

# Laurel School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Laurel School
<b>Street</b>	95 Edge Road
<b>City, State, Zip</b>	Atherton, CA 94027
<b>Phone Number</b>	650-324-0186
<b>Principal</b>	Linda Creighton(TK-2)/Alicia Heneghan (3-5)
<b>Email Address</b>	lcreighton@mpcsd.org/aheneghan@mpcsd.org
<b>School Website</b>	<a href="https://district.mpcsd.org/Laurel">https://district.mpcsd.org/Laurel</a>
<b>County-District-School (CDS) Code</b>	41689656044168

## 2023-24 District Contact Information

<b>District Name</b>	Menlo Park City Elementary
<b>Phone Number</b>	650-321-7140
<b>Superintendent</b>	Kristen Gracia
<b>Email Address</b>	kgracia@mpcsd.org
<b>District Website</b>	mpcsd.org

## 2023-24 School Description and Mission Statement

Laurel School is one TK-5 School that is housed on two campuses, which are located two miles from each other. The Laurel Lower Campus serves students TK, kindergarten, first, and second grades. A district run preschool and special education preschool are also housed on our Lower Campus. The Laurel Upper Campus serves students in third, fourth, and fifth grades.

Laurel School's Lower Campus is located in a residential area of Atherton, serving approximately 360 TK-2nd grade students. It is a leafy campus and has pods of classrooms built around central interior collaborative spaces. The interior pod spaces are often used for small group instruction, often supported by instructional aides, para-educators, and parent volunteers.

Just two miles away, in the Willows neighborhood of Menlo Park, lies Laurel's Upper Campus. Our Upper Campus serves approximately 320 third through fifth grade students. Laurel's Upper Campus is a new construction building that opened in October 2016. With a basketball gym, a stage classroom, a music room, an art room, a STEAM lab, and a library, the specialist program is also housed in new facilities.

Across the two campuses, the certificated school staff include: 30 FTE regular education classroom teachers, 2.0 FTE EL specialist teachers, 2.0 FTE reading specialists, one librarian, one full time and two part-time music teachers, 1.0 FTE art specialist, 2.0 Education Specialists / Early Intervention Teachers, two administrative school counselors, and one school psychologist. There is one principal at each campus. Part-time classified staff include instructional aides (1 hour for every K-3 classroom), para-educators, science aides, two LVNs, and at each campus one full-time Office Manager.

We live by our Laurel School Vision which was created in 2016 with input from teachers, students, and community members in an iterative process. It reads:

"Laurel School: 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 working together to inspire high academic achievement among all students, serve their needs, challenge

## 2023-24 School Description and Mission Statement

their minds, and enrich their lives, laying a foundation for success and participation in our democratic society and as citizens of the world."

and the District's Vision:

"Every child achieves academic excellence.

Every child becomes emotionally and physically stronger.

Every child discovers and grows their talents."

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	123
Grade 1	118
Grade 2	103
Grade 3	111
Grade 4	107
Grade 5	109
<b>Total Enrollment</b>	<b>671</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1%
Male	51.9%
Asian	20.7%
Black or African American	0.4%
Filipino	0.4%
Hispanic or Latino	20.7%
Native Hawaiian or Pacific Islander	1.3%
Two or More Races	12.5%
White	42.5%
English Learners	8.5%
Foster Youth	0.4%
Homeless	0.7%
Socioeconomically Disadvantaged	12.8%
Students with Disabilities	7.7%

## **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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	46.00	94.30	169.10	86.61	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.60	1.41	0.90	0.51	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.80	1.70	9.50	4.90	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	2.05	4.00	2.05	12115.80	4.41
<b>Unknown</b>	0.20	0.51	11.50	5.93	18854.30	6.86
<b>Total Teaching Positions</b>	48.70	100.00	195.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	43.30	95.99	163.00	90.29	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.30	0.66	9.80	5.47	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	2.22	1.00	0.55	11953.10	4.28
<b>Unknown</b>	0.50	1.11	6.60	3.67	15831.90	5.67
<b>Total Teaching Positions</b>	45.10	100.00	180.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.80	0.30
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.80</b>	<b>0.30</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>1.00</b>	<b>1.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.2	10.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study for Teaching Reading, Heinemann, Teachers College Reading and Writing	Yes	0.0 %

	<p>Project, K-5</p> <p>Units of Study in Opinion, Information, and Narrative Writing Elementary Series,</p> <p>Heinemann, Teachers College Reading and Writing Project, K-5</p> <p>Adelante!, Benchmark Education, K-5, ELA Spanish Immersion</p> <p>Words Their Way, Pearson, K-5</p> <p>Leveled Literacy Intervention, Fountas and Pinnell, K-5</p> <p>ENGLISH LEARNERS</p> <p>EL: English 3D, California Edition, K-5</p> <p>ELD Links, Lingual Learning, K-5</p>		
<b>Mathematics</b>	<p>California Math Expressions, Houghton Mifflin, K-5</p> <p>Big Ideas Math Common Core Advanced 1, Cengage Learning, 5</p>	Yes	0.0 %
<b>Science</b>	<p>Twig Science Next Gen is a complete Pre-K–8 program built for the NGSS. TWIG Science California includes comprehensive Teacher Editions in print and digital for flexible lesson planning, a state-of-the-art 3-D Performance Assessment suite, and an innovative, easy-to-use digital platform.</p>	Yes	0.0 %
<b>History-Social Science</b>	<p>Reflections, California Series, Harcourt School Publishers, K-5</p> <p>Reflexiones, California Series SPANISH, Harcourt School Publishers, K-5</p>	No	0.0 %
<b>Foreign Language</b>	<p>Adelente, Vista Higher Learning</p>	Yes	0.0 %
<b>Health</b>	<p>Kimochis</p> <p>RULER</p> <p>Puberty Talks, Health Connected, 5</p>	Yes	0.0 %
<b>Visual and Performing Arts</b>			0.0 %
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.0 %

## School Facility Conditions and Planned Improvements

Laurel School is one school across two campuses, which sit approximately 2 miles apart.

The 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. One of the buildings houses the MPCSD Early Learning Center and Heritage Oak Children's Center, which are preschool programs.

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 project to ensure student safety in the classrooms that were built in the 1950s.

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 Upper Campus opened on October 17, 2016, and it includes a gym, 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 clean and safe school campuses. The District annually sets monies aside for long-term maintenance projects. The District's complete maintenance plan is available at the District Office.

**Year and month of the most recent FIT report**

November 28, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Lower Laurel - A23 Vice principal needs service. Upper Laurel - roof sagging in room 14.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	84.66%	80.06%	80.62%	79.53%	47.06%	46.66%
<b>Mathematics</b> (grades 3-8 and 11)	81.21%	78.55%	76.85%	77.89%	33.38%	34.62%

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	333	327	98.20%	1.80%	80.06%
<b>Female</b>	166	166	100.00%	0.00%	85.46%
<b>Male</b>	167	161	96.41%	3.59%	74.53%
<b>American Indian or Alaska Native</b>	-	-	-	-	-
<b>Asian</b>	70	67	95.71%	4.29%	95.45%
<b>Black or African American</b>	*	*	*	*	*
<b>Filipino</b>	*	*	*	*	*
<b>Hispanic or Latino</b>	62	61	98.39%	1.61%	50.82%
<b>Native Hawaiian or Pacific Islander</b>	*	*	*	*	*
<b>Two or More Races</b>	50	49	98.00%	2.00%	81.64%
<b>White</b>	146	145	99.32%	0.68%	85.52%
<b>English Learners</b>	10	6	60.00%	40.00%	*
<b>Foster Youth</b>	-	-	-	-	-
<b>Homeless</b>	-	-	-	-	-
<b>Military</b>	-	-	-	-	-
<b>Socioeconomically Disadvantaged</b>	37	36	97.30%	2.70%	38.89%
<b>Students Receiving Migrant Education Services</b>	-	-	-	-	-
<b>Students with Disabilities</b>	30	30	100.00%	0.00%	36.67%

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	333	331	99.40%	0.60%	78.55%
<b>Female</b>	166	166	100.00%	0.00%	79.52%
<b>Male</b>	167	165	98.80%	1.20%	77.58%
<b>American Indian or Alaska Native</b>	-	-	-	-	-
<b>Asian</b>	70	70	100.00%	0.00%	90.00%
<b>Black or African American</b>	*	*	*	*	*
<b>Filipino</b>	*	*	*	*	*
<b>Hispanic or Latino</b>	62	62	100.00%	0.00%	40.33%
<b>Native Hawaiian or Pacific Islander</b>	*	*	*	*	*
<b>Two or More Races</b>	50	49	98.00%	2.00%	91.84%
<b>White</b>	146	145	99.32%	0.68%	86.21%
<b>English Learners</b>	10	10	100.00%	0.00%	*
<b>Foster Youth</b>	-	-	-	-	-
<b>Homeless</b>	-	-	-	-	-
<b>Military</b>	-	-	-	-	-
<b>Socioeconomically Disadvantaged</b>	37	37	100.00%	0.00%	35.14%
<b>Students Receiving Migrant Education Services</b>	-	-	-	-	-
<b>Students with Disabilities</b>	30	30	100.00%	0.00%	50.00%

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	69.23%	73.4%	69.52%	71.48%	29.45%	30.18%

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	111	109	98.20%	1.80%	73.40%
<b>Female</b>	51	51	100.00%	0.00%	70.59%
<b>Male</b>	60	58	96.67%	3.33%	75.86%
<b>American Indian or Alaska Native</b>	-	-	-	-	-
<b>Asian</b>	21	21	100.00%	0.00%	80.95%
<b>Black or African American</b>	*	*	*	*	*
<b>Filipino</b>	-	-	-	-	-
<b>Hispanic or Latino</b>	19	18	95.74%	5.26%	16.67%
<b>Native Hawaiian or Pacific Islander</b>	*	*	*	*	*
<b>Two or More Races</b>	16	15	93.75%	6.25%	93.33%
<b>White</b>	53	53	100.00%	0.00%	84.91%
<b>English Learners</b>	4	4	100.00%	0.00%	*
<b>Foster Youth</b>	-	-	-	-	-
<b>Homeless</b>	-	-	-	-	-
<b>Military</b>	*	*	*	*	*
<b>Socioeconomically Disadvantaged</b>	11	11	100.00%	0.00%	18.18%
<b>Students Receiving Migrant Education Services</b>	-	-	-	-	-
<b>Students with Disabilities</b>	11	11	100.00%	0.00%	27.27%

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.00%	100.00%	99.05%	100.00%	100.00%

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

"We are an involved community!" Our vision statement rings true in the classroom, on the PTO, and in the community.

Each year, parent volunteers contribute thousands of hours to help enrich their 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, and we can assure you that it is meaningful to the entire Laurel School climate and culture.

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 (over 100 parent volunteers). The PTO also coordinates serving lunch offerings every day of the week. Classroom teachers are supported by parent volunteers who help with small group instruction, organize field trip chaperones, and plan seasonal celebrations. Spanish speaking parents are encouraged and recruited to support instruction in our Spanish Immersion classrooms. The librarian uses parents to help manage the circulation of books within our library. Parents from all cultures and backgrounds present to the students about cultural celebrations within their family's cultural traditions.

Many of our Project Based Learning units incorporate expert speakers from the community. From a dad who presents about sound waves, to a mom who is a local community organizer for the broad Safe Routes to School Program, to the parent who works in virtual reality, parents are invited to share their real-world expertise with Laurel students on a regular basis.

Parents are invited to participate in our annual school site survey that requests feedback on areas of strength and areas of growth for the site. Survey results help to inform the school site initiatives for the following year.

Parents in partnership with teachers serve on our Laurel School Site Council, which is made up of 10 individuals and meets a minimum of four times per school year to review and monitor the Laurel School Site Plan.

Finally, to engage our parents from underrepresented households, Laurel parents attend monthly district level parent cafes and

## 2023-24 Opportunities for Parental Involvement

bi-annual Laurel School community meetings. Live translation is provided. During these meetings, District and School Leadership solicit input from parents of students from low socioeconomic households to understand how we can better serve their needs, while also providing parent education about the programs and activities happening in the classrooms.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	671	685	61	8.9%
Female	323	330	26	7.9%
Male	348	355	35	9.9%
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	*	*	*	*
Asian	139	146	5	3.4%
Black or African American	6	*	*	*
Filipino	3	*	*	*
Hispanic or Latino	139	142	24	16.9%
Native Hawaiian or Pacific Islander	9	*	*	*
Two or More Races	84	84	5	6.0%
White	285	289	23	8.0%
English Learners	57	73	13	17.8%
Foster Youth	3	*	*	*
Homeless	5	*	*	*
Socioeconomically Disadvantaged	86	96	19	19.8%
Students Receiving Migrant Education Services	*	*	*	*
Students with Disabilities	52	61	9	14.8%

## C. Engagement

### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.00	0.0	0.0	0.03	0.6	0.5	0.20	3.2	3.6
<b>Expulsions</b>	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.1	0.1

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.0	0.0
<b>Female</b>	0.0	0.0
<b>Male</b>	0.0	0.0
<b>Non-Binary</b>	*	*
<b>American Indian or Alaska Native</b>	*	*
<b>Asian</b>	0.0	0.0
<b>Black or African American</b>	*	*
<b>Filipino</b>	*	*
<b>Hispanic or Latino</b>	0.0	0.0
<b>Native Hawaiian or Pacific Islander</b>	*	*
<b>Two or More Races</b>	0.0	0.0
<b>White</b>	0.0	0.0
<b>English Learners</b>	*	*
<b>Foster Youth</b>	*	*
<b>Homeless</b>	*	*
<b>Socioeconomically Disadvantaged</b>	*	*
<b>Students Receiving Migrant Education Services</b>	*	*
<b>Students with Disabilities</b>	*	*

## 2023-24 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 School Safety Plan incorporates input from parents, students, and staff for the safety and welfare of all. The Safety 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.

Along with all schools in MPCSD, we follow the "Big 5" Safety Protocols outlined by the San Mateo County Office of Education. The safety and security of Laurel students and staff is our number one priority. Every month, a particular safety drill within the Big 5 is practiced at each campus so our students and staff know what to do in the event of an emergency. 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.

## 2023-24 School Safety Plan

The Laurel School Safety plan was approved by the Laurel School Site Council and the MPCSD School Board in October 2023.

### D. Other SARC Information Information Required in the SARC

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

#### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	5	1	0
1	13	9	1	0
2	18	6	---	0
3	22	1	4	0
4	17	6	---	0
5	20	3	5	0
Other	26	1		1

#### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	5	0
1	21	3	2	0
2	19	4	2	0
3	18	5	1	0
4	21	2	3	0
5	21	2	3	0
Other	30	1		2

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	2	0
1	23	0	5	0
2	20	2	3	0
3	23	0	5	0
4	21	2	3	0
5	22	2	3	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	669

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	---
Nurse	2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	---

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,161.30	2,616.30	9,545.00	125,623
District	N/A	N/A	13,556.85	124,226
Percent Difference - School Site and District	N/A	N/A	-34.7	4.8
State	N/A	N/A	10,797.15	87,770
Percent Difference - School Site and State	N/A	N/A	36.6	39.0

## Fiscal Year 2022-23 Types of Services Funded

With MPCSD and Laurel PTO resources, schools are provided support to teachers and staff to meet a variety of student needs. We have interventionists for English Language Development, Reading, and Math. Music Teachers, Art Specialists, a full-time Teacher Librarian, a school counselor, and Science Aides to enhance our instructional Programs. To serve the needs of students who have IEPs, we have robust services including a speech and language specialist, learning specialists, a school psychologist, and two LVNs. 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, and we are nearly at 1:1 devices to students, so students have access to technology when it's needed during classroom instruction.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	70,832	54,046
Mid-Range Teacher Salary	125,890	84,515
Highest Teacher Salary	140,477	110,867
Average Principal Salary (Elementary)	192,776	136,841
Average Principal Salary (Middle)	209,437	141,477
Average Principal Salary (High)	0	137,985
Superintendent Salary	276,637	217,473
Percent of Budget for Teacher Salaries	37.34%	32.43%
Percent of Budget for Administrative Salaries	5.58%	5.62%

## Professional Development

All K-5 teachers receive professional development aligned to the MPCSD professional development plan in three ways: training, grade level collaboration, and coaching. Content areas include our SEL curriculum (RULER), support with the new

## Professional Development

science curriculum (TWIG), math instructional routines and grade level meetings to support explicit phonics instruction. Some of the most meaningful Professional Development occurs during Thursday Grade Level meetings when teachers work collaboratively to examine student data, share best practices and discuss curriculum and instruction at their grade level.

Teachers also participate in staff development led by three MPCSD Instructional Coaches who support in a variety of ways including grade level retreats, curriculum mapping, unit planning, integrating technology, and in-class coaching. A focus this year also includes language development strategies.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	6