**Menlo Park**
**City School District**

# School Accountability Report Card
# Reported for School Year 2005-06

## Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at http://data1.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.

# I. About This School

## Contact Information

This section provides the school's contact information.

| School | | District | |
|---|---|---|---|
| **School Name** | Laurel Elementary | **District Name** | Menlo Park City Elementary |
| **Street** | 95 Edge Rd. | **Phone Number** | 650-321-7140 |
| **City, State, Zip** | Atherton, CA   94027-2254 | **Web Site** | www.mpcsd.org |
| **Phone Number** | 650-324-0186 | **Superintendent** | Kenneth Ranella |
| **Principal** | Nancy Hendry | **E-mail Address** | kranella@mpcsd.org |
| **E-mail Address** | nhendry@mpcsd.org | --- | --- |

## School Description and Mission Statement

This section provides information about the school's goals and programs.

As one of the four schools of the Menlo Park City School District, Laurel School pursues the District's mission:

"We are a community of educators, scholars, parents and staff working together to inspire high academic achievement among all students, serve their needs, challenge their minds, and enrich their lives, laying a foundation for success and participation in a democratic society."

as well as the Laurel School Vision:

"Laurel School is a learning community of teachers, staff, parents, and students striving to motivate and empower one another to make respectful and responsible choices. Together we: respond to students' unique strengths and needs; embrace a meaningful, engaging and challenging curriculum through which students build academic confidence and independence; involve ourselves in experiential learning; take responsibility for our actions and make good decisions regarding behavior and learning; appreciate the relationship of human beings with each other and with the natural environment; and, believe that we are collaboratively responsible for the successes at Laurel School."

Laurel School is a primary education school serving Kindergarten, first and second grade level students.  Laurel School is located in a residential area in Atherton, two blocks from Menlo Atherton High School.

The school staff includes; 21 regular education classroom teachers, one reading specialist, one librarian, and one site

administrator.  Part-time staff includes: a Music Specialist, an Art Specialist, a Physical Education Specialist, a Support Teacher (special tutoring & ELL), a Resource Specialist, a Speech and Language Specialist, a psychologist, a student counselor, and a nurse.  These certificated positions are supported by a school office manager, an office clerk, ten instructional aides, one science aide, and one computer lab aide.

## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

The parents at Laurel School are very supportive.  93% of our families are members of the PTO, and hundreds of parents serve on over 35 different  PTO committees which enhance and support our Laurel instructional program and school community.  A PTO sponsored music enrichment coordinator provides a supplemental music program to all classrooms.  The PTO also provides a hot food offering three times a week. Classroom teachers are supported by a large group of parent volunteers.  Parents are trained by our Language Arts Lead Teacher to assist with reading fluency groups, by our computer lab aide to help monitor students in our computer lab, and by the librarian to help manage the circulation of books within our library. The amount of direct assistance in the classroom is illustrated by over 500 hours of classroom volunteer time logged during the school year.  Parents serve on our Laurel School Site Council which meets on a monthly basis to review and monitor the Laurel School Site Plan.

## Student Enrollment by Grade Level

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

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 155 |
| Grade 1 | 155 |
| Grade 2 | 142 |
| Total Enrollment | 452 |

## Student Enrollment by Group

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

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|---|---|---|---|
| African American | 3.3 | White (not Hispanic) | 73.9 |
| American Indian or Alaska Native | 0.0 | Multiple or No Response | 3.1 |
| Asian | 6.0 | Socioeconomically Disadvantaged | 5.0 |
| Filipino | 0.7 | English Learners | 9.0 |
| Hispanic or Latino | 10.2 | Students with Disabilities | 17.0 |
| Pacific Islander | 2.9 | --- | --- |

## Average Class Size and Class Size Distribution (Elementary)

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

| Grade Level | 2003-04 | | | | 2004-05 | | | | 2005-06 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 22.9 | | 7 | | 22.1 | | 7 | | 17.6 | 8 | 1 | |
| 1 | 18.9 | 7 | | | 20.0 | 7 | | | 19.4 | 8 | | |
| 2 | 19.4 | 7 | | | 18.1 | 8 | | | 20.3 | 6 | 2 | |

## Average Class Size and Class Size Distribution (Secondary)

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

<span style="color:red">No data are available for this section</span>

## Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten trough grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

| Grade Level | Percent of Students Participating | | |
|---|---|---|---|
| | 2003-04 | 2004-05 | 2005-06 |
| K | 0 | 0 | 100 |
| 1 | 100 | 100 | 100 |
| 2 | 100 | 100 | 100 |

# II. School Climate

## School Safety Plan

This section provides information about the school's comprehensive safety plan.

The Menlo Park City School District incorporates requirements of all legislative mandates into a single Emergency Preparedness plan that is updated annually.  The principal manages the Site Emergency Plan that coordinates concerns of parents, students, and staff for the safety and welfare of all.  The Site Emergency Plan is reviewed and revised annually and appropriate drills and training are provided to help all persons become familiar with their responsibilities.  Emergency preparedness also includes close cooperation and planning with police, fire, civic emergency agencies and school/parent groups.

## School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Laurel School is an exciting, nurturing and challenging place where students develop conceptual knowledge and skills, learn social skills and establish personal connections to their academic world.  The Laurel School spirit is celebrated each Friday, when students and staff wear the school colors of blue & white, birthday ribbons and "Super Squirrel" certificates are personally delivered by the principal to those students caught doing something special for their school or peers, and a Super Squirrel mascot is rotated to each class to witness all the wonderful activities and positive interactions of our students.  Self-esteem is also promoted through our "Students of the Month" program.  Throughout the school year all students have their picture taken by a PTO volunteer and placed on display within the school office.  Classroom teachers send home individual awards such as "Classroom Stars" on a regular basis.

The Laurel staff views discipline as growth from dependence to independence.  This is accomplished through the use of natural and logical consequences and encouragement that communicates respect and value for each and every child, and enables the child to develop responsibility, self-discipline and judgment.  Good behavior on our playgrounds is insured through the use of clearly defined rules and ample supervision.  Laurel has separate playground areas for the kindergarten, first grade, and second grade students.  Each play yard is monitored by two yard duty supervisors.

The staff at Laurel School is committed to excellence.  Our expectation is that each and every child develops into a lifelong learner.  The 'Basic Skills' of the 21st century to think well, work effectively in groups, use technological tools, and deal with rapid social change are taught along side our core curriculum of mathematics, language arts, science, history-social science, physical education, art, and music.  Our commitment is to help each child learn these basic skills and build a strong character in the process so that he/she can meet, with confidence and competence, the complex changes of his/her future.

## Suspensions and Expulsions

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

| Rate | School | | | District | | |
|---|---|---|---|---|---|---|
| | 2003-04 | 2004-05 | 2005-06 | 2003-04 | 2004-05 | 2005-06 |
| **Suspensions** | 0 | 0 | 0 | 0.009 | 0.010 | 0 |
| **Expulsions** | 0 | 0 | 0 | 0 | 0 | 0 |

# III. School Facilities

## School Facility Conditions and Improvements

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

Laurel School has 25 classrooms, a multipurpose room, a library, a computer lab, and an administration building. The main campus is approximately 50 years old. A major renovation of the facility was completed in 1999 thanks to a $22 million bond measure approved by the community to upgrade all district facilities. As a result, all classrooms are wired for internet, phone, and cable TV.

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 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 Maintenance and Operations work closely with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The District budgets and transfers 0.5% of the general fund budget to the deferred maintenance program annually. The district's complete deferred maintenance plan is available at the district office.

## School Facility Conditions Good Repair Status

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

| Item Inspected | Facility in Good Repair | | Repair Needed and Action Taken or Planned |
|---|---|---|---|
| | Yes | No | |
| **Gas Leaks** | X | | |
| **Mechanical Systems** | X | | |
| **Windows/Doors/Gates (interior and exterior)** | X | | |
| **Interior Surfaces (walls, floors, and ceilings)** | X | | |
| **Hazardous Materials (interior and exterior)** | X | | |
| **Structural Damage** | X | | |
| **Fire Safety** | X | | |
| **Electrical (interior and exterior)** | X | | |
| **Pest/Vermin Infestation** | X | | |
| **Drinking Fountains (inside and outside)** | X | | |
| **Restrooms** | X | | |
| **Sewer** | X | | |
| **Playground/School Grounds** | X | | |
| **Other** | | | |

# IV. Teachers

## Teacher Credentials

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

| Teachers | School | | | District |
|---|---|---|---|---|
| | 2003-04 | 2004-05 | 2005-06 | 2005-06 |
| **With Full Credential** | 26 | 28 | 32 | 138 |
| **Without Full Credential** | 0 | 0 | 0 | 0 |
| **Teaching Outside Subject Area of Competence** | 0 | 0 | 0 | --- |

## Teacher Misassignments and Vacant Teacher Positions

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

| Indicator | 2004-05 | 2005-06 | 2006-07 |
|---|---|---|---|
| **Misassignments of Teachers of English Learners** | 0 | 0 | 0 |
| **Total Teacher Misassignments** | 0 | 0 | 0 |
| **Vacant Teacher Positions** | 0 | 0 | 0 |

## Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|---|---|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| **This School** | 100.0 | 0.0 |
| **All Schools in District** | 89.0 | 11.0 |
| **High-Poverty Schools in District** | 0.0 | 0.0 |
| **Low-Poverty Schools in District** | 89.0 | 11.0 |

## Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Teachers who work as substitutes in Menlo Park classrooms must have passed the California Basic Educational Skills Test and possess a valid California teaching credential. The district continually strives to recruit high quality substitutes for our classrooms.

## Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

By district contract, all permanent teachers are evaluated every two years, and every non-tenured employee is observed three times each year. Administrators participate in ongoing inservice to refine skills in supervision.

# V. Support Staff

## Academic Counselors and Other Support Staff

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

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| Academic Counselor | | |
| Library Media Teacher (Librarian) | 1.0 | --- |
| Library Media Services Staff (paraprofessional) | | --- |
| Psychologist | 0.4 | --- |
| Social Worker | | --- |
| Nurse | 0.2 | --- |
| Speech/Language/Hearing Specialist | 0.5 | --- |
| Resource Specialist (non-teaching) | | --- |
| Other - Counselor | 0.2 | --- |

# VI. Curriculum and Instructional Materials

## Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|---|---|---|
| Reading/Language Arts | SRA/Open Court Reading ('02) State approved, Board adopted 2003 | 0 |
| Mathematics | Grades K-1: Harcourt Math 2002 ('02) State approved, Board adopted 2002 Grade 2: Houghton Mifflin Mathematics ('02) State approved, Board adopted 2002 | 0 |
| Science | Full Option Science Systems (FOSS), Delta Education, Inc. ('07) State approved, Board adopted 2007 | 0 |
| History-Social Science | Reflections, Harcourt School Publishers ('07) State approved, Board adopted 2006 | 0 |

# VII. School Finances

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $6,397 | $398 | $5,999 | $72,049 |
| District | --- | --- | $6,377 | $73,025 |
| Percent Difference - School Site and District | --- | --- | 5.9 | 1.3 |

| | | | |
|---|---|---|---|---|
| **State** | --- | --- | $4,743 | $56,471 |
| **Percent Difference - School Site and State** | --- | --- | 26.5 | 27.6 |

## Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

> Laurel's classrooms are supported by the District Language Arts Lead Teacher, the Support Teacher program (including EL services), the Reading Specialist, psychologist, school counselor, and speech/language and resource specialist programs.

## Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp.

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $44,522 | $37,797 |
| **Mid-Range Teacher Salary** | $72,081 | $57,601 |
| **Highest Teacher Salary** | $88,297 | $71,233 |
| **Average Principal Salary (Elementary)** | $122,425 | $88,676 |
| **Average Principal Salary (Middle)** | $128,388 | $91,944 |
| **Average Principal Salary (High)** | | $81,156 |
| **Superintendent Salary** | $177,642 | $127,179 |
| **Percent of Budget for Teacher Salaries** | 44.7 | 42.1 |
| **Percent of Budget for Administrative Salaries** | 6.3 | 5.8 |

# VIII. Student Performance

## California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## CST Results for All Students -- Three-Year Comparison

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

| Subject | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| **English-Language Arts** | 76 | 82 | 76 | 76 | 79 | 82 | 36 | 40 | 42 |
| **Mathematics** | 85 | 83 | 76 | 74 | 77 | 78 | 34 | 38 | 40 |
| **Science** | | | | 68 | 77 | 77 | 25 | 27 | 35 |
| **History-Social Science** | | | | 67 | 76 | 77 | 29 | 32 | 33 |

## CST Results by Student Group - Most Recent Year

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

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
| --- | --- | --- | --- | --- |
| | English-Language Arts | Mathematics | Science | History-Social Science |
| African American | * | * | | |
| American Indian or Alaska Native | | | | |
| Asian | * | * | | |
| Filipino | | | | |
| Hispanic or Latino | * | * | | |
| Pacific Islander | * | * | | |
| White (Not Hispanic) | 80 | 80 | | |
| Male | 66 | 76 | | |
| Female | 88 | 77 | | |
| Economically Disadvantaged | * | * | | |
| English Learners | 23 | 23 | | |
| Students with Disabilities | 52 | 52 | | |
| Students Receiving Migrant Education Services | | | | |

## Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

| Subject | School | | | District | | | State | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Reading | 82 | | | 78 | 75 | 82 | 43 | 41 | 42 |
| Mathematics | 83 | | | 81 | 80 | 83 | 51 | 52 | 53 |

## NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

| Group | Percent of Students Scoring at or Above the National Average | |
| --- | --- | --- |
| | Reading | Mathematics |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic or Latino | | |
| Pacific Islander | | |
| White (not Hispanic) | | |
| Male | | |
| Female | | |
| Economically Disadvantaged | | |

| | | | |
|---|---|---|---|
| **English Learners** | | | |
| **Students with Disabilities** | | | |
| **Students Receiving Migrant Education Services** | | | |

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

# IX. Accountability

## Academic Performance Index

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

## API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2003-04 | 2004-05 | 2005-06 |
|---|---|---|---|
| **Statewide** | 10 | 10 | 10 |
| **Similar Schools** | 6 | 8 | 9 |

## API Changes by Student Group -- Three Year Comparison

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

| Group | Actual API Change | | | API Score |
|---|---|---|---|---|
| | 2003-04 | 2004-05 | 2005-06 | 2006 |
| **All Students at the School** | 11 | 9 | -26 | 891 |
| **African American** | | | | |
| **American Indian or Alaska Native** | | | | |
| **Asian** | | | | |
| **Filipino** | | | | |
| **Hispanic or Latino** | | | | |
| **Pacific Islander** | | | | |
| **White (not Hispanic)** | 3 | 7 | -26 | 909 |
| **Socioeconomically Disadvantaged** | | | | |
| **English Learners** | -- | -- | | |
| **Students with Disabilities** | -- | -- | | |

## State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

## Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

## AYP Overall and by Criteria

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

| AYP Criteria | School | District |
|---|---|---|
| **Overall** | Yes | No |
| **Participation Rate - English-Language Arts** | Yes | Yes |
| **Participation Rate - Mathematics** | Yes | No |
| **Percent Proficient - English-Language Arts** | Yes | Yes |
| **Percent Proficient - Mathematics** | Yes | Yes |
| **API** | Yes | Yes |
| **Graduation Rate** | N/A | N/A |

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

| Indicator | School | District |
|---|---|---|
| **Program Improvement Status** | Not in PI | Not In PI |
| **First Year of Program Improvement Implementation** | | |
| **Year in Program Improvement** | | |
| **Number of Schools Currently in Program Improvement** | --- | 0 |
| **Percent of Schools Currently in Program Improvement** | --- | 0.0 |

# X. School Completion and Postsecondary Preparation

**No data are available for this section**

# XI. Instructional Planning and Scheduling

## School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Laurel School provides a broad-based, high quality education for all of its students. The District's direction is given through the Superintendent, Assistant Superintendent for Instruction, cross-district grade level meetings and professional development activities. The four principals in Menlo Park meet weekly with the Superintendent, the Assistant Superintendent, the Business Manager, and the Director of Student Services, to discuss, evaluate and plan for instructional programs at the schools. Laurel teachers serve on a variety of District curriculum committees which meet monthly to assist in the review, implementation, and evaluation of District adopted materials and instructional practices. Our library/media center is well stocked with primary books. The school's librarian meets with each class on a weekly basis. Books are procured through the School Library Act funds and an Adopt-A-Book program. Our media center contains a state of the art computer lab facilitated by a part-time technology aide. Students and teachers in each classroom have access to the Internet via computers. Laurel's classroom efforts are augmented by the District Language Arts Lead Teacher, the Support Teacher program (including EL services), the Reading Specialist, a psychologist, a school counselor, and speech/language and resource specialist programs. A Student Success Team meets regularly to plan courses of action for students needing additional learning and/or emotional support. On Thursday afternoons the Laurel PTO sponsors a chess class, a science class, a math class, and French and Spanish classes for those students wanting exposure to a second language at the primary level. Leadership is provided by the principal through the Site Council, the PTO and the faculty and staff. The Laurel Leadership Team is composed of a teacher liaison from each grade level and meets regularly with the principal.

## Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

The District values professional development of teachers and administrators as an ongoing process of personal growth and learning for the individual, and as a source and stimulus for increased students growth and achievement. Professional development opportunities provided by the District include Staff Development Days, attendance at workshops, courses and conferences by individual teachers, opportunities for collaborative planning and curriculum development, and systematic programs of observation and analysis of teaching. The Site Council also supports staff development programs with SIP funds. A Differentiated Instruction Leadership Team has been established to continue advanced training and lead efforts to learn about instructional strategies to address the needs of learners of all abilities.

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

## Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

| Grade Level | Instructional Minutes | |
|:---:|:---:|:---:|
| | Offered | State Requirement |
| K | 46,375 | 36,000 |
| 1 | 53,820 | 50,400 |
| 2 | 53,820 | 50,400 |

## Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

There were six minimum days in the 2005-06 calendar. Four were used for parent-teacher conferences. Two were negotiated by contract: the day before Thanksgiving and the last day of student instruction in June.