

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

Linda Creighton, Principal

Principal, Laurel Elementary

About Our School

Laurel School is a dedicated primary school (kindergarten through third grade only), at which we focus on each child's academic achievement concurrent to their social-emotional competence. We consistently perform in the top 10% of all schools in the state, and maintain an environment where we personally know, challenge, and celebrate each individual child. One class of Spanish Immersion (90-10 model) is at each grade level, allowing some students to learn all academics in the Spanish language. At Laurel, the staff, parents, administration and students maintain positive interdependent relationships, ensuring Laurel School is the best it can be.

We pay attention to reading, writing and math for our assessments and data collection. Each grade level team works together to plan curriculum, reflect on instructional practices and engage in Professional Learning Communities. Teachers compare student work samples, analyze data, and share strategies to ensure students work toward and beyond academic goals specific to their grade levels.

Laurel teachers find creative ways to engage all learners in enriching social studies units, such as Globe Trotters in first grade to explore each continent, and Apple Valley Days/Friends Unit in second grade so students develop a deep understanding of how life now compared and contrasts with life long ago. Our science aide supports teachers in preparing for hands-on science curriculum. Every week, students receive direct instruction in art, Orff music, and P.E. from our specialist teachers and they visit the library, which is staffed by our credentialed librarian.

Social-emotional development is equally as important to the Laurel Community as the core academic subject areas. We have a comprehensive PBIS program, with clearly articulated rules and recognize students regularly for successful rule following. Teachers, yard duties, and the school counselor work with the students so they live and learn the ten life skills: acceptance, compassion, cooperation, friendship, generosity, honesty, perseverance, respect, responsibility, self-discipline. Laurel's discipline and referral system reflects students' ability to appropriately use the ten life skills.

Thanks to the community passing the Measure U Bond, we have recently completed our reconfiguration and campus development. A new third grade pod of five classrooms and specialist buildings occupy the back of our campus; our fields and playground structures have been upgraded and redesigned. Each classroom has a Smart Board and access to a class set of laptops; in K, 1st, and 2nd grade, each classroom has six iPads to support learning. The third graders regularly use iPad airs to practice keyboarding and engage in online learning programs. Teachers regularly integrate technology into their lessons to engage students, promote creative thinking, problem solving and boost achievement.

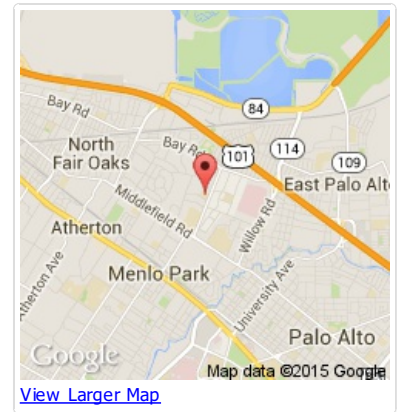
I love working with such a motivated and positive community. We all take great pride in making our school exceptional for the Laurel School students!

Linda Creighton, Laurel School Principal

Contact

95 Edge Rd.
Atherton, CA
94027-2254

Phone: 650-324-0186
E-mail: lcreighton@mpcsd.org



About This School

Contact Information - Most Recent Year

School		District	
School Name	Laurel Elementary	District Name	Menlo Park City Elementary
Street	95 Edge Rd.	Phone Number	(650) 321-7140
City, State, Zip	Atherton, Ca, 94027-2254	Web Site	www.mpcsd.org
Phone Number	650-324-0186	Superintendent First Name	Maurice
Principal	Linda Creighton, Principal	Superintendent Last Name	Ghysels, Ed.D.
E-mail Address	lcreighton@mpcsd.org	E-mail Address	mghysels@mpcsd.org
County-District-School (CDS) Code	41689656044168		

Last updated: 1/30/2015

School Description and Mission Statement (Most Recent Year)

As one of the four schools of the Menlo Park City School District, Laurel School 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."

as well as the Laurel School Vision:

"Laurel School is a learning community of teachers, staff, parents, and students striving to motivate and empower one another to make respectful and responsible choices. Together we: respond to students' unique strengths and needs; embrace a meaningful, engaging and challenging curriculum through which students build academic confidence and independence; involve ourselves in experiential learning; take responsibility for our actions and make good decisions regarding behavior and learning; appreciate the relationship of human beings with each other and with the natural environment; and, believe that we are collaboratively responsible for the successes at Laurel School."

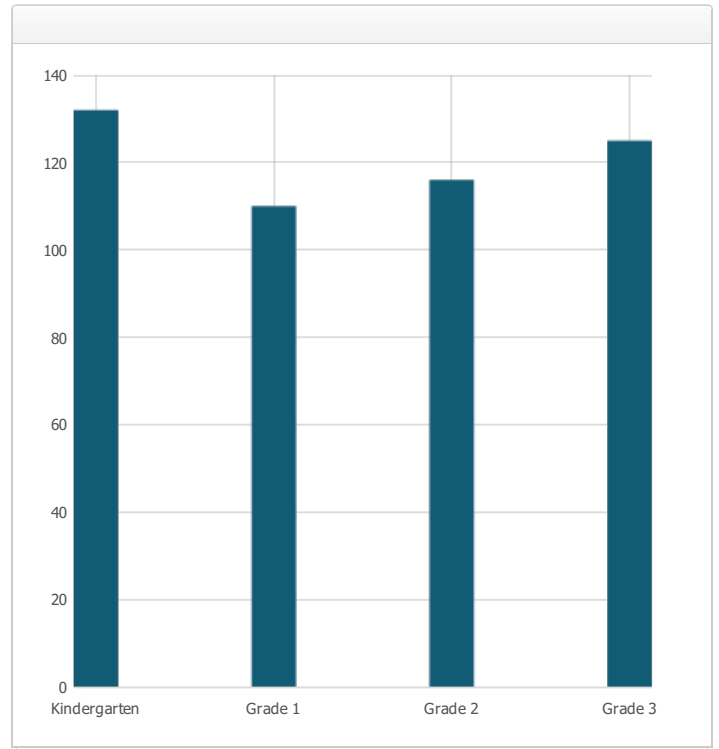
Laurel School is a primary education school located in a residential area in Atherton, two blocks from Menlo Atherton High School, serving kindergarten, first, second and third grade level students.

The school staff includes; 25 regular education classroom teachers, two reading specialists, one librarian, one counselor, a Resource Specialist and one site administrator. Part-time staff includes: a Music Specialist, an Art Specialist, a Physical Education Specialist, and an EL Teacher.

Last updated: 1/30/2015

Student Enrollment by Grade Level (School Year 2013-14)

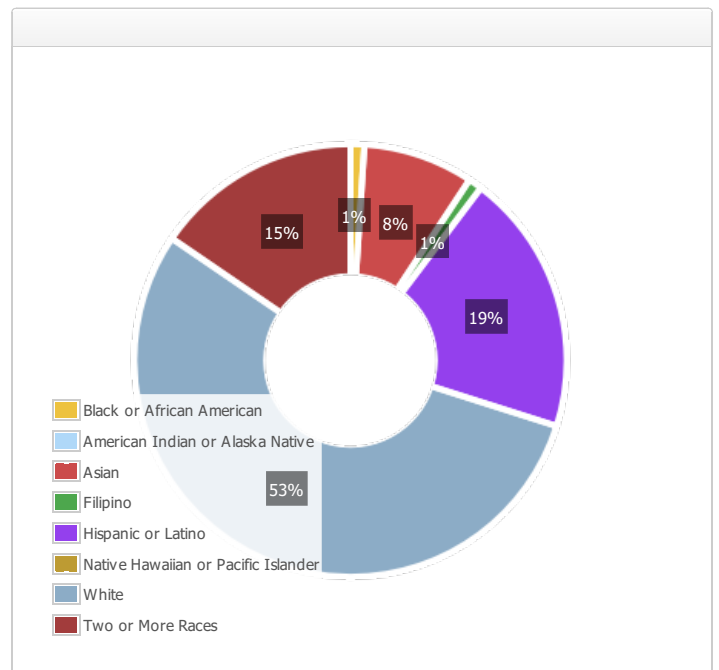
Grade Level	Number of Students
Kindergarten	132
Grade 1	110
Grade 2	116
Grade 3	125
Total Enrollment	486



Last updated: 1/30/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.0
Asian	8.2
Filipino	1.0
Hispanic or Latino	19.8
Native Hawaiian or Pacific Islander	0.2
White	53.7
Two or More Races	15.6
Socioeconomically Disadvantaged	8.0
English Learners	13.4
Students with Disabilities	2.9



Last updated: 1/30/2015

A. Conditions of Learning

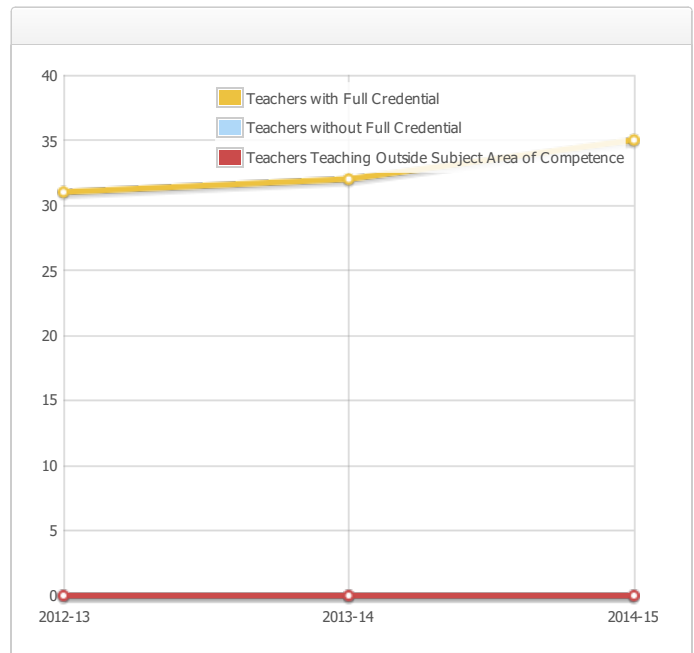
State Priority: Basic

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

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

Teacher Credentials

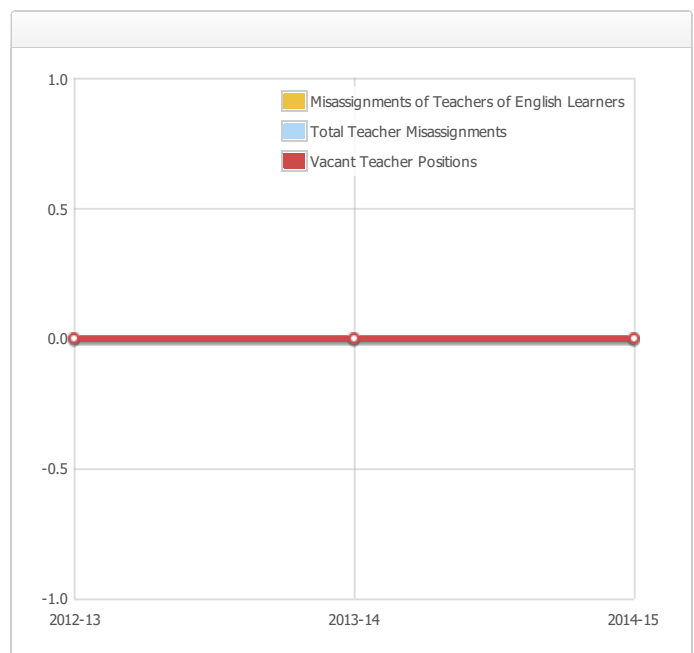
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	31	32	35	180
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/30/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: November 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SRA/Open Court Reading ('02)	Yes	0.0
Mathematics	Everyday Mathematics, McGraw Hill (Third Ed.,2008)	Yes	0.0
Science	K, Trees, FOSS ('07) K, Wood and Paper, FOSS ('07) K, Animals 2x2, FOSS ('07) 1, Solids & Liquids, STC ('07) 1, Plants & Animals, FOSS ('07) 1, Air & Weather, FOSS ('07) 2, Pebbles, Sand & Silt, FOSS ('07) 2, Balance and Motion, FOSS ('07) 2, Insects & Plants, FOSS ('07) 3, Structures of Life, FOSS ('07) 3, Sun Moon & Stars, FOSS ('07) 3, Matter & Energy, FOSS ('07) 4, Environments, FOSS ('07) 4, Solid Earth, FOSS ('07) 4, Electricity & Magnetism, FOSS ('07) 5, Weather Planet, FOSS ('07) 5, Mixtures & Solutions, FOSS ('07) 5, Living Systems, FOSS ('07)	Yes	0.0
History-Social Science	Reflections, Harcourt School Publishers ('07)	Yes	0.0
Foreign Language			0.0
Health	K-2 Committee for Children: Second Step ('02) 3-5 Lions-Quest: Skills for Growing ('03)	Yes	0.0
Visual and Performing Arts	K-5 SILVER BURDETT MUSIC, Silver Burdett & Ginn	Yes	0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/30/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Laurel School 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 main 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.

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 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. For the 2014-15 budget the District will set aside \$580,000 district wide. This will cover roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems upgrades. The District's complete maintenance plan is available at the district office.

Last updated: 1/30/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Carpet replacement in the Library and offices spaces in summer 2014.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Seismic improvement project in 2014 to upgrade classroom building built in the 1950s.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary
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Last updated: 1/30/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)				94	93	89	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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.

Last updated: 1/30/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	76%	72%	81%	84%	85%	86%	54%	56%	55%
Mathematics	84%	84%	85%	85%	87%	88%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	87%	86%	82%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/9/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	9	9	10
Similar Schools	2	1	2

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/9/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-1	-13	27

Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	14	-21	35
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/9/2015

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

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: Pupil Engagement

Last updated: 1/9/2015

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

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

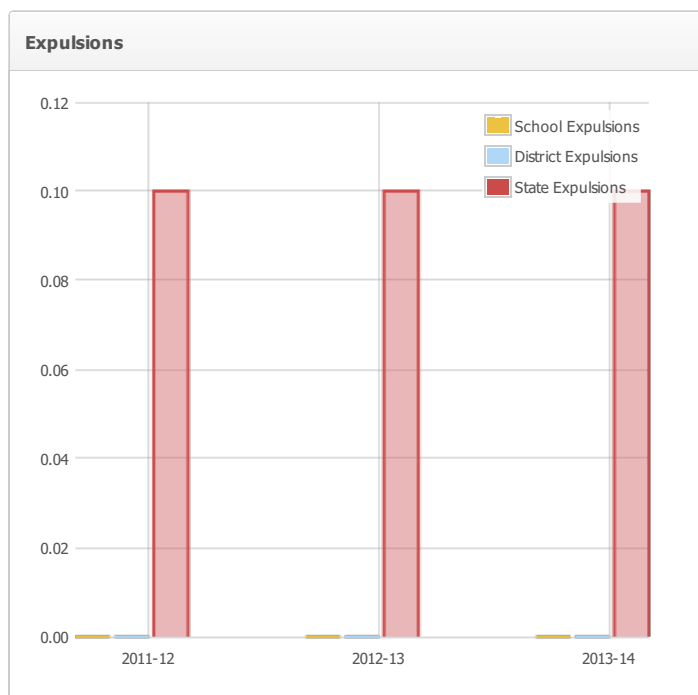
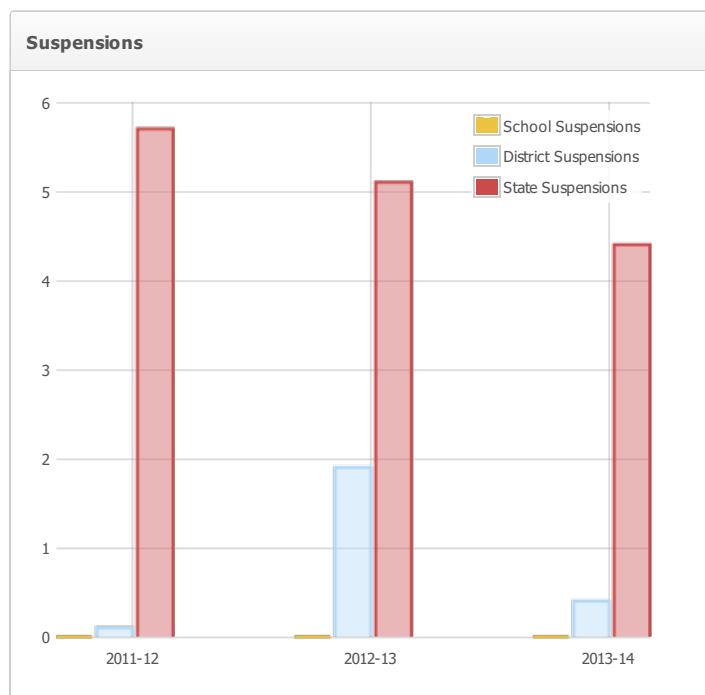
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	0.00	0.10	1.90	0.40	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/15/2015

School Safety Plan - Most Recent Year

The Menlo Park City School District incorporates requirements of all legislative mandates into a single Emergency Preparedness Plan that is updated annually. The 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.

Last updated: 1/9/2015

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.

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement *		Year 2
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/20/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.2	3	3	0	54.0	5	2		19.0	6	1	
1	22.5	2	4	0	47.0	1	5	2	15.0	7	1	
2	21.5	3	1	0	46.0	1	4	2	21.0	2	4	
3	19.2	5	0	0	34.0	4	1	1	20.0	3	3	
4												
5												
6												
Other												

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

Last updated: 1/30/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

* 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.

Last updated: 1/30/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,774	\$878	\$5,896	\$96,135
District	N/A	N/A	\$7,604	\$95,258
Percent Difference – School Site and District	N/A	N/A	-22.50%	0.90%
State	N/A	N/A	\$4,690	\$67,289
Percent Difference – School Site and State	N/A	N/A	25.70%	42.90%

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

Last updated: 1/30/2015

Types of Services Funded (Fiscal Year 2013-14)

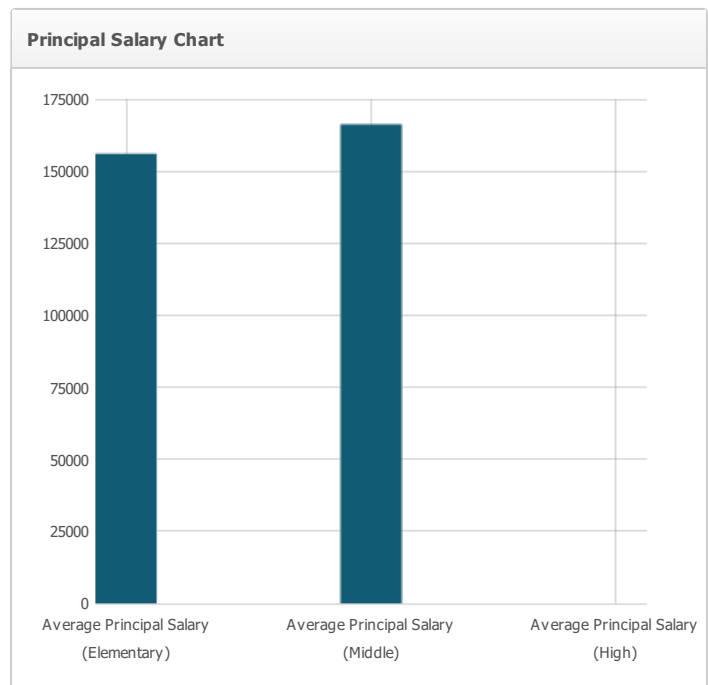
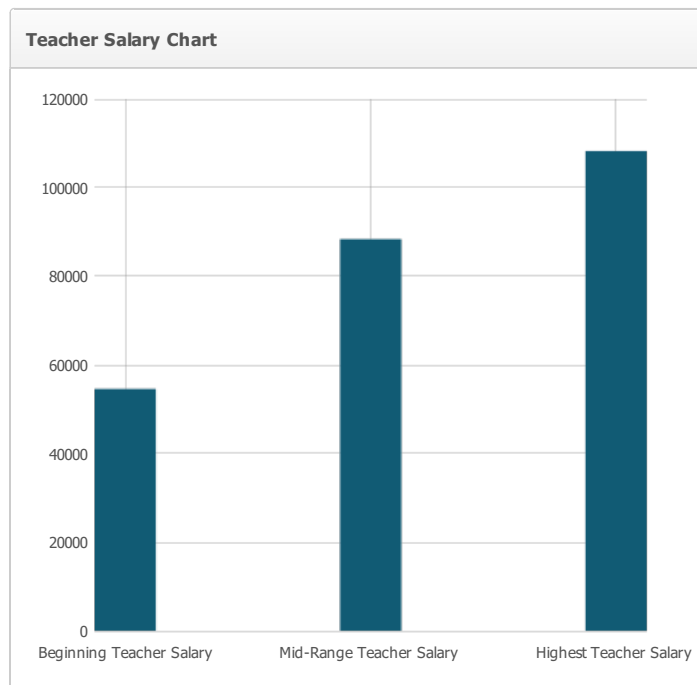
With our funding resources, schools are provided support teachers and staff to meet a variety of student needs. We have support teachers for English language Development and Reading, Music Teachers, and full time Teacher Library Specialists, and Science Aides to enhance our instructional Programs and 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.

Last updated: 1/9/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,600	\$41,535
Mid-Range Teacher Salary	\$88,398	\$64,101
Highest Teacher Salary	\$108,285	\$82,044
Average Principal Salary (Elementary)	\$156,039	\$104,336
Average Principal Salary (Middle)	\$166,245	\$107,911
Average Principal Salary (High)	\$0	\$102,488
Superintendent Salary	\$205,000	\$155,309
Percent of Budget for Teacher Salaries	47.0%	41.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



Last updated: 1/30/2015

Professional Development – Most Recent Three Years

The District values professional development of teachers and administrators as an ongoing process of professional growth and learning for the individual, and as a tool for increasing student achievement. Professional development opportunities provided by the District include three staff development days, and three collaborative planning days. Professional Learning is also provided through attendance at workshops, courses and conferences by individual teachers, opportunities for collaborative planning and curriculum development on early release days, and professional learning community work to analyze data and plan for instruction.

This year we continued workshops designed by our teachers for their peers where our teachers can share their expertise.

Last updated: 1/20/2015