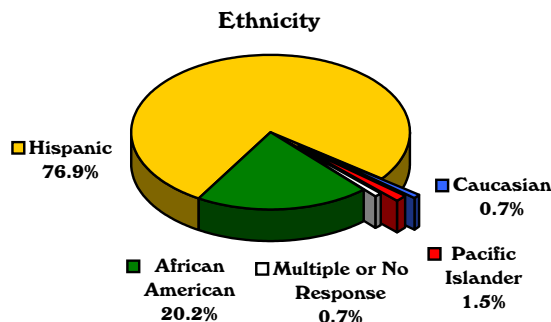
Laurel Street Elementary believes in high academic achievement for all students. We are committed to the development of successful, responsible, productive, competent, and confident members of society. We are dedicated to providing a safe and positive learning environment for all students by collaborating with parents and the school community.

### Community & School Profile

Compton Unified School District serves grades pre-kindergarten through twelve in the Compton area as well as the neighboring communities of Carson, Enterprise, South Los Angeles and Willowbrook. There are twenty-four elementary schools, eight middle schools and three high schools in the Compton Unified School District, as well as one continuation high school, one pregnant minors program, one independent study program, two community day schools, an adult school and a Regional Occupation Program (ROP). Total enrollment for the district at the beginning of the 2005-06 school year was 30,233 students in grades kindergarten through twelve.

Located in central Compton, Laurel Street Elementary provides students in grades kindergarten through five with a balanced, comprehensive program, emphasizing literacy and math. A differentiated instruction approach to teaching is used to meet students' needs while ensuring alignment to the California Content Standards. Teachers and staff work together to make the curriculum culturally relevant to students. In addition, each grade level participates in assemblies to celebrate diversity through schoolwide performances.

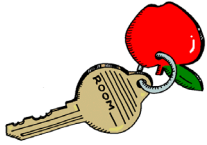
During the 2005-06 school year, 549 students were enrolled on a semester schedule. The 2005-06 student population consisted of 89.7% 'Socioeconomically Disadvantaged,' 71.0% 'English Learners,' and 5.0% 'Students with Disabilities.' Additional demographics are illustrated at right.



### Discipline & Climate for Learning

Students at Laurel Street Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school and demonstrates that good discipline is a solid foundation upon which to build an effective school.

The goal of Laurel Street Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed about discipline policies at the beginning of each school year through the Student Handbook, as well as the District Handbook, and monthly school-to-home newsletters.



A rules, rewards, and consequences chart is posted in each classroom to remind students of behavior expectations. Behavioral logs are used to address student needs and prevent serious issues from arising. When necessary, counseling for aggressive behavior is provided by Kedrin.

The school uses Positive Action, a character education program that focuses on one positive character trait each month, such as trustworthiness, respect, and responsibility. The Cultural Heritage Program and Tolerance Week are held annually to educate the community on positive race relations.

The Suspensions and Expulsions table below illustrates total cases as well as the percentage of students (total cases divided by enrollment). The data for Laurel Street Elementary School is compared to all other elementary schools in the Compton Unified School District. Suspensions and expulsions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted.

### Suspensions & Expulsions

	Laurel St. Elementary School			CUSD Elementary Schools		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	0	51	32	1,604	806	1,225
Suspension Rate	0.00%	8.85%	5.85%	9.22%	4.81%	7.87%
Expulsions	0	0	0	7	3	6
Expulsion Rate	0.00%	0.00%	0.00%	0.04%	0.02%	0.04%

### Student Recognition

Laurel Street Elementary School's student recognition program contributes to the positive environment of the school, and includes classroom and schoolwide awards. Students are recognized quarterly for academic achievements, citizenship, improvements in academic areas and for being named on the Principal's Honor Roll. A Student of the Month is recognized by each teacher for exhibiting positive character traits and school pride.

Students earning 80% or higher on bi-weekly assessments are given a bonus recess. To encourage good attendance, students with perfect attendance are rewarded with gold slips that can be redeemed for various prizes. Classrooms earn special treats, such as popcorn and a movie, by accruing days of perfect attendance.

### Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom activities promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. In addition to a county-sponsored after-school enrichment program, extracurricular activities offered at the school include:

- Soccer
- Intermural Sports
- Student Council
- Cultural heritage celebrations
- Tutorial after-school program
- Drill Team
- Drums
- Basketball
- Choir
- VAPA

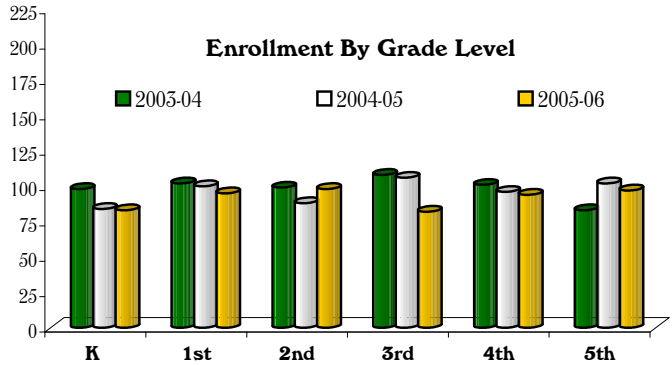
### Homework

Homework is a fundamental part of the learning process which helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Students are assigned homework on a regular basis at all grade levels and in major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their abilities. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

After-school tutoring is available for students performing at average or below benchmark standards. Homework Club provides homework help for students who need it. Afterschool enrichment and Homework Club are key components of the Afterschool Enrichment program. Additionally, on Wednesdays Laurel Street's partners, Side by Side, offer mathematical and science enrichment.

## School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. More importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Laurel Street Elementary School. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The following chart illustrates the trend in enrollment for the last three years.



Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and the consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. An automated system contacts the home of an absent student. The attendance clerk or the community relations specialist contacts a student's family to verify multiple absences. If necessary, a Student Success Team (SST), is convened to discuss possible interventions. The SST is composed of the student's parents or guardian, teacher, the principal and a member of the school's support service staff.

Students are referred to the district's School Attendance and Review Board (SARB) when they have persistent attendance problems in school, and when the normal avenues of classroom, school and district counseling are not effective. Students with behavioral problems are referred to the District Guidance Review Committee (DGRC).



### Class Size

Laurel Street Elementary maintained a schoolwide average class size of 22 students and a pupil-to-teacher ratio of 20:1 for the 2005-06 school year. Instructional aides and parent volunteers assist teachers in the classroom. The table below indicates the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

### Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	04	05	06	04	05	06	04	05	06	04	05	06
<b>K</b>	25	21	21	0	1	2	4	4	2	0	0	0
<b>1st</b>	22	20	18	3	3	4	2	1	1	0	0	0
<b>2nd</b>	20	17	18	5	5	5	0	0	0	0	0	0
<b>3rd</b>	21	20	16	1	5	5	4	0	0	0	0	0
<b>4th</b>	34	32	31	0	0	0	0	2	2	3	1	1
<b>5th</b>	28	34	32	0	0	0	3	0	1	0	3	2

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program, which provides funding to hire additional teachers, assisting schools in reducing K-3 class sizes to a maximum of 20 students. The adjacent chart displays the percentage of classrooms at Laurel Street Elementary that successfully met CSR requirements for the past three years.

### Class Size Reduction

	04	05	06
<b>K</b>	0%	20%	50%
<b>1st</b>	60%	75%	80%
<b>2nd</b>	100%	100%	100%
<b>3rd</b>	20%	100%	100%

## Minimum Days & Instructional Minutes

For the 2005-06 school year, Laurel Street Elementary offered 180 days of instruction, comprised of 145 regular days, two minimum days and 33 adjusted Wednesdays. Minimum days are utilized for parent-teacher conferences and curriculum planning. Adjusted days are shortened for staff development and collaboration. All instructional time offered during the 2005-06 school year exceeded the daily instructional minute requirements specified in the California Education Code.

### Instructional Minutes by Grade Level

	Required Minutes	Actual Minutes
<b>K</b>	36,000	55,635
<b>1st-3rd</b>	50,400	55,635
<b>4th-5th</b>	54,000	55,635

## School Facilities & Safety

Laurel Street Elementary School, originally constructed in 1953, is currently comprised of 27 classrooms (including portables), a cafeteria, a library, a playground, and a parent center. Major renovations began in December 2004, and included modernization of the administration building/main office and classrooms; new flooring, ceiling fixtures, lighting, and cabinets; as well as interior paint, handicap accessible restrooms, and new drinking fountains. The chart below displays the results of the most recent Williams Facilities Inspection.

### Facility Conditions & Planned Improvements

Date of Williams Facilities Inspection: n/a

Item Inspected	Facility in Good Repair		Repair Needed & Action Taken or Planned
	Yes	No	
Gas Leaks	X		At the time of publication, Laurel St. Elementary had not yet received a Williams Facility Inspection due to its previous statewide ranking (4th decile). The school is inspected annually by the fire marshal and monthly by school site administrators. All issues discovered during these inspections are given the utmost priority. For more information regarding the new facilities requirements pursuant to Williams vs. the State of California, please see <a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a> .
Electrical	X		
HVAC	X		
Fire Safety	X		
Sewer	X		
Hazardous Materials	X		
Pest/Vermin Infestation	X		
Windows/Doors/Gates	X		
Structural Damage	X		
Interior Surfaces	X		
Sinks/Fountains	X		
Restrooms	X		
UCP	X		
Other	X		

Safety of the students and staff is a primary concern of Laurel Street Elementary School. To ensure student safety, supervision is provided on campus at all times by the principal, school staff, parent volunteers, and a campus security guard. There is a designated area for student drop-off/pick-up. All visitors to the campus must sign in at the office and display a visitor's pass at all times.

The School Site Safety plan is evaluated and revised annually each summer by members of the Safety Committee. The revisions are then shared with the entire staff and Laurel Street families. Key elements to the safety plan focus on emergency preparedness and the safety of students and staff on campus. Fire and earthquake drills are conducted once a month and secure campus drills are held each quarter. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

### Cleaning Process

Laurel Street Elementary School provides a safe and clean environment for students, staff, and volunteers.

The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with three full-time plant workers to develop cleaning schedules that ensure a clean, safe, and functional learning environment.

### Maintenance & Repair

A scheduled maintenance program is administered by Laurel Street Elementary's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Compton Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. Students, staff, and parents also participate in annual campus beautification days. Beginning in February 2007, Compton Unified School District began implementing a rotating 60-day schedule for maintenance, repair, and/or replacement of each school site's HVAC units.

### Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes:

- Roofing
- Heating
- Electrical systems
- Floor Systems
- Plumbing
- Air conditioning
- Interior/Exterior Painting

For the 2006-07 school year, Compton Unified School District has budgeted \$2,600,000 for the deferred maintenance program. This represents 0.05% of the district's general fund budget. Compton Unified School District has submitted a Deferred Maintenance Five-Year Plan to the State Allocation Board (SAB), with Laurel Street Elementary listed. Project categories for this school may include:

- Asbestos
- Electrical
- HVAC
- Paving
- Roofing
- Wall Systems
- Classroom Lighting
- Floor Covering
- Painting
- Plumbing
- Underground Tanks

## School Leadership

Leadership at Laurel Street Elementary School is a responsibility shared among district administration, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Francisca Owoaje, Ed.D. for the past two years. Dr. Owoaje has been with Compton Unified School District for 12 years, serving as a teacher, resource teacher, and Assistant Principal. Prior to entering the field of education, Dr. Owoaje was an attorney.



Staff members participate on teams that ensure that the instructional programs are consistent with students' needs and comply with district goals. Opportunities for involvement include:

- Parent-Teacher Association (PTA)
- School Site Council (SSC)
- Leadership Team
- Safety Committee
- English Language Advisory Committee (ELAC)

## Student Achievement & Testing

Student achievement is the district's highest priority. Compton Unified School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing and Reporting) program, weekly authentic assessments, and quarterly benchmark tests are used to determine whether each student is performing below, at, or above grade level standards. In addition, the California English Language Development Test (CELDT) and APRENDA are used to assess the skills of English Learner (EL) students.

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and fifth grade Science, for the most recent three-year period, is displayed in the chart at right.

## Physical Fitness

In the spring of each year, the state requires Laurel Street Elementary to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Body Composition
- Abdominal Strength
- Trunk Extension Strength
- Upper Body Strength
- Flexibility

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). During the 2005-06 school year, 9.5% of Laurel Street Elementary's fifth grade students met or exceeded state fitness standards.

## California Standards Test (CST)

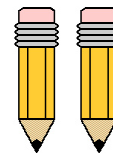
Combined % of Students Scoring at Advanced & Proficient Levels

	English/Language Arts												Mathematics												Science		
	2nd			3rd			4th			5th			2nd			3rd			4th			5th			5th		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
<b>All Students</b>																											
<b>Laurel St.</b>	<b>24</b>	<b>30</b>	<b>52</b>	<b>26</b>	<b>9</b>	<b>30</b>	<b>18</b>	<b>31</b>	<b>27</b>	<b>22</b>	<b>24</b>	<b>25</b>	<b>25</b>	<b>35</b>	<b>67</b>	<b>50</b>	<b>38</b>	<b>50</b>	<b>23</b>	<b>42</b>	<b>51</b>	<b>24</b>	<b>31</b>	<b>39</b>	<b>3</b>	<b>9</b>	<b>9</b>
CUSD	20	26	36	15	13	21	15	24	23	14	17	22	36	47	54	27	38	42	20	28	33	14	24	31	4	9	14
California	35	42	47	30	31	37	39	47	49	40	43	43	51	56	59	48	54	58	45	50	54	38	44	48	24	28	32
<b>Females</b>																											
<b>Laurel St.</b>	<b>33</b>	<b>26</b>	<b>58</b>	<b>35</b>	<b>14</b>	<b>38</b>	<b>24</b>	<b>43</b>	<b>47</b>	<b>21</b>	<b>27</b>	<b>30</b>	<b>31</b>	<b>38</b>	<b>70</b>	<b>48</b>	<b>41</b>	<b>56</b>	<b>22</b>	<b>58</b>	<b>63</b>	<b>19</b>	<b>33</b>	<b>43</b>	<b>2</b>	<b>5</b>	<b>10</b>
CUSD	22	29	39	15	14	23	18	26	25	16	20	24	34	48	56	26	35	41	22	28	33	16	27	32	4	7	13
California	39	45	51	33	35	39	43	52	54	44	46	47	50	55	58	47	54	56	45	51	55	38	45	48	21	26	30
<b>Males</b>																											
<b>Laurel St.</b>	<b>18</b>	<b>33</b>	<b>47</b>	<b>20</b>	<b>6</b>	<b>22</b>	<b>11</b>	<b>23</b>	<b>16</b>	<b>22</b>	<b>20</b>	<b>21</b>	<b>21</b>	<b>33</b>	<b>64</b>	<b>52</b>	<b>36</b>	<b>44</b>	<b>24</b>	<b>32</b>	<b>44</b>	<b>31</b>	<b>28</b>	<b>36</b>	<b>6</b>	<b>13</b>	<b>8</b>
CUSD	17	23	31	11	11	18	13	21	22	11	15	19	37	46	50	27	39	42	19	28	34	12	22	30	6	10	14
California	32	39	43	27	29	33	36	44	46	36	39	40	52	58	59	50	56	58	45	50	54	36	45	48	26	32	34
<b>Socioeconomically Disadvantaged</b>																											
<b>Laurel St.</b>	<b>24</b>	<b>30</b>	<b>52</b>	<b>26</b>	<b>9</b>	<b>30</b>	<b>18</b>	<b>31</b>	<b>27</b>	<b>21</b>	<b>24</b>	<b>25</b>	<b>25</b>	<b>36</b>	<b>67</b>	<b>50</b>	<b>38</b>	<b>50</b>	<b>23</b>	<b>42</b>	<b>51</b>	<b>24</b>	<b>31</b>	<b>39</b>	<b>4</b>	<b>9</b>	<b>9</b>
CUSD	20	26	35	15	13	21	15	24	23	14	17	22	36	47	54	27	38	42	20	28	33	14	24	31	4	9	14
California	22	28	38	17	17	22	25	32	33	24	28	28	39	45	48	36	44	46	32	38	42	25	32	35	11	14	18
<b>English Learners</b>																											
<b>Laurel St.</b>	*	<b>30</b>	<b>53</b>	<b>19</b>	<b>9</b>	<b>36</b>	<b>11</b>	<b>21</b>	<b>10</b>	<b>4</b>	<b>5</b>	<b>7</b>	*	<b>39</b>	<b>70</b>	<b>53</b>	<b>46</b>	<b>55</b>	<b>17</b>	<b>37</b>	<b>45</b>	<b>17</b>	<b>12</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>
CUSD	20	23	34	15	12	18	12	18	18	12	11	13	40	47	56	28	38	41	20	24	29	14	20	25	5	6	9
California	18	23	27	10	12	15	15	19	24	12	13	13	38	43	45	32	40	41	26	32	36	17	22	24	4	6	7
<b>African American</b>																											
<b>Laurel St.</b>	<b>24</b>	<b>24</b>	<b>57</b>	<b>33</b>	<b>14</b>	<b>24</b>	<b>4</b>	<b>35</b>	<b>27</b>	<b>18</b>	<b>13</b>	<b>38</b>	<b>12</b>	<b>33</b>	<b>55</b>	<b>42</b>	<b>23</b>	<b>53</b>	<b>22</b>	<b>35</b>	<b>40</b>	<b>14</b>	<b>17</b>	<b>44</b>	<b>0</b>	<b>4</b>	<b>13</b>
CUSD	23	29	36	14	16	22	13	26	22	11	17	26	31	43	46	21	34	39	16	22	27	9	19	30	3	10	18
California	27	34	38	20	22	27	27	35	37	28	30	30	37	42	44	32	39	41	28	34	38	22	28	31	12	16	18
<b>Hispanic</b>																											
<b>Laurel St.</b>	<b>24</b>	<b>31</b>	<b>52</b>	<b>23</b>	<b>6</b>	<b>32</b>	<b>23</b>	<b>29</b>	<b>26</b>	<b>25</b>	<b>28</b>	<b>21</b>	<b>29</b>	<b>36</b>	<b>71</b>	<b>53</b>	<b>42</b>	<b>48</b>	<b>24</b>	<b>43</b>	<b>52</b>	<b>31</b>	<b>36</b>	<b>37</b>	<b>6</b>	<b>11</b>	<b>8</b>
CUSD	18	24	34	12	12	20	15	23	24	15	18	19	37	49	57	29	38	43	22	29	35	17	26	31	6	9	13
California	22	28	33	17	17	22	25	32	35	25	27	29	39	44	47	36	43	46	33	38	43	25	33	36	11	14	18

\* Due to the moderate number of students tested, scores will not be disclosed.

## Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring.



## CAT/6

% Scoring At or Above the National Average

	Reading												Mathematics											
	2nd			3rd			4th			5th			2nd			3rd			4th			5th		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
<b>Laurel St.</b>	<b>28</b>			<b>25</b>	<b>13</b>	<b>27</b>	<b>16</b>	<b>17</b>			<b>35</b>	<b>51</b>	<b>38</b>	<b>41</b>	<b>28</b>	<b>27</b>								
CUSD	27			13	14	16	12	16			46	34	34	35	24	24								
California	47			35	36	37	36	41			59	54	54	55	49	50								
<b>Subgroups</b>																								
Females	51			30	19	36	18	13			41	53	41	49	30	19								
Males	13			22	9	20	13	22			31	50	37	34	26	36								
Socioeconomically Disadvantaged	28			25	13	28	16	17			35	51	38	40	28	27								
English Learners	*			14	15	33	9	0			*	49	45	42	26	17								
African American	24			33	14	18	15	7			20	58	19	41	13	18								
Hispanic	31			22	12	31	17	24			39	49	45	39	34	35								

Beginning in 2005, the CAT/6 tested reading/language arts, spelling, and mathematics, in grades three and seven only, and no longer tested science in any grade.

\* Due to the moderate number of students tested, scores will not be disclosed.

Currently, only students in grades three and seven are tested. The chart at left reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Math.

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

**Statewide API Rank:** The statewide API rank ranges from 1 to 10. A statewide rank of '1' means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of '10' means that the school has an API score in the highest 10 percent of all schools in the state.

**Similar Schools API Rank:** The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of '1' means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of '10' means that the school's academic performance is better than at least 90 of the 100 similar schools.

### Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Math.
- Percent proficient on the state's standards-based assessments in ELA and Math.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff.

Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed below. Laurel Street Elementary School met all of the 2006 AYP criteria.

API Growth				
	2003-04	2004-05	2005-06	2006 API Growth Score
Statewide API Rank	4	4	2	
Similar Schools API Rank	10	9	6	
<b>All Students</b>				
Actual API Growth	-16	-17	48	<b>714</b>
<b>Socioeconomically Disadvantaged</b>				
Actual API Growth	-16	-17	48	<b>714</b>
<b>English Learners</b>				
Actual API Growth	*	*	51	<b>712</b>
<b>African American</b>				
Actual API Growth	-40	-20	77	<b>712</b>
<b>Hispanic</b>				
Actual API Growth	-3	-22	41	<b>714</b>

\* Data unavailable through the California Department of Education.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores, or (2) at least 15% of the school population tested, containing at least 30 students with valid scores.

### Adequate Yearly Progress 2006

Met AYP Criteria	Laurel St. Elementary School		Compton Unified School District	
	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	n/a		Yes	
Made Overall AYP	Yes		No	

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

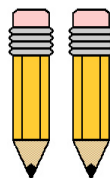
### Federal Intervention Program

Program Improvement (PI)

	Laurel St.	CUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	n/a	2004-05
Year in PI (2006-07)	n/a	Year 2
Number of Schools Currently in PI	n/a	27
Percent of Schools Identified for PI	n/a	67.5%

### Counseling & Other Support Services

In addition to academics, the staff at Laurel Street Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need.



### Counseling & Support Services Staff

	Number of Staff	Full-Time Equivalent
Bilingual Aides	1	0.5
Health Assistant	1	1.0
Library Assistant	1	1.0
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Assistant	1	1.0
Resource Teacher *	1	1.0
Speech & Language Specialist	1	0.2
Speech Aide	1	0.2
Technology Aide	1	1.0

\* Services are available four months during the school year.

Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The adjacent chart displays a list of support services that are offered to students at the school.

Mental health services are offered to all students on a referral basis by Kedrin, a local independent counseling agency.

Special education students at Laurel Street Elementary School are placed in programs according to their Individualized Education Plans (IEPs). The Student Success Team (SST) meets to discuss options for students who may be struggling socially or academically. A Resource Specialist Program (RSP) is available for students who qualify.

Students who are not yet fluent in English are placed in classrooms with students of the same ability based on their CELDT results. Laurel Street Elementary works toward promoting English Learner (EL) students into regular classes as soon as possible. English Language Development (ELD) is provided in all classrooms for an hour each day. Tutoring, based on the student's primary language, is available after school. Math and reading support is provided by the RSP teacher.

## Textbooks & Instructional Materials

The Los Angeles County Office of Education inspected all school sites in the district at the start of the 2006-07 school year, pursuant to the settlement of Williams vs. the State of California. This thorough investigation was conducted to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.



All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The following chart displays data collected in December of 2006 in regards to the textbooks in use at Laurel Street Elementary during the current school year (2006-07).

### Textbooks

Subject	Publisher	Grade Levels	Year Adopted	Quality, Currency, & Availability of Textbooks & Instructional Materials
Language Arts	SRA/McGraw Hill	K-5th	2002	In October 2006, Compton Unified School District's Board of Education concurred that Laurel St. Elementary has a sufficient supply of textbooks and instructional materials in all subject areas. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.
English Language Development	Hampton Brown	K-3rd 4th-5th	1997 2001	
Math	Saxon Publications	K-5th	2001	
Social Science	Pearson Scott Foresman	K-5th	2006	
Science	Houghton Mifflin	K-5th	2001	
Health	MacMillian	K-5th	2006	

The school's library, staffed by a full-time library assistant, is stocked with thousands of books that are available for students to check out. All books with the library, as well as classroom texts are leveled. Classrooms visit the library on a weekly basis and students are encouraged to visit during recess and after school. The school has an extensive video library that provides a variety of multicultural titles that tie into the curriculum. Two computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Each classroom has at between two and four computers for student and teacher use. All classrooms have access to a mobile lab for Accelerated Reader quizzes, while fourth and fifth grade students regularly utilize two mobile laptop carts containing 20 laptops each. Students receive computer-assisted instruction on a regular schedule, and have been trained in word processing and keyboarding.

### Computer Resources

	03-04	04-05	05-06
Computers	48	20	49
Students per computer	12.5	28.8	11.2
Classrooms connected to Internet	24	0	0

## Curriculum Improvement

All curriculum development in Compton Unified School District revolves around the California State Content Standards and Frameworks. Curriculum is reviewed through careful analysis of assessment data to ensure that it is aligned with the state standards. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align the classroom curriculum to ensure that all students meet or exceed state proficiency levels.

## Teacher Assignment

Compton Unified School District recruits and employs only the most qualified, credentialed teachers. For the 2005-06 school year, Laurel Street Elementary School had 25 fully credentialed teachers who met all credential requirements in accordance with the State of California guidelines.

### Teacher Credential Status

	Laurel St.			CUSD
	03-04	04-05	05-06	05-06
With Full Credential	15	18	23	978
<b>Without Full Credential</b>	<b>11</b>	<b>10</b>	<b>5</b>	<b>360</b>
Teaching Outside Subject Area of Competence	n/a	n/a	n/a	5

Figure reflects Interns, Emergency Credentials, and Waivers.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006-07 school year, the most current available data are reported.

### Misassignments/Vacancies

	04-05	05-06	06-07
Teacher Misassignments of English Learners	0	0	0
Teacher Misassignments (Other)	1	0	0
<b>Total Misassignments</b>	<b>1</b>	<b>0</b>	<b>0</b>
Teacher Vacancies	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

### NCLB Compliance - Core Academic Subjects

	Laurel St.	CUSD		
		All Schools	High-Poverty Schools	Low-Poverty Schools
% of Classes Taught by NCLB Compliant Teachers	<b>69.6%</b>	66.0%	66.0%	0.0%
% of Classes Taught by Non-NCLB Compliant Teachers	<b>30.4%</b>	34.0%	34.0%	0.0%

## Substitute Teachers

The district maintains an adequate pool of qualified substitute teachers. Generally, the district does not experience any problems finding qualified substitute teachers. All substitutes have college degrees and are credentialed by the state of California. Generally, the district does not experience any problems finding qualified substitute teachers.

## Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria. Temporary and probationary teachers are evaluated once each semester and tenured teachers are evaluated at least once every other year.

Evaluations are conducted by the Principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria include:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator
- Teaching the California State Standards

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the District has sponsored three staff development days annually, where teachers are offered a variety of growth opportunities. Topics for the 2005-06 school year included:

- Review of Testing Data & School Recognition
- Curriculum & Pacing Guides for Core Subject Areas
- Site-Level Testing Data Review

### Parent & Community Involvement

Parents play an important role at Laurel Street Elementary School through active participation on the Parent-Teacher Association (PTA), and involvement in various leadership committees, volunteering in the classroom, attending Family Nights and ongoing training, and supervising students on campus and during special events.

Laurel Street Elementary School offers on-site Literacy Nights, Homework Club, and parent education classes on nutrition and campus beautification.

### Contact Information

Parents who wish to participate in Laurel Street Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school at (310) 898-6440. Compton Unified School District's website ([www.compton.k12.ca.us](http://www.compton.k12.ca.us)) provides a variety of resources and information for parents, staff, students, and community members.



### Teacher & Administrative Salaries

The following chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed below.

#### Teacher & Administrative Salaries 2004-05

	CUSD	California
Beginning Teacher Salary	\$36,941	\$37,540
Mid-Range Teacher Salary	\$56,597	\$59,426
Highest Teacher Salary	\$74,020	\$75,925
Average Principal Salary (Elementary)	\$89,241	\$96,577
Average Principal Salary (Middle)	\$95,102	\$100,144
Average Principal Salary (High)	\$104,824	\$109,150
Superintendent Salary	\$195,000	\$185,251
% of Budget for Teacher Salaries	57.9%	40.9%
% of Budget for Administrative Salaries	7.0%	5.3%

## School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2004-05 school year. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having above 20,000 average daily attendance statewide. The chart below illustrates the average teacher salary at Laurel Street Elementary and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries		
School & District	Laurel St.	\$51,685
	CUSD	\$51,766
	Percentage of Variation: 0.2%	
School & State	Laurel St.	\$51,685
	All Unified School Districts	\$57,560
	Percentage of Variation: 10.2%	

## Expenditures & Services Funded

Based on 2004-05 audited financial statements, Compton Unified School District spent an average of \$6,892 to educate each student. The chart below provides a comparison of Laurel Street Elementary's per-pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil		
Laurel St.	Total	\$4,408
	Restricted (Supplemental) Sources	\$800
	Unrestricted (Basic) Sources	\$3,607
CUSD	Unrestricted Sources	\$5,450
	Percentage of Variation (School/District): 33.6%	
California	Unrestricted Sources	\$4,745
	Percentage of Variation (School/State): 24.0%	

In addition to general state funding, Compton Unified School District received state and federal funding for the following categorical, special education, and support programs:

- Peer Assistance & Review
- Economic Impact Aid (EIA)
- Tobacco Use Prevention Education (TUPE)
- Title I, Part A: Basic Grant
- Title II, Parts A & D: Teacher Quality & Technology
- Title IV, Part A: Safe & Drug Free Schools & Communities
- Title V, Part A: Innovative Programs

