

Laurel Elementary School (Lower Campus and Upper Campus)

2024-2025 School Accountability Report Card (Published During the 2025-2026 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/fq/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.

2025-26 School Contact Information

School Name	Laurel Elementary School (Lower Campus and Upper Campus)
Street	181 Encinal Avenue, Atherton, CA 94027
City, State, Zip	Atherton, CA 94027
Phone Number	650-324-0186
Principal	Linda Creighton(TK-2)/Alicia Heneghan (3-5)
Email Address	lcreighton@mpcsd.org/aheneghan@mpcsd.org
School Website	https://district.mpcsd.org/Laurel
Grade Span	
County-District-School (CDS) Code	41689656044168

2025-26 District Contact Information

District Name	Menlo Park City School District
Phone Number	650-321-7140
Superintendent	Kristen Gracia
Email Address	kgracia@mpcsd.org
District Website	mpcsd.org

2025-26 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 250 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 300 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, two part-time librarians, one full time and two part-time music teachers, two part-time art specialists, 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.

2025-26 School Description and Mission Statement

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."

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	61
Kindergarten	92
Grade 1	104
Grade 2	83
Grade 3	111
Grade 4	97
Grade 5	110
Total Enrollment	658

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
Non-Binary	0.0
American Indian or Alaska Native	0.0
Asian	21.8
Black or African American	0.9
Filipino	0.8
Hispanic or Latino	22.4
Native Hawaiian or Pacific Islander	1.2
Two or More Races	12.1
White	39.3
English Learners	9.4
Foster Youth	0.0
Homeless	0.6
Migrant	0.0
Socioeconomically Disadvantaged	12.9
Students with Disabilities	8.6

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.3	95.99	163	90.29	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	0.66	9.8	5.47	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.22	1	0.55	11953.1	4.28
Unknown/Incomplete/NA	0.5	1.11	6.6	3.67	15831.9	5.67
Total Teaching Positions	45.1	100	180.5	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.8	91.29	159.5	87.89	231142.4	83.24
Intern Credential Holders Properly Assigned	0.5	1.12	1.5	0.83	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.4	5.36	10.9	6.04	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.55	11746.9	4.23
Unknown/Incomplete/NA	1	2.23	8.5	4.69	14303.8	5.15
Total Teaching Positions	44.7	100	181.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.3	90.20	153.1	87	38.3	90.20
Intern Credential Holders Properly Assigned	0	0	1.9	1.50	0	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.4	5.60	8.6	6.20	2.4	5.6
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	0.60	1.2	0.70	0.3	0.60
Unknown/Incomplete/NA	0	0	0	0	0	0
Total Teaching Positions	41.1	100	172	100	42.5	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.30	3	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.30	3	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.00	0	1
Total Out-of-Field Teachers	1.00	0	2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.6	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study for Teaching Reading, Heinemann, Teachers College Reading and Writing Project, K-5 Units of Study in Opinion, Information, and Narrative Writing Elementary Series, Heinemann, Teachers College Reading and Writing Project, K-5 Adelante!, Benchmark Education, K-5, ELA Spanish Immersion Words Their Way, Pearson, K-5 Heggerty (K-3 Phonics)- Bridge to Reading Leveled Literacy Intervention, Fountas and Pinnell, K-5 ENGLISH LEARNERS EL: English 3D, California Edition, K-5 ELD Links, Lingual Learning, K-5	0.0 %
Mathematics	California Math Expressions, Houghton Mifflin, K-5 Big Ideas Math Common Core Advanced 1, Cengage Learning, 5	0.0 %

Science	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.	0.0 %
History-Social Science	Teachers Created Materials - Exploring Social Studies CA and Untold Stories- Spanish Teachers Created Materials - Exploring Social Studies CA and Untold Stories	0.0 %
Foreign Language	Adelente, Vista Higher Learning	0.0 %
Health	RULER Puberty Talks, Health Connected, 5	0.0 %
Visual and Performing Arts		0.0 %
Science Laboratory Equipment (grades 9-12)		0.0 %

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

School Facility Conditions and Planned Improvements

Measure U is the Menlo Park City School District's latest voter-approved bond program, passed on November 5, 2024, with 71% approval. The bond funds district-wide facilities improvements and construction, focusing on safe, secure, and modern learning environments. This is the district's fourth major bond program since 1995. MPCSD has a strong history of completing bond programs on time and on budget, while using bond refunding strategically to save taxpayers millions of dollars. Measure U continues this tradition, ensuring our school facilities support the excellence of our students and staff. The District takes great efforts to ensure that all schools are clean, safe, and functional. We have all electric HVAC installation planned for all five school sites, upgrade school safety and security. In the summer of 2025 we did asphalt repairs and play structure re-surfacing at Laurel Upper and completed a data wiring upgrade (replaced outdated Cat5/Cat5e with Cat6). We are in the conceptual design phase for the new construction at Lower Laurel that will replace Admin, B, C, G building and MPR. To assist in this effort, the Director of Maintenance and Operations and the site Principal 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 MOT work closely with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District annually sets a budget aside for long-term maintenance projects. Laurel School is one school across two campuses, which sit approximately 2 miles apart.

Year and month of the most recent FIT report October 3, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Upper Laurel-Principal office thermostat was updated to Pelican system, Electric HVAC in classrooms in progress. Design/DSA phase.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Routine monthly pest management was added for ants, spiders, and pest for both sites

School Facility Conditions and Planned Improvements

Electrical	X		Replaced outdated Cat5/Cat5e with Cat6
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		Fire alarm upgrades
Structural: Structural Damage, Roofs	X		Lower Laurel - Bollard/metal post added in front of EV charger.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Lower Laurel - TK Gate added in B-wing

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

<h3 style="margin: 0;">B. Pupil Outcomes</h3>	<h3 style="margin: 0;">State Priority: Pupil Achievement</h3> <p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> 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). <p>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.</p>
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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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	79	83	79	80	47	49
Mathematics (grades 3-8 and 11)	82	84	78	78	36	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	317	315	99.37	0.63	83.17
Female	162	161	99.38	0.62	88.82
Male	155	154	99.35	0.65	77.27
American Indian or Alaska Native	0	0	0	0	0
Asian	76	76	100.00	0.00	96.05
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	64	98.46	1.54	51.56
Native Hawaiian or Pacific Islander	--	--	--	--	--

Two or More Races	39	39	100.00	0.00	92.31
White	128	127	99.22	0.78	89.76
English Learners	18	17	94.44	5.56	29.41
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	38	37	97.37	2.63	40.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.10	6.90	40.74

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	317	315	99.37	0.63	84.13
Female	162	161	99.38	0.62	84.47
Male	155	154	99.35	0.65	83.77
American Indian or Alaska Native	0	0	0	0	0
Asian	76	76	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	64	98.46	1.54	51.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	39	100.00	0.00	94.87
White	128	127	99.22	0.78	88.19
English Learners	18	17	94.44	5.56	41.18
Foster Youth	0	0	0	0	0

Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	38	37	97.37	2.63	51.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.10	6.90	51.85

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	69.9	72.48	68.74	68.01	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	110	109	99.09	0.91	72.48
Female	56	56	100.00	0.00	66.07
Male	54	53	98.15	1.85	79.25
American Indian or Alaska Native	0	0	0	0	0
Asian	30	30	100.00	0.00	73.33
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100.00	0.00	42.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	86.67
White	45	44	97.78	2.22	79.55
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.00	0.00	36.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	100	100	100	100%

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.

2025-26 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. Examples of this include parents who share their career expertise in Silicon Valley and community members talking about their climate-saving organizations.

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 bi-annual Laurel School community meetings. Live translation is provided. During these meetings, District and School

2025-26 Opportunities for Parental Involvement

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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	675	675	21	3.1
Female	328	328	11	3.4
Male	347	347	10	2.9
Non-Binary	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	150	150	1	0.7
Black or African American	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	152	152	7	4.6
Native Hawaiian or Pacific Islander	*	*	*	*
Two or More Races	81	81	4	4.9
White	263	263	7	2.7
English Learners	64	64	3	4.7
Foster Youth	*	*	*	*
Homeless	*	*	*	*
Socioeconomically Disadvantaged	92	92	6	6.5
Students Receiving Migrant Education Services	*	*	*	*
Students with Disabilities	72	72	6	8.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.0	0.1	0.0	0.5	0.6	0.6	3.6	3.3	2.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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. We participate in California's "Great Shakeout" Drill in October.

The Laurel School Safety plan was reviewed with the staffs at both Lower and Upper Campuses in September approved by the Laurel School Site Council and the MPCSD School Board in October 2025.

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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
TK	24	0	2	0
K	20	3	2	0
1	21	2	2	0
2	23	0	5	0
3	20	4	1	0
4	23	0	5	0
5	20	2	3	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	20	2	1	0
K	23	0	4	0
1	21	2	3	0
2	21	2	2	0
3	22	0	5	0
4	19	4	1	0
5	22	0	5	0

2024-25 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	---

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	---
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	---
Other	---

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	12,531.91	2,874.18	9,657.73	135,384.20
District	N/A	N/A	14,722.67	139,908.56
Percent Difference - School Site and District	N/A	N/A	-41.5	2.9
State	N/A	N/A	12,799.97	95,479
Percent Difference - School Site and State	N/A	N/A	-19.1	40.2

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$76,605	\$61,516
Mid-Range Teacher Salary	\$124,025	\$95,479
Highest Teacher Salary	\$156,483	\$125,208
Average Principal Salary (Elementary)	\$214,612	\$152,668
Average Principal Salary (Middle)	\$197,709	\$156,487
Average Principal Salary (High)	0	\$165,427
Superintendent Salary	\$270,375	\$242,781
Percent of Budget for Teacher Salaries	37.61%	29.76%
Percent of Budget for Administrative Salaries	5.82%	5.74%

Professional Development

All TK-5 teachers engage in professional development aligned to the MPCSD professional development plan in three ways: training, grade level collaboration, and coaching. Content areas include our phonics curriculum (Heggarty/Bridge to Reading) and writing. We are also continuing our work on 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. At Laurel we are specifically supporting our teachers in their work to improve their Project Based Learning units.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	4

PART II: EVALUATION DETAIL		Date of Inspection:				School Name: LAUREL SCHOOL LOWER CAMPUS										
AREA	CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
ADMIN		NA	✓	✓	✓	✓	✓	✓		NA	✓	✓	✓	✓		✓
	COMMENTS:															
WORK ROOM		NA	✓	✓	✓	✓	✓	✓		NA	✓	✓	✓	✓		✓
	COMMENTS:															
STAFF ROOM		NA	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓
	COMMENTS:															
PRINCIPAL		NA	✓	NA	✓	✓	✓	✓		NA	✓	✓	✓	✓		✓
	COMMENTS:															
NURSE		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	COMMENTS:															
RESTROOM		NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	COMMENTS:															
CONFERENCE ROOM		✓	✓	✓	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	N/A	✓
	COMMENTS:															
WOMAN'S RESTROOM		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	COMMENTS:															
MEN'S RESTROOM		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	COMMENTS:															
GIRLS BATHROOM		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	COMMENTS:															
BOYS BATHROOM		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	COMMENTS:															

PART II: EVALUATION DETAIL

Date of Inspection: _____

School Name: LAUREL SCHOOL LOWER CAMPUS

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
A9	✓	✓		✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
	COMMENTS:														
A10	✓	✓		✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
	COMMENTS:														
A27	✓	✓		✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
	COMMENTS:														
A26	✓	✓		✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
	COMMENTS:														
A25	✓	✓		✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
R	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	NA	✓
	COMMENTS:														
A23 VICE PRINCIPAL	✓	✓		✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
	COMMENTS:														
R	✓														
	COMMENTS:														
	✓														
	COMMENTS:														
COMPUTER LAB	✓	✓		✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
LIBRARY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
G1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														

PART II: EVALUATION DETAIL

Date of Inspection:

School Name: LAUREL SCHOOL LOWER CAMPUS

AREA	CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/ CHOO/ GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
G2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:															
GIRLS		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:															
GIRL'S REST ROOM		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:															
BOYS REST ROOM		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:															
G3		✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:															
G4		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:															
GPOD		✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:															
G5		✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:	A FEW lights out. need to be replaced.														
	COMMENTS:															
E3		✓	✓	✓	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	N/A	✓
	COMMENTS:															
	COMMENTS:															
	COMMENTS:															

PART II: EVALUATION DETAIL

Date of inspection: _____

School Name: **LAUREL SCHOOL LOWER CAMPUS**

AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	GAS LEAKS	MECH/VAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/ CHOO/ GROUNDS	WINDOWS/ DOORS/ GATES/FENCES	
	COMMENTS:															
KITCHEN	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓	
	COMMENTS:															
BOY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓	
	COMMENTS:															
GIRL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓	
	COMMENTS:															
E1	✓	✓	✓	✓	✓	✓	✓	N/A	✓	D	✓	✓	✓	N/A	✓	
	COMMENTS: storage near kiln items stacked to ceiling-															
E2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓	
	COMMENTS:															
E-3	✓	✓	✓	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	N/A	✓	
	COMMENTS:															
	COMMENTS:															
D4	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓	
	COMMENTS:															
D5	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓	
	COMMENTS:															
D1	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓	
	COMMENTS:															
D2	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓	
	COMMENTS:															

PART II: EVALUATION DETAIL		Date of Inspection:			School Name: LAUREL SCHOOL LOWER CAMPUS										
CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/ CHOO/ GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
D3	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:	Remove items from top of cabinets													
GIRL'S RESTROOM	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
BOY'S RESTROOM	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
R	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
DPOD	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	NA	✓
	COMMENTS:														
F1	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
F2	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
F3	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
FPOD	✓	✓	✓	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														

PART II: EVALUATION DETAIL		Date of Inspection:			School Name: LAUREL SCHOOL LOWER CAMPUS										
CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/ CHOO/ GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
AREA															
	COMMENTS:														
	COMMENTS:														
C1	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
C2	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
GIRLS REST ROOM	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
BOY'S REST ROOM	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
C3	✓	✓	✓	D	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:	A FEW ITEMS on top of cabinet above sink area.													
C4	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
C5	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
CPOD	✓	✓	✓	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
ARBOR	✓	✓	✓	N/A	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	N/A	N/A
	COMMENTS:														
MPR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														

PART II: EVALUATION DETAIL

Date of Inspection: _____

School Name: LAUREL SCHOOL LOWER CAMPUS

AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOO/ GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
STAGE	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	N/A	✓
	COMMENTS:														
	COMMENTS:														
B1	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
R	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														
B2	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
B3	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
GIRLS REST ROOM	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
BOY'S REST ROOM	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS: Needs light cover														
B4	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
R			✓												
	COMMENTS:														

PART II: EVALUATION DETAIL		Date of Inspection:			School Name: <u>LAUREL SCHOOL LOWER CAMPUS</u>											
CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
	COMMENTS:															
	COMMENTS:															
B5	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓	
	COMMENTS:															
	COMMENTS:															
	COMMENTS:															
	COMMENTS:															
	COMMENTS:															
PLAYFIELDS															✓	
	COMMENTS:															
PLAY COURTS															✓	
	COMMENTS:															
ARBOR															✓	
	COMMENTS:															

FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
 (REV 05/09)

PART II: EVALUATION DETAIL

Date of Inspection:

School Name: LAUREL SCHOOL LOWER CAMPUS

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
	COMMENTS:														

Marks: \checkmark = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional Area Lines as necessary.

✓

Received by Spiano 10/3/25

PART II: EVALUATION DETAIL		Date of Inspection:				School Name: LAUREL SCHOOL UPPER CAMPUS									
CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/ CHOO/ GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Room 10	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:														
Room 11	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:														
Room 12	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:														
Room 13	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:														
Room 14	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:														
Room 15	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:														
Room 16	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:														
Room 17	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:														
Library	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:														
Library collaborative space	NA	NA	✓	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:														
LC A	NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:														
LC B	NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:														

✓, D, X, NA

PART II: EVALUATION DETAIL		Date of Inspection:				School Name: LAUREL SCHOOL UPPER CAMPUS										
AREA	CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Stairwell (library)		NA	NA	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:															
Atrium Stairwell		NA	NA	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:															
Staff lunch		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:															
Staff Bathrooms		NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:															
A1		NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:															
A2		NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:															
A3		NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:															
A4		NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:															
A5		NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:															
A6		NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:															
A7		NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:															

1. $A_{11} A_{12} \dots A_{1n}$ $A_{21} A_{22} \dots A_{2n}$ \dots $A_{m1} A_{m2} \dots A_{mn}$

2. $A_{11} A_{12} \dots A_{1n}$ $A_{21} A_{22} \dots A_{2n}$ \dots $A_{m1} A_{m2} \dots A_{mn}$

3. $A_{11} A_{12} \dots A_{1n}$ $A_{21} A_{22} \dots A_{2n}$ \dots $A_{m1} A_{m2} \dots A_{mn}$

4. $A_{11} A_{12} \dots A_{1n}$ $A_{21} A_{22} \dots A_{2n}$ \dots $A_{m1} A_{m2} \dots A_{mn}$

5. $A_{11} A_{12} \dots A_{1n}$ $A_{21} A_{22} \dots A_{2n}$ \dots $A_{m1} A_{m2} \dots A_{mn}$

6. $A_{11} A_{12} \dots A_{1n}$ $A_{21} A_{22} \dots A_{2n}$ \dots $A_{m1} A_{m2} \dots A_{mn}$

7. $A_{11} A_{12} \dots A_{1n}$ $A_{21} A_{22} \dots A_{2n}$ \dots $A_{m1} A_{m2} \dots A_{mn}$

8. $A_{11} A_{12} \dots A_{1n}$ $A_{21} A_{22} \dots A_{2n}$ \dots $A_{m1} A_{m2} \dots A_{mn}$

9. $A_{11} A_{12} \dots A_{1n}$ $A_{21} A_{22} \dots A_{2n}$ \dots $A_{m1} A_{m2} \dots A_{mn}$

10. $A_{11} A_{12} \dots A_{1n}$ $A_{21} A_{22} \dots A_{2n}$ \dots $A_{m1} A_{m2} \dots A_{mn}$

11. $A_{11} A_{12} \dots A_{1n}$ $A_{21} A_{22} \dots A_{2n}$ \dots $A_{m1} A_{m2} \dots A_{mn}$

PART II: EVALUATION DETAIL

Date of Inspection: _____

School Name: **LAUREL SCHOOL UPPER CAMPUS**

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
A8	NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:														
A0	NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:														
A10	NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:														
Foyer	NA	NA	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:														
Atrium	NA	✓	NA	✓	✓	✓	✓	✓	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:														
MPR	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:														
Music Room	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:														
Stage	NA	✓	NA	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:														
Kitchen	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:														
MPR Bathrooms	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:														
Room 20	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:														
Room 21	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:														

1	100	100	100	100	100	100	100	100	100
2	100	100	100	100	100	100	100	100	100
3	100	100	100	100	100	100	100	100	100
4	100	100	100	100	100	100	100	100	100
5	100	100	100	100	100	100	100	100	100
6	100	100	100	100	100	100	100	100	100
7	100	100	100	100	100	100	100	100	100
8	100	100	100	100	100	100	100	100	100
9	100	100	100	100	100	100	100	100	100
10	100	100	100	100	100	100	100	100	100
11	100	100	100	100	100	100	100	100	100
12	100	100	100	100	100	100	100	100	100
13	100	100	100	100	100	100	100	100	100
14	100	100	100	100	100	100	100	100	100
15	100	100	100	100	100	100	100	100	100
16	100	100	100	100	100	100	100	100	100
17	100	100	100	100	100	100	100	100	100
18	100	100	100	100	100	100	100	100	100
19	100	100	100	100	100	100	100	100	100
20	100	100	100	100	100	100	100	100	100

PART II: EVALUATION DETAIL

Date of Inspection:

School Name: **LAUREL SCHOOL UPPER CAMPUS**

AREA	CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/ CHOL GROUND	WINDOWS/ DOORS/ GATES/FENCES
Room 22		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:															
Room 23		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:															
Room 24		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:															
Room 25		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:															
Room 26		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:															
Room 27		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:															
Steam A		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:															
Steam B		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:															
Steam Collaboration Space		NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:															
LCC		✓	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:															
Atrium Collaboration Space		NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:															
Library Collaboration Space (Upstairs)		NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:															

PART II: EVALUATION DETAIL

Date of Inspection: _____

School Name: **LAUREL SCHOOL UPPER CAMPUS**

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SMOKE EXHAUST	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/SCHOOL GROUNDS	WINDOWS/DOORS/GATES/FENCES
etr															
	COMMENTS: _____														

Marks: \checkmark = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
 Use additional Area Lines as necessary.

