



Laurel Elementary

95 Edge Road • Atherton, CA 94027 • 650-324-0186 • Grades K-5

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Menlo Park City Elementary

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Atherton, CA, 94027
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District Governing Board

David Ackerman
Stacey Jones
Joan Lambert
Caroline Lucas
Terry Thygesen

District Administration

Erik Burmeister
Superintendent

School Description

Laurel School's Lower Campus is located in a residential area of Atherton, serving our 350 kindergarten through second grade students. It is a leafy campus, with the classrooms built around central pod areas for collaboration and break out groups. Just two miles away, in the Willows neighborhood of Menlo Park, lies Laurel's Upper Campus. Our Upper Campus serves our 360 third through fifth grade students. Laurel's brand new Upper Campus building opened in October of 2016.

The certificated school staff include; 31 regular education classroom teachers, two half-time EL specialist teachers, two reading specialists, one librarian, two music teachers, two half-time art specialists, one P.E. teacher, two RSP teachers, one school counselor, one psychologist, and two administrators. Classified staff include instructional aides (1 hour for every K-3 classroom), para educators, an office manager at each site, and one lvn/admin assistant at each site.

We live by our Laurel School Vision, which was created in 2016 with input from teachers, students and community members:

"The **best** place to spend your childhood! We are **confident students** who experience joyful learning, social emotional wellness, and are globally minded. We are **passionate teachers** who are child-centered and practice reflective collaboration. We are an **involved community** that builds relationships with each other, the staff, and all our students."

As one of the four schools of the Menlo Park City School District, Laurel School also pursues the District's mission:

"We are a community of educators, scholars, parents and staff working together to inspire high academic achievement among all students, serve their needs, challenge their minds, and enrich their lives, laying a foundation for success and participation in our democratic society and as citizens of the world."

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	116
Grade 1	125
Grade 2	111
Grade 3	117
Grade 4	118
Grade 5	72
Total Enrollment	659

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0
Asian	10.9
Filipino	1.1
Hispanic or Latino	19.6
Native Hawaiian or Pacific Islander	1.8
White	53
Two or More Races	12.7
Socioeconomically Disadvantaged	10
English Learners	10.3
Students with Disabilities	10
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Laurel Elementary	15-16	16-17	17-18
With Full Credential	36	45	48
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Menlo Park City Elementary	15-16	16-17	17-18
With Full Credential	♦	♦	200
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Laurel Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Units of Study for Teaching Reading, Heinemann, Teachers College Reading & Writing Project, K-5 Units of Study in Opinion, Information, and Narrative Writing Elementary Series, Heinemann, Teachers College Reading & Writing Project, K-5 Adelante!, Benchmark Education, K-5, ELA Spanish Immersion Words Their Way, Pearson, K-5 Leveled Literacy Intervention, Fountas & Pinnell, K-5 ENGLISH LEARNERS EL: English 3D, California Edition, K-5 ELD Links, Lingual Learning, K-5</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0 %</p>
Mathematics	<p>California Math Expressions, Houghton Mifflin, K-5 Big Ideas Math Common Core Advanced 1, Houghton Mifflin, 5</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
Science	<p>CALIFORNIA FOSS, Delta Education, as follows: Trees, FOSS, K Wood and Paper, FOSS, K Animals 2x2, FOSS, K Solids & Liquids, FOSS, 1 Plants and Animals, FOSS, 1 Air and Weather, FOSS, 1 Pebbles, Sand & Silt, FOSS, 2 Balance and Motion, FOSS, 2 Insects and Plants, FOSS, 2 Structures of Life, FOSS, 3 Sun, Moon and Stars, FOSS, 3 Matter and Energy, FOSS, 3 Environments, FOSS, 4 Solid Earth, FOSS, 4 Magnetism and Electricity, FOSS, 4 Water Planet, FOSS, 5 Mixtures & Solutions, FOSS, 5 Living Systems, FOSS, 5</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
History-Social Science	<p>Reflections, California Series, Harcourt School Publishers, K-5 Reflexiones, California Series SPANISH, Harcourt School Publishers, K-5</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
Foreign Language	<p>Percent of students lacking their own assigned textbook: 0.0 %</p>
Health	<p>Second Step, Committee for Children ('02) K-2 Skills for Growing, Lions-Quest ('03) 3-5 Puberty Talks, Health Connected (2017) 5</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
Visual and Performing Arts	<p>Percent of students lacking their own assigned textbook: 0.0 %</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Laurel School is one school across two campuses. Our Lower Campus, which houses K-2 students is located on 95 Edge Road in Atherton and has 23 classrooms, a music room, an art room, a multipurpose room, a "mini multi," a library, a computer lab, and an administration building. The campus is approximately 60 years old.

A major renovation of the facility was completed in 1999, and as a result, all classrooms are wired for internet, phone and cable TV. In 2006, the community approved a \$91.1 million bond measure to improve district facilities.

From 2008-2011, Laurel School completed modernization and site improvements that were not completed with the last Bond measure, and two new classroom pod buildings and three specialist classrooms were constructed to replace aging portables. In the summer of 2014, the District did a volunteer seismic and roofing project to ensure student safety in the classrooms that were built in the 1950's.

In 2014, MPCSD community passed the Measure W bond, which funded the construction of Laurel's Upper Campus on 275 Elliott Drive in Menlo Park.

This campus includes 16 classrooms, 3 specialty classrooms, library, administration, gym, stage, and collaborations areas.

The school opened on October 17, 2017.

The school also includes a playground, hardcourt, and grass field.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Director of Maintenance and Operations and the custodial crew conduct an annual walk-through to identify and prioritize necessary maintenance projects.

The District maintenance staff keeps the school in good repair and working order by completing necessary tasks in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Cleaning standards for all schools in the district have been established. The Principal, Assistant Principal, and Director of Maintenance and Operations work closely with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District annually sets monies aside for long-term maintenance projects. The District's complete maintenance plan is available at the district office. Construction of the new school building was completed in fall 2016, and now houses Laurel's 3rd, 4th and 5th graders.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	4.2	22.2	55.6

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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	81	79	82	82	48	48
Math	79	78	81	80	36	37

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

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	307	301	98.05	79.4
Male	155	153	98.71	78.43
Female	152	148	97.37	80.41
Black or African American	--	--	--	--
Asian	29	29	100	93.1
Filipino	--	--	--	--
Hispanic or Latino	50	48	96	50
Native Hawaiian or Pacific Islander	--	--	--	--
White	167	164	98.2	82.93
Two or More Races	46	46	100	95.65
Socioeconomically Disadvantaged	37	37	100	32.43
English Learners	49	47	95.92	61.7
Students with Disabilities	43	41	95.35	31.71

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

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

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

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	307	302	98.37	78.15
Male	155	153	98.71	80.39
Female	152	149	98.03	75.84
Black or African American	--	--	--	--
Asian	29	29	100	96.55
Filipino	--	--	--	--
Hispanic or Latino	50	48	96	45.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	167	165	98.8	85.45
Two or More Races	46	46	100	86.96
Socioeconomically Disadvantaged	37	37	100	27.03
English Learners	49	49	100	63.27
Students with Disabilities	43	40	93.02	32.5

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Each year, parent volunteers contribute thousands of hours of their time to help enrich our children's education at Laurel School. Every parent has competing demands on their time, from paid employment to younger children. But, Laurel School encourages parents to volunteer in a way that will be meaningful to them and their child - we can assure you that it will be meaningful for the entire Laurel School community.

Parents, grandparents friends and neighbors volunteer in many ways: one morning each week to help in the classroom, a half hour a month to assist in art class, a couple of days in the summer to set up the car line/carpool, monthly Art in Action lessons, or one morning in April for the STEAM Fair.

Within the Laurel PTO, parents can volunteer to serve on one of our many committees:

Campus & Classroom Enrichment:

Art Enrichment

Library Volunteer

STEAM (Science, Technology, Art, and Math) Fair

Campus After-School Programs

Student Safety & Welfare

Transportation

Yearbook & Pictures

Community Building:

Caring & Sharing

Fall Family Picnic

Hospitality
Kinder & New Family Welcome
Spirit Wear
Spring Fling Picnic
Volunteer Appreciation
Communications:
Campus Communications
Graphics
Newsletter
Spanish Translation
Web Management
Fundraisers:
PTO Membership
Box Tops
Book Fair
Pop! Pop! Read a Lot! Challenge
Teacher/Staff Support:
Head Room Parents
Staff Appreciation

The parents at Laurel School are very supportive. 85% of our families are members of the PTO, and hundreds of parents serve on over 35 different PTO committees which enhance and support our Laurel instructional program and school community. A PTO sponsored music teacher provides a supplemental music program to all classrooms. In addition to an Art Specialist, who delivers weekly art instruction to the students, parent volunteers deliver monthly Art in Action lessons in each classroom. The PTO also coordinates a hot food offering every day of the week. Classroom teachers are supported by a large group of parent volunteers. The librarian helps manage the circulation of books within our library. The amount of direct assistance in the classroom is illustrated by over 3,000 hours of classroom volunteer time logged during the school year. Parents serve on our Laurel School Site Council which meets on a monthly basis to review and monitor the Laurel School Site Plan.

State Priority: School Climate

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

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

School Safety Plan

The Menlo Park City School District incorporates requirements of all legislative mandates into a single Emergency Preparedness Plan that is updated annually. The assistant principal manages the Site Emergency Plan that coordinates concerns of parents, students and staff for the safety and welfare of all. The Site Emergency Plan is reviewed and revised annually and appropriate drills and training are provided to help all persons become familiar with their responsibilities. Emergency preparedness also includes close cooperation and planning with police, fire, civic emergency agencies and school/parent groups.

The safety and security of Laurel students and staff is our number one priority. Each month, we practice a particular safety drill so our students and staff know what to do in the event of an emergency. Along with all schools in MPCSD, we follow the "Big 5" Safety Protocols outlined by the San Mateo County Office of Education. We practice how to "Drop, Cover and Hold On" in the event of an earthquake and how we evacuate buildings in the event of a fire. Here at Laurel, we are all working proactively together to keep our students safe at all times.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.2	0.3
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.2	0.2
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	22	22	22				5	5	5	3	3	
1	21	21	23	2	2		4	4	5			
2	19	19	21	6	6	3			3			
3	19	19	19	4	4	6	2	2				
4			64						1			3
Other			18			1						

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

Professional Development provided for Teachers

During the 2016-2017 school year, Teachers College Reading and Writing Project was officially adopted as part of our ELA adoption cycle. All K-5 teachers receive up to 5 days of on-site professional development with a staff developer from Teachers College - Columbia University. This on-site staff development occurs in the classroom working with our staff and students.

Teachers also participate in staff development with our three teachers on special assignment who support in a variety of ways including curriculum mapping, unit planning, integrating technology, in-class coaching to name a few.

Several teachers attend conferences throughout the school year including the Reading Recovery Council of North America Annual Conference in Ohio, National Math Innovate & Conference in Las Vegas, SMCOE PBL conference, CABE Bilingual Conference in Sacramento, and Reimaging Grading conference in Oregon.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,207	\$47,034
Mid-Range Teacher Salary	\$94,237	\$73,126
Highest Teacher Salary	\$115,437	\$91,838
Average Principal Salary (ES)	\$167,388	\$116,119
Average Principal Salary (MS)	\$178,141	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$229,468	\$178,388
Percent of District Budget		
Teacher Salaries	44%	37%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

With our funding resources, schools are provided support teachers and staff to meet a variety of student needs. We have support teachers for English language Development and Reading. Music Teachers, and full-time Teacher Library Specialists, and Science Aides to enhance our instructional Programs and we also have robust Student Support services including speech and language specialists, resource specialists, psychologists, school counselors, and nursing. Core textbooks are purchased with district funds and state funds, and monies raised by the PTO supplement instructional materials and supplies. We are constantly working to increase the amount and quality of technology in our schools.

DataQuest

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

Internet Access

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7910	1133	6777	100229
District	♦	♦	9028	\$101,064
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-24.9	-0.8
Percent Difference: School Site/ State			3.1	35.1

* Cells with ♦ do not require data.