

Laurel Wood Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Laurel Wood Elementary School
Street	645 Larkin Street
City, State, Zip	Salinas, CA 93907
Phone Number	(831) 753-5620
Principal	Ms. Maire McDermid
Email Address	maire.mcdermid@salinascityesd.org
School Website	https://sites.google.com/a/salinascity.k12.ca.us/laurel-wood/
Grade Span	K-6
County-District-School (CDS) Code	27-66142-6109177

2024-25 District Contact Information

District Name	Salinas City Elementary School District
Phone Number	(831) 753-5600
Superintendent	Rebeca Andrade
Email Address	randrade@salinascityesd.org
District Website	www.salinascityesd.org

2024-25 School Description and Mission Statement

Welcome to Laurel Wood Elementary School. Our learning community is committed “to create an inclusive community of learners in which high academic standards are expected and where there is a feeling of autonomy, belonging, and competency” with proficiency in 21st century skills. We are a Title 1 school that that educates 421 students daily. Our TK-6 campus includes 3 SDC classes spanning K-6. Approximately 28% of our students are English Language Learners (Emergent Bilingual Students). Our leadership team, School Site Council, and administrators work together to build the capacity of our stakeholders, and ensure our direction supports our school-wide and district established goals.

2024-25 School Description and Mission Statement

Laurel Wood School will provide a quality education, qualified educators, and a collaborative environment where students are prepared with the critical skills and knowledge to be college and career ready in the 21st century. Our instructional program includes ongoing professional development, rigorous expectations, and social-emotional competency. We use our local measures of growth to monitor student progress and the success of our targeted Tier 1 instruction and related Tier 2/3 intervention programs. Our academic coach in conjunction with our MTSS intervention teacher supports our teachers with collaborative planning, modeling various instructional techniques and data analysis in an effort to monitor the ongoing progress of our students. For students in need of academic support, classrooms teachers provide Tier 1 intervention via small groups, 1:1 support and differentiated instruction. The Multi-Tiered System of Support (MTSS) framework is utilized consistently to connect our Tier 2 and 3 students to necessary services and supports. These include our site-based intervention program with an Intervention Teacher (est. 2021-2022 and continuing through 2024-2025) and paraprofessionals that pull students out or push in to the classrooms for extra support with assessments, Phonics for Reading (PFR) and other designated supports as determined in the MTSS process. This intervention program is provided for individuals and groups of students in kindergarten through sixth grade, as necessary.

All students participate in regularly scheduled visits to the library to check out books in their ability level as determined by Accelerated Reader. English Learners receive daily English Language Development (ELD) instruction for 30 - 45 minutes, in addition to the use of Integrated ELD throughout the day and across curriculum. Eureka Math is our district adopted math curriculum. Teachers provide whole group instruction and also provide small group instruction to address student needs. In addition, adaptive learning programs such as Lexia (language arts) and Dreambox (math) are used to support and enrich learning for our students at their ability level.

For our students' emotional well being, our MTSS team also strives to connect our students with counseling services that match their needs. Each student completes an "SEL Check In" through PBIS rewards, a district-adopted program that offers ongoing screeners to monitor student mental health and wellbeing. We offer counseling to help emotionally or behaviorally challenged students. Our full time school psychologist and full time counselor work together to determine which service or support would be most appropriate to support the student's needs. We also have a Monterey County Behavioral Health Counselor that comes to our site to work with students in need of their services. The After School Program (ASP) provides enrichment opportunities and homework support to approximately 180 of our students in all grade levels. The ASP program provides a safe and nurturing learning environment for our students through opportunities for counseling support, combined with PBIS and anti-bullying skills along with Restorative Justice practices.

Our families and community members are valued partners in our learning community. We believe the support of all members of our community will help only foster growth and success for our students. Our parent coordinator strives to ensure that our families are informed and supported and remain connected to the learning community and all of its opportunities for growth. Some opportunities for our parents and community members to connect to the learning community are Back to School Night, Open House, First Day Principal Meeting, School Site Council, ELAC, volunteering with our "Dolphin Dollar Store", Parent Teacher Club (PTC) events and meetings, attendance at CAFE conference, and awards assemblies each trimester.

Major Achievements:

- The 24-25 school year was marked by bringing our School Site Council into compliance
- Field trips and assemblies provide enrichment for students
- School sponsored volleyball, basketball, and soccer teams to build physical, social skills and school pride
- Visual and Performing Arts (music/dance/fine arts) experiences through local organizations both on-campus and off, as well as in the After School Program
- Student Recognition Program - Dynamite Dolphins Awards Assemblies and grade-span appropriate incentives, assemblies each trimester for academics, character, and personal growth.
- Continued and ongoing professional development for Certificated and Classified staff
- Parental Engagement opportunities via classes, presentations, and conferences
- Hosting Cal State Monterey Bay and Hartnell College Service Learning Students
- Peer Mediation Program implemented 24-25 in cooperation with Restorative Justice Partners
- Partnership with Padres Unidos, a community organization in collaboration with our ELAC

Focus for Improvement

1. Students not meeting standards will be provided with interventions and extended learning opportunities.
2. All students regardless of their performance levels will receive appropriate differentiation instruction in all subject matters via small group instruction during the instructional day.
3. Academic Coach will train and support teachers in the implementation of the CCSS (Standards), differentiation, and best practices.
4. Grade Level Data Teams will identify learning goals, develop common formative assessments, monitor student progress and refine instruction.

2024-25 School Description and Mission Statement

5. MTSS specialist and para-educator team will support the implementation of school-wide Designated and Integrated ELD will be provided professional development for effective implementation.
6. Continue to implement PBIS and Restorative Justice programs to provide social and character education.
7. Continue to effectively use Multi-Tiered Systems of Support (MTSS) process to monitor student progress and connect students to necessary supports and services
8. Direct services from Intervention teacher and/or paraprofessionals to increase proficiency in English Language Arts and Math as determined in the MTSS process

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	53
Grade 2	54
Grade 3	65
Grade 4	58
Grade 5	59
Grade 6	51
Total Enrollment	405

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3
Male	47.7
American Indian or Alaska Native	0.7
Asian	2.2
Black or African American	0.2
Filipino	3.2
Hispanic or Latino	82.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2
White	7.9
English Learners	28.1
Homeless	29.1
Migrant	2.5
Socioeconomically Disadvantaged	63.7
Students with Disabilities	19.3

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.

2020-21 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)	17.50	94.59	320.40	86.97	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	10.00	2.71	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.41	21.00	5.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.00	2.99	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	6.00	1.63	18854.30	6.86
Total Teaching Positions	18.50	100.00	368.40	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	80.00	312.50	83.44	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	1.34	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	20.00	47.00	12.55	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.00	2.14	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	2.00	0.53	15831.90	5.67
Total Teaching Positions	20.00	100.00	374.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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)	18.00	81.82	319.00	81.94	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	13.00	3.34	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	13.64	42.30	10.87	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.00	1.54	11746.90	4.23
Unknown/Incomplete/NA	1.00	4.55	9.00	2.31	14303.80	5.15
Total Teaching Positions	22.00	100.00	389.30	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	1.00	2
Misassignments	0.00	3.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	4.00	3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	15.7	4.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Salinas City Elementary School District has made every effort to comply with the Instructional Quality Commission of the California State Board of Education. Curriculum frameworks have provided guidance for implementing the content standards adopted by the state and the district. Approved supplemental materials have also been provided for school sites to support instructional differentiation and the Response to Intervention program model.

Year and month in which the data were collected

August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante February 13, 2017	Yes	0%
Mathematics	Eureka Math, Great Minds, 2015 (English) / April 13, 2015 Eureka Math, Great Minds, 2016 (Spanish) / October 10, 2016	Yes	0%
Science	National Geographic Learning - Cengage 2022	Yes	0%
History-Social Science	SAVVASS, My World Interactive, K-6, 2019	Yes	0%
Foreign Language	Benchmark Advance/Adelante February 13, 2017	Yes	0%
Health	ETR, Health Smart, K-5, 2009; A Talk in Time, 6th	Yes	0%
Visual and Performing Arts	Silver Burdett, Music, K-6	Yes	0%

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

School Facility Conditions and Planned Improvements

During the 2020-21 school year, new and improved classroom doors were provided throughout the school. During the 2021-22 school year, support columns were installed in exterior of classrooms to replace columns that were rotted out.. The front of the school was provided with new and welcoming landscaping. A new shade structure is planned to be installed in the 2023-24 school year.

Year and month of the most recent FIT report

05/07/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	35	26	24	25	46	47
Mathematics (grades 3-8 and 11)	30	23	22	22	34	35

2023-24 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	239	239	100.00	0.00	25.94
Female	119	119	100.00	0.00	26.05
Male	120	120	100.00	0.00	25.83
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	193	193	100.00	0.00	20.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	50.00
English Learners	58	58	100.00	0.00	3.45
Foster Youth	0	0	0	0	0
Homeless	70	70	100.00	0.00	15.71
Military	--	--	--	--	--
Socioeconomically Disadvantaged	150	150	100.00	0.00	18.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	55	55	100.00	0.00	3.64

2023-24 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	239	239	100.00	0.00	23.43
Female	119	119	100.00	0.00	15.13
Male	120	120	100.00	0.00	31.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	193	193	100.00	0.00	18.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	45.00
English Learners	58	58	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	70	70	100.00	0.00	18.57
Military	--	--	--	--	--
Socioeconomically Disadvantaged	150	150	100.00	0.00	17.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	55	55	100.00	0.00	3.64

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	34.69	11.86	14.08	15.30	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	59	100.00	0.00	11.86
Female	29	29	100.00	0.00	10.34
Male	30	30	100.00	0.00	13.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	47	47	100.00	0.00	8.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	6.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	34	100.00	0.00	2.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	0.00

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT 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	97%	95%	95%	84%	89%

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.

2024-25 Opportunities for Parental Involvement

Parents play an important role in the school community. There are various opportunities for parents to participate in our school. Parents volunteer, chaperone, attend conferences and parent engagement sessions (CABE). Our School Site Council approves the school's annual plan and budget. This group of parents, teachers, and administrators meets each month to monitor the School Plan for Student Achievement and to discuss issues of concern to the school community. In addition, we have re-established an active English Learner Advisory Committee (ELAC) that monitors the programs for English Learners and provides opportunities for parent collaboration and ongoing support for English Learner success. Padres Unidos, a community organization, works directly with our ELAC and our Parent Coordinator to inform and empower all parents to be actively involved with their student's progress. Our Parent Teacher Club is involved in many aspects of our school including fundraising, volunteering and enhancing programs for all of our students. The PTC has increased their events and opportunities for involvement in the past school year, from 2 events to meetings and 2-3 events monthly. To become more involved, please call or visit the school office - (831) 753-5620. We are happy to meet all our parents and find ways to actively engage and inspire them to be part of the school community. New for the 2024-2025 school year, a bi-monthly community newsletter is posted and shared by the school principal. This allows for ongoing communication and provides opportunities for community input.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	436	432	95	22.0
Female	224	222	49	22.1
Male	212	210	46	21.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	14	14	0	0.0
Hispanic or Latino	363	359	89	24.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	32	32	4	12.5
English Learners	131	131	23	17.6
Foster Youth	--	--	--	--
Homeless	136	136	34	25.0
Socioeconomically Disadvantaged	288	288	74	25.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	92	92	28	30.4

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 and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.71	0.65	0.23	2.31	1.81	1.89	3.17	3.6	3.28
Expulsions	0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.23	0.00
Female	0.00	0.00
Male	0.47	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.28	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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 School Safety Plan

The 2024-2025 School Safety plan will be shared with the School Site Council for approval in January 2025. We conduct the following emergency response drills at the noted minimum frequency: fire/monthly (after-school programs, 3 times annually); lockdown & shelter-in-place (after-school programs 2 times annually). We also participated in the "Great Shakeout" Earthquake Drill which takes place each October. We share safety concerns at staff meetings, through parent input, and by ongoing procedural review. We review and revise our School Safety Plan annually. The plan includes procedures for various emergencies, exit routes, First Aid training, and inventories of emergency supplies. The plan is available in our school office. 2024-2025 Big Five Safety Protocol adoption district-wide, in conjunction with Monterey County Office of Education and other agencies to establish common language and systems for five different possible emergency situations. Our school staff (classified, certificated, SPED specialists, and after school staff) met for a full day of professional development to discuss the Big Five Protocol and our site safety plan. Staff collaboration and input guided an important discussion on how we plan and prepare as a school to keep everyone safe in a variety of circumstances.

Laurel Wood School has a fully surrounding security fence with three electronically controlled gates: 2 pedestrians and 1 vehicle – these gates ensure that visitors enter through the main office when school is in session. Visitors are required to sign in at the school office through our Raptor System and receive a visitor's pass. Staff members report anyone without a pass to the school office. Students who leave prior to the end of the school day must be signed out by a responsible adult at the school office. We also have 16 cameras spread out throughout the campus. A video doorbell adds security to our lobby door to allow office staff to grant limited access to the lobby/campus.

We review discipline and safety procedures with the staff and students throughout the school year. We also review playground rules as part of our PBIS implementation with students to ensure safety on campus. All para educators and campus supervisors use walkie-talkies to communicate with the office from the playground. There is an intercom system and intercom

2024-25 School Safety Plan

telephones are located in each classroom, and improved door hardware has been installed that allows any staff member to lock any door on our campus and in the district from the inside. Students may be on campus 30 minutes prior to the start of instruction for breakfast only. Ten minutes prior to the start of instruction, students report to their classroom and are supervised by their teacher. The district also supplied us with a morning campus supervisor to help cross children at the intersections. Students are supervised by teachers during morning and late afternoon recess. During the lunch period, supervision is provided by classified staff (campus supervisors) and the principal/vice-principal. The principal/vice-principal continually oversees the supervision of students. The principal/vice-principal, certificated staff without a classroom (Academic Coach, MTSS TOSA) help with safety on the school grounds and help monitor student behavior before and after school.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	20	3		
2	24		2	
3	26		2	
4	23		2	
5	26		3	
6	30		2	
Other	12	3		

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	20	1	2	
1	24		2	
2	26	2		1
3	26		2	
4	28		2	
5	25		2	
6	26		3	
Other	13	3		

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
K	22	1	1	
1	24		2	
2	25		2	
3	19	3		
4	27		2	
5	26		2	
6	25		2	
Other	12	3		

2023-24 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	405

2023-24 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	8582	245	8337	74971.49
District	N/A	N/A	8220	\$87,565
Percent Difference - School Site and District	N/A	N/A	1.4	-15.5
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-25.5	-24.9

Fiscal Year 2023-24 Types of Services Funded

SITE-FUNDED SERVICES:

Site-Funded Services for the 2024-2025 school year include:

1. Student data collaboration and goal setting incentives build metacognition and improve student engagement (5th/6th)
2. Student academic interventions, ongoing and varied
3. Extra curricular activities such as sports, art, technology
4. Extra health aide time
5. Extra campus supervisor time for safety collaboration
6. License for Reflex/Frax, Freckle, Coding Club for additional math intervention
7. Site funded interpreter for parent meetings/conference
8. "Girls Who Code" technology program
9. ELPAC support after school online and in person
10. Theater and music performances on-site and off
11. Childcare for parent classes and meetings
12. Nature Exploration field trips
13. Parent classes offered by Parent Coordinator in English and Spanish

Fiscal Year 2023-24 Types of Services Funded

SITE-FUNDED SERVICES:

Site-Funded Services 2023-2024 school year included:

1. Student data collaboration
2. Student academic interventions
3. Extra curricular activities such as sports, art, technology
4. Extra health aide time
5. Extra campus supervisor time for safety collaboration
6. License for Reflex/Frax for additional math intervention
7. Site funded interpreter for parent meetings/conferences

DISTRICT - FUNDED SERVICES:

District funded services provide opportunities to support all students to master grade level standards in English Language Arts and Mathematics. District funding also supports the Social Emotional Wellbeing of all students. Priorities include differentiated instruction, with the implementation of a variety of meaningful educational learning experience and highly qualified staff.

District-Funded Services for the 2024-2025 School Year include:

1. Extended School Year (ESY)
2. ASES/BEST after school program
3. Jump Into English - After school and summer programs
4. Jump Into Math - After school and summer programs
5. Music (YOSAL)
6. Visual and performing Arts through Monterey County Arts Council
7. Mental Health Counselor
8. Parent Coordinator
9. Educational Technology Coach
10. Academic enrichment field trips
11. MTSS Coach
12. Academic Coach
13. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
14. Occupational Therapists
15. Behavior Technicians
16. School and Community resources from the Family Resource Center
17. Nutritious Meals
18. Grade Level Release Teacher
19. School Vice Principal

District-Funded Services for the 2023-2024 School Year included:

1. Extended School Year (ESY)
2. ASES/BEST after school program
3. Jump Into English - After school and summer programs
4. Jump Into Math - After school and summer programs
5. Music (YOSAL)
6. Spring language academy
7. Visual and performing Arts through Monterey County Arts Council
8. Online supplements programs such as Dreambox Lexia, Renaissance Learning, Typing Club, etc.
9. Academic enrichment field trips
10. MTSS Coach
11. Academic Coach
12. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
13. Family Resource Center - Resources
14. Olweus - Bullying Prevention Program
15. Grade level Release Teachers

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$56,367	\$58,553
Mid-Range Teacher Salary	\$88,679	\$93,924
Highest Teacher Salary	\$112,513	\$119,489
Average Principal Salary (Elementary)	\$119,815	\$149,898
Average Principal Salary (Middle)	\$0	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$231,680	\$270,432
Percent of Budget for Teacher Salaries	24%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

For the 2024-2025 school year, Laurel Wood Elementary staff is participating in the following professional development:

1. Big Five Safety Preparedness training and collaboration
2. Restorative Justice in classrooms and Peer Mediation Training
3. Positive Behavior and Intervention Strategies
4. Curriculum training for various programs as requested by both certificated and classified staff
5. Thinking Maps, Heggerty, Science of Reading professional development opportunities
6. Instructional Technology monthly opportunities
7. PINE Neurodiversity Program training for PINE Leadership Team Members

SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

For the 2023-2024 school year, Laurel Wood Elementary staff is participating in the following professional development:

1. School Safety and Emergency Preparedness
2. Student Data Evaluation and Collaboration
3. Lead Like A Pirate
4. Restorative Justice
5. Site PD on Integrated and Designated ELD

DISTRICT-PROVIDED PROFESSIONAL DEVELOPMENT:

The major theme of professional development is to improve Tier I services for all students. The primary focus is to strengthen the Instructional Core, build meaningful relationships between staff and students, and provide continuous learning opportunities for teachers to enhance the skills necessary to provide optimal learning experiences for all students.

District Professional Development for the 2024-2025 School Year:

1. Orenda Education
2. The The Big Five Emergency Response Protocols
3. Understanding Whole Group and Small Group Instruction
4. Specialized Program Individualizing Reading Excellence (SPIRE) Training

District Professional Development for the 2023-2024 School Year:

1. ViewSonic - Level 2
2. Thinking Maps
3. Leading an Inclusive Classroom
4. High Impact Reading Comprehension Strategies
5. Social Thinking - Curriculum

Professional Development

6. ELD - Cross Linguistic Training
7. Observation Protocol for Teachers of English Learners (OPTEL) Training

District Provided Professional Development for the 2022-2023 School Year:

1. Science of Reading (Early Literacy)
2. Eureka Math (all grade levels)
3. Cengage Science Curriculum training
4. Universal Design Learning
5. Thinking Maps
6. Guided Language Acquisition Design (GLAD)
7. Classroom Management
8. View-sonic Smart Board
9. Classroom management, lesson presentation, engagement, lesson creation, and organization
10. Keenan & Associates training: Sexual Harassment Child Abuse McKinney-Vento
11. Universal Design for Learning (UDL) - Tier II Supports
12. WestED -Collaborative Continuous Improvement Teams (CCITs)
13. Safety Care training
14. Alert, Lockdown, Inform, Counter, Evacuate (ALICE) Emergency Response
15. PlayWorks and behavioral supports
16. Sondag Training,
17. Confidentiality/Communication/Ethics/Professionalism, Intervention Program Training
18. Active Supervision -Relationship Building with students (recognize the signs/proactive approaches)
19. De-escalation training
20. Creating Inclusive/ Safe Learning Spaces
21. Restorative Practices / Conflict resolution
22. MTSS/PBIS (Interventions, Language, systems, etc.)
23. Clever/Illuminate, AERIES
24. Benchmark Universe

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	4