



School Accountability Report Card (SARC) Reported Using Data from 2009-10 School Year Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on 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

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 2010-11)

This section provides the schools contact information.

School		District	
School Name	Laurel School	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	Kenneth Ranella
Principal	Linda Creighton	E-mail Address	cmetzler@mpcsd.org
E-mail Address	lcreighton@mpcsd.org	CDS Code	41-68965-6044168

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs, and its goals.

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 and second grade level students.

The school staff includes; 20 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 2009-10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

The parents at Laurel School are very supportive. 93% 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. Parents are trained by our Language Arts Lead Teacher to assist with reading fluency groups, and by the librarian to help 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 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	135
Grade 1	100
Grade 2	160
Total Enrollment	395

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	2%
American Indian or Alaska Native	
Asian	6%
Filipino	0%
Hispanic or Latino	16%
Pacific Islander	1%
White (not Hispanic)	63%
Multiple or No Response	13%
Socioeconomically Disadvantaged	0%
English Learners	13%
Students with Disabilities	5%

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.9	10			19.4	5			22.5		6	
1	21.1		9		20.5	4	4		20.0	5		
2	20.0	9			20.5	5	5		20.0	8		

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive 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 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

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions			.2	0.8	1.7	1.7
Expulsions			0.0	0.1	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Laurel School has 20 classrooms, 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 planned completion is in 2011.

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 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	

Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			
Interior: Interior Surfaces	N/A	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	N/A	X			
Electrical: Electrical	N/A	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	N/A	X			
Safety: Fire Safety, Hazardous Materials	N/A	X			
Structural: Structural Damage, Roofs	N/A	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			
Overall Rating	GOOD - As a result of the most recent inspection, no outstanding deficiencies were reported. (Submitted quarterly to the Board of Education.)				N/A

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	33	28	25	147
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the

Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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. More information on teacher qualifications required under the ESEA can be found on 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 NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	100.0	0.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.7	N/A
Social Worker	0.0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

	Quality, Currency, and	Percent of Pupils Who Lack Their	Most Recent SBE or Local Governing Agency Approved
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Core Curriculum Area	Availability of Textbooks and Instructional Materials	Own Assigned Textbooks and Instructional Materials	Textbooks and Instructional Materials
Reading/Language Arts	SRA/Open Court Reading ('02) State approved, Board adopted 2003	0	
Mathematics	Everyday Mathematics, McGraw Hill (Third Ed., 2008) Board adopted 2008	0	
Science	Full Option Science Systems (FOSS), Delta Education, Inc. ('07) State approved, Board adopted 2007	0	
History-Social Science	Reflections, Harcourt School Publishers ('07) State approved, Board adopted 2006	0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,047	\$705	\$6,342	\$82,910
District	N/A	N/A	\$6,950	\$86,027
Percent Difference – School Site and District	N/A	N/A	-9%	-4%
State	N/A	N/A	\$	\$66,995
Percent Difference – School Site and State	N/A	N/A	%	24%

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

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 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$
Mid-Range Teacher Salary	\$	\$
Highest Teacher Salary	\$	\$
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Superintendent Salary	\$	\$
Percent of Budget for Teacher Salaries	%	%
Percent of Budget for Administrative Salaries	%	%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs 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. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMAs are 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	75	82	74	82	85	85	46	50	55
Mathematics	77	88	81	82	84	87	43	46	55
Science	0	0		85	88	91	46	50	57

History-Social Science	0	0	0	81	83	80	36	41	47
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Standardized Testing and Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Students at the School				
Male	73	95		
Female	76	77		
Black or African American				
American Indian or Alaska Native				
Asian	82	82		
Filipino				
Hispanic or Latino	46	58		
Native Hawaiian or Pacific Islander				
White	80	86		
Two or More Races				
Socioeconomically Disadvantaged				
English Learners	55	73		
Students with Disabilities				
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			

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. Detailed information about the API can be found on the CDE Academic Performance Index (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	2007	2008	2009
Statewide	8	9	10
Similar Schools	1	2	5

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

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	39	56	-22
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	66	30	-21
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API Score		
	School	LEA	State
All Students at the School	914		
Black or African American			

American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	939		
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Adequate Yearly Progress

The federal Elementary and Secondary Education Act 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2010-11)

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. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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.