



Laurel School

95 Edge Road • Atherton, CA 94027 • 650-324-0186 • Grades K-5

Linda Creighton, Principal

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Menlo Park City Elementary

181 Encinal Avenue

Atherton, CA, 94027

650-321-7140

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District Governing Board

David Ackerman

Mark Box

Stacey Jones

Sherwin Chen

Scott Saywell

District Administration

Erik Burmeister

Superintendent

Linda Creighton

Principal

School Description

Laurel School is one K-5 School that is housed on two campuses, which are about two miles apart. The Laurel Lower Campus serves students kindergarten, first, and second grades. A district run preschool and special education preschool are also 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 350 students. It is a leafy campus, with the classrooms built around central interior collaborative spaces, often used for small break out groups that are 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 our 350 third through fifth grade students. Laurel's Upper Campus building opened in October 2016.

Across the two campuses, the certificated school staff include: 32 FTE regular education classroom teachers, two half-time EL specialist teachers, two reading specialists, one librarian, one full time and three part-time music teachers, two half-time art specialists, one P.E. teacher, three RSP teachers, one school counselor, one school psychologist, and two administrators. Part-time classified staff include instructional aides (1 hour for every K-3 classroom), para-educators, science aides, one LVN/admin assistant at each campus, and a full-time Office Manager at each campus.

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

"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 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 the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 116 |
| Grade 1 | 121 |
| Grade 2 | 110 |
| Grade 3 | 134 |
| Grade 4 | 109 |
| Grade 5 | 119 |
| Total Enrollment | 709 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.8 |
| Asian | 14.2 |
| Filipino | 0.7 |
| Hispanic or Latino | 21.3 |
| Native Hawaiian or Pacific Islander | 1.6 |
| White | 50.4 |
| Two or More Races | 10.9 |
| Socioeconomically Disadvantaged | 10.9 |
| English Learners | 7.9 |
| Students with Disabilities | 7.5 |
| Homeless | 0.3 |

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

| Teacher Credentials for Laurel School | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 48 | 47 | 47 |
| Without Full Credential | 0 | 1 | 0.5 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Menlo Park City | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 183 |
| Without Full Credential | ♦ | ♦ | 0.5 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Laurel School

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2017

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-----------------------|---|
| Reading/Language Arts | <p>Units of Study for Teaching Reading, Heinemann, Teachers College Reading and Writing Project, K-5</p> <p>Units of Study in Opinion, Information, and Narrative Writing Elementary Series, 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> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0 %</p> |
| Mathematics | <p>California Math Expressions, Houghton Mifflin, K-5</p> <p>Big Ideas Math Common Core Advanced 1, Cengage Learning, 5</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0 %</p> |

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------------|--|
| Science | <p>CALIFORNIA FOSS, Delta Education, as follows:</p> <p>Trees, FOSS, K</p> <p>Wood and Paper, FOSS, K</p> <p>Animals 2x2, FOSS, K</p> <p>Solids and Liquids, FOSS, 1</p> <p>Plants and Animals, FOSS, 1</p> <p>Air and Weather, FOSS, 1</p> <p>Pebbles, Sand and Silt, FOSS, 2</p> <p>Balance and Motion, FOSS, 2</p> <p>Insects and Plants, FOSS, 2</p> <p>Structures of Life, FOSS, 3</p> <p>Sun, Moon and Stars, FOSS, 3</p> <p>Matter and Energy, FOSS, 3</p> <p>Environments, FOSS, 4</p> <p>Solid Earth, FOSS, 4</p> <p>Magnetism and Electricity, FOSS, 4</p> <p>Water Planet, FOSS, 5</p> <p>Mixtures and Solutions, FOSS, 5</p> <p>Living Systems, FOSS, 5</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0 %</p> |
| History-Social Science | <p>Reflections, California Series, Harcourt School Publishers, K-5</p> <p>Reflexiones, California Series SPANISH, Harcourt School Publishers, K-5</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0 %</p> |
| Health | <p>Second Step, Committee for Children ('02) K-2</p> <p>Skills for Growing, Lions-Quest ('03) 3-5</p> <p>Puberty Talks, Health Connected (2017) 5</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0 %</p> |
| Science Laboratory Equipment | Percent of students lacking their own assigned textbook: 0.0 % |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | Several rooms need filters washed or replaced. |
| Electrical: Electrical | Good | B2 - Lights need replacement. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | 1 Boy's Urinal needs new batteries. 1 Boy's Restroom needs light cover to be replaced. |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | A few DPOD rooms need minor door repairs. Water fountain needs adjusting. STEAM collab space needs paint touchup. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Good | |

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, which 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); and
- 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 83 | 83 | 84 | 84 | 50 | 50 |
| Math | 79 | 80 | 81 | 83 | 38 | 39 |

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | 17.8 | 33.9 | 38.1 |

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 361 | 357 | 98.89 | 82.63 |
| Male | 181 | 179 | 98.90 | 81.56 |
| Female | 180 | 178 | 98.89 | 83.71 |
| Black or African American | -- | -- | -- | -- |
| Asian | 42 | 42 | 100.00 | 92.86 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 72 | 69 | 95.83 | 60.87 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 193 | 192 | 99.48 | 86.46 |
| Two or More Races | 41 | 41 | 100.00 | 92.68 |
| Socioeconomically Disadvantaged | 37 | 37 | 100.00 | 54.05 |
| English Learners | 42 | 41 | 97.62 | 60.98 |
| Students with Disabilities | 43 | 43 | 100.00 | 58.14 |
| Homeless | -- | -- | -- | -- |

Note: 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.

Note: 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.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 361 | 357 | 98.89 | 79.83 |
| Male | 181 | 179 | 98.90 | 79.89 |
| Female | 180 | 178 | 98.89 | 79.78 |
| Black or African American | -- | -- | -- | -- |
| Asian | 42 | 42 | 100.00 | 95.24 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 72 | 69 | 95.83 | 55.07 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 193 | 192 | 99.48 | 87.50 |
| Two or More Races | 41 | 41 | 100.00 | 85.37 |
| Socioeconomically Disadvantaged | 37 | 37 | 100.00 | 35.14 |
| English Learners | 42 | 41 | 97.62 | 65.85 |
| Students with Disabilities | 43 | 43 | 100.00 | 58.14 |
| Homeless | -- | -- | -- | -- |

Note: 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.

Note: 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.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

"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 the 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 - we can assure you that it will be meaningful for the entire Laurel School community.

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 (109 parent volunteers in 2019), or one morning in April for the STEAM Fair (over 100 parent volunteers).

Within the Laurel PTO, parents can volunteer to serve on one of our dozens of committees.

The parents at Laurel School are very supportive. 85% of our families are members of the PTO, which has a voluntary executive board of 18 parents. Additionally, hundreds of parents serve on over 35 different PTO committees which enhance and support our Laurel instructional program and school community. Many parents choose to volunteer to support the Art Specialist, who delivers weekly art instruction to each K-5 student. 109 parent volunteers deliver monthly Art in Action lessons in each classroom. The PTO also coordinates a hot food offering every day of the week. Classroom teachers are supported by a large group of parent volunteers 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.

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.

Eight parents, in partnership with as eight teachers, serve on our Laurel School Site Council, which meets on a monthly basis 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 school community meetings. 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.

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.

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 Assistant Principal manages the School Safety Plan that coordinates concerns of 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.

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

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.3 | 0.0 | 0.0 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.2 | 0.4 | 0.4 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 709.0 |

* 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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | 1.0 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .8 |
| Social Worker | |
| Nurse | 1.0 |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | |
| Other | 1.8 |

* 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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| K | 22 | | 6 | | 24 | | 5 | | 19 | 4 | 2 | |
| 1 | 21 | | 6 | | 22 | | 4 | | 22 | | 5 | |
| 2 | 22 | 1 | 4 | | 22 | 1 | 5 | | 20 | 3 | 2 | |
| 3 | 23 | | 5 | | 21 | | 4 | | 22 | | 6 | |
| 4 | 24 | | 5 | | 24 | | 5 | | 22 | | 5 | |
| 5 | 23 | | 3 | | 23 | | 5 | | 24 | | 5 | |
| Other** | | | | | 8 | 1 | | | | | | |

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6 | 6 | 6 |

During the 2018-19 school year, all K-5 teachers received on-site professional development from the Buck Institute for Education focused on Project Based Learning. Following the training, teachers were provided release days and time with District Level TOSAs and Coordinators to support their development of rigorous and meaningful PBL units.

Teachers also participate in staff development with three MPCSD Teachers on Special Assignment who support in a variety of ways including grade level retreats, curriculum mapping, unit planning, integrating technology, and in-class coaching.

Several teachers attend conferences throughout the school year including work with Transcend Education, Altitude Learning, National Council for Teaching Mathematics Innovate Conference in Las Vegas, San Mateo County Office of Education PBL training and workshops, CAFE Bilingual Conference in Sacramento.

Beyond these professional development events, Laurel School's Spanish Immersion teachers lead professional development for teachers in other immersion schools through the DLI Saturday Reunion Mini-Conference. Many Laurel teachers lead workshops, facilitate site lab classroom visits, and also attend workshops put on by their colleagues.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$60,855 | \$49,378 |
| Mid-Range Teacher Salary | \$98,524 | \$77,190 |
| Highest Teacher Salary | \$120,689 | \$96,607 |
| Average Principal Salary (ES) | \$155,372 | \$122,074 |
| Average Principal Salary (MS) | \$160,002 | \$126,560 |
| Average Principal Salary (HS) | \$0 | \$126,920 |
| Superintendent Salary | \$223,000 | \$189,346 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 42% | 36% |
| Administrative Salaries | 6% | 6% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

With our funding resources, schools are provided support teachers and staff to meet a variety of student needs. We have support teachers for English Language Development and Reading. Music Teachers, Art Specialists, a full-time Teacher Librarian, and Science Aides to enhance our instructional Programs. We also have robust Student Support services including speech and language specialists, learning specialists, psychologists, school counselors, and nursing. Core textbooks are purchased with district funds and state funds, and monies raised by the PTO supplement instructional materials and supplies. We are constantly working to increase the amount and quality of technology in our schools.

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).

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-------|------------|--------------|------------------------|
| School Site | 8623 | 1627 | 6995 | 105792 |
| District | N/A | N/A | 9683 | \$106,986.00 |
| State | N/A | N/A | \$7,506.64 | \$77,619.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -32.2 | -1.1 |
| School Site/ State | -7.1 | 30.7 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.