



School Accountability Report Card Reported Using Data from the 2010–11 School Year

Published During 2011–12

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.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data *is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011–12)

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	Maurice Ghysels, Ed.D.
Principal	Linda Creighton, Principal	E-mail Address	mghysels@mpcsd.org
E-mail Address	lcreighton@mpcsd.org	CDS Code	41689656044168

School Description and Mission Statement (School Year 2010–11)

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; 22 regular education classroom teachers, one reading specialist, one librarian, and one site administrator. Part-time staff includes: a Music Specialist, an Art Specialist, a Physical Education Specialist, an EL Teacher, a Resource Specialist, a Speech and Language Specialist, a Psychologist, a School Counselor, and a Nurse. These certificated positions are supported by a school office manager, an office clerk, six instructional aides, and one science aide.

Opportunities for Parental Involvement (School Year 2010–11)

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. 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.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	131	Grade 5	0
Grade 1	113	Grade 6	0
Grade 2	102	Grade 7	0
Grade 3	98	Grade 8	0
Grade 4	0		
		Total Enrollment	444

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	2.0%
American Indian or Alaska Native	0.0%
Asian	7.4%
Filipino	0.5%
Hispanic or Latino	16.4%
Native Hawaiian or Pacific Islander	0.5%
White	61.3%
Two or More Races	11.5%
Socioeconomically Disadvantaged	6.1%
English Learners	12.4%
Students with Disabilities	2.7%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.4	5			22.5		6		21.8	4	2	0
1	20.5	4	4		20.0	5			22.6	1	4	0
2	20.5	5	5		20.0	8			20.3	4	0	0
3									19.6	5	0	0

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

III. School Climate

School Safety Plan (School Year 2010–11)

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.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions		0.2	0.0	1.7	1.7	2.0
Expulsions		0.0	0.0	0.0	0.0	0.07

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Laurel School has 24 classrooms, a music room, an art room, a multipurpose room, a library, a computer lab, and an administration building. The main campus is approximately 50 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. In the 2008-2009 school year, Laurel school completed modernization and site improvements that were not completed with the last Bond measure. The District also intends to build five classrooms and three specialty spaces to replace aging portables. This project began in 2009 and was completed in 2011. In 2011, a new building of three classrooms around a pod, was built to accommodate enrollment growth.

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 participates in the State School Deferred Maintenance Program, which 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, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The District budgets and transfers 0.5% of the general fund budget to the deferred maintenance program annually. The district's complete deferred maintenance plan is available at the district office.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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	GOOD - As a result of the most recent inspection, no outstanding deficiencies were reported. (Submitted quarterly to the Board of Education.)				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	28	25	29	156
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence				

(with full credential)	0	0	0	0
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Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

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	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	

Counselor (Social/Behavioral or Career Development)	0.3	
Library Media Teacher (librarian)	1.0	
Library Media Services Staff (paraprofessional)	0.0	
Psychologist	0.2	
Social Worker	0.0	
Nurse	0.0	
Speech/Language/Hearing Specialist	0.4	
Resource Specialist (non-teaching)	0.5	
Other		

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 2011

Core Curriculum Area	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) State approved, Board adopted 2003	Yes	0
Mathematics	Everyday Mathematics, McGraw Hill (Third Ed., 2008) State approved, Board adopted 2008	Yes	0
Science	Full Option Science Systems (FOSS), Delta Education, Inc. ('07) State approved, Board adopted 2007	Yes	0
History-Social Science	Reflections, Harcourt School Publishers ('07) State approved, Board adopted 2006	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,107	\$685	\$6,422	\$84,729.56
District			\$7,484	\$88,438
Percent Difference – School Site and District			-14%	-4%
State			\$5,455	\$65,524
Percent Difference – School Site and State			18%	29%

Note: Cells shaded in black do not require data.

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

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

Laurel's classrooms are supported by the EL Teacher, the Reading Specialist, psychologist, school counselor, occupational therapist, and speech/language and resource specialist programs. Teacher aides for every classroom are funded by the SLIP budget, supporting classroom instruction.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,451	\$41,183
Mid-Range Teacher Salary	\$83,299	\$63,647
Highest Teacher Salary	\$102,039	\$80,955
Average Principal Salary (Elementary)	\$145,132	\$102,400
Average Principal Salary (Middle)	\$154,984	\$106,158

Superintendent Salary	\$245,677	\$151,742
Percent of Budget for Teacher Salaries	48.00%	41.00%
Percent of Budget for Administrative Salaries	7.00%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	82%	74%	76%	85%	84%	84%	49%	52%	54%
Mathematics	88%	81%	84%	84%	85%	85%	46%	48%	50%

Science	0%	0%	0%	88%	91%	91%	50%	54%	57%
History-Social Science	0%	0%	0%	83%	82%	87%	41%	44%	48%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	84%	85%	91%	87%
All Students at the School	76%	84%	0%	0%
Male	78%	86%	0%	0%
Female	74%	83%	0%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian	85%	85%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	50%	74%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	86%	91%	0%	0%
Two or More Races	84%	76%	0%	0%
Socioeconomically Disadvantaged	23%	50%	0%	0%
English Learners	42%	67%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services				

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

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 ten 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.

API Rank	2008	2009	2010
Statewide	9	10	10
Similar Schools	2	5	4

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	56	-22	-1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	30	-21	14
Two or More Races	N/D		
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.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth

API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	197	913	1,909	934	4,683,676	778
Black or African American	6		46	749	317,856	696
American Indian or Alaska Native	0		0		33,774	733
Asian	13	940	121	972	398,869	898
Filipino	1		7		123,245	859
Hispanic or Latino	38	818	249	821	2,406,749	729
Native Hawaiian or Pacific Islander	2		25	792	26,953	764
White	112	953	1,263	960	1,258,831	845
Two or More Races	23	942	193	952	76,766	836
Socioeconomically Disadvantaged	22	716	114	728	2,731,843	726
English Learners	29	811	175	787	1,521,844	707
Students with Disabilities	10		185	750	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No

Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011–12)

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 (ELA 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. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page:

<http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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		0.0%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Not Applicable

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The District values professional development of teachers and administrators as an ongoing process of personal growth and learning for the individual, and as a source and stimulus for increased student growth and achievement. Professional development opportunities provided by the District include Staff Development Days, attendance at workshops, courses and conferences by individual teachers, opportunities for collaborative planning and curriculum development, and systematic programs of observation and analysis of teaching. The Site Council also supports staff development programs with SLIP funds. Grade level teams meet every Thursday to collaborate around curriculum and results driven best practices of teaching.

All first and second year teachers throughout the district participate in the Beginning Teacher Support and Assessment (BTSA) program, a state-funded, standards-based program that provides support through mentoring, training, and evaluation. A veteran teacher Advisor provides coaching for all new teachers in the district.

Laurel Elementary

Menlo Park City Elementary

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Provided by the Ed-Data Partnership

For more information visit www.ed-data.org