Laurel Wood Elementary School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 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	TK-6
County-District-School (CDS) Code	27-66142-6109177

2025-26 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

2025-26 School Description and Mission Statement

Welcome to Laurel Wood Elementary School. Our learning community is committed to creating 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 educates approximately 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.

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, classroom 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 at 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 the curriculum. Eureka Math is our district's 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.

2025-26 School Description and Mission Statement

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 well-being. We offer counseling to help emotionally or behaviorally challenged students. Our full-time school psychologist, full-time counselor, and counselor intern work together to determine which service or support would be most appropriate to support the student's needs. Through our Peer Mediator program, students are able to support one another through proactive and inclusive team problem-solving. 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.

Major Achievements:
- The 24-25 school year was marked by bringing our School Site Council into compliance
- Laurel Wood achieved "Platinum" PBIS State Recognition status
- 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 level,s 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.
5. The MTSS specialist and para-educator team will support the implementation of school-wide Designated and Integrated ELD, and will provide 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 the 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	54
Grade 2	51
Grade 3	55
Grade 4	67
Grade 5	62
Grade 6	59
Total Enrollment	417

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	0.5
Asian	1.9
Black or African American	0.2
Filipino	3.6
Hispanic or Latino	83.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.6
White	6.2
English Learners	28.8
Homeless	34.1
Migrant	2.9
Socioeconomically Disadvantaged	62.4
Students with Disabilities	20.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16	80	312.5	83.44	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5	1.34	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4	20	47	12.55	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	8	2.14	11953.1	4.28
Unknown/Incomplete/NA	0	0	2	0.53	15831.9	5.67
Total Teaching Positions	20	100	374.5	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18	81.82	319	81.94	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	13	3.34	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	13.64	42.3	10.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	6	1.54	11746.9	4.23
Unknown/Incomplete/NA	1	4.55	9	2.31	14303.8	5.15
Total Teaching Positions	22	100	389.3	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17	80.95	314.5	79.72	230039.4	100
Intern Credential Holders Properly Assigned	0	0	16.5	4.18	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	9.52	56.5	14.32	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	3	0.76	12112.8	4.34
Unknown/Incomplete/NA	2	9.52	4	1.01	13705.8	4.91
Total Teaching Positions	21	100	394.5	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	2	1
Misassignments	3.00	1	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.00	3	2

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.7	4.7	5.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

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 2025

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

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

School Facility Conditions and Planned Improvements

The district administration is committed to providing safe, clean, and well-maintained school facilities for students and staff. During the 2024–2025 school year, maintenance staff conducted multiple safety inspections, including a comprehensive facilities inspection in compliance with state regulations. The results of the state-mandated facilities inspection are included elsewhere in this report and are also available for review at the district office. Additional information specific to this school's facilities is provided below.

Classroom space is adequate to support current enrollment. The campus consists of permanent buildings and classrooms, as well as modular classrooms. Modular facilities are used to support instructional and extracurricular programs, accommodate

School Facility Conditions and Planned Improvements

fluctuating student enrollment, reduce class size, and meet state-established student capacity standards. The school provides adequate playground space and age-appropriate equipment for student recreation. Administrative spaces are also deemed adequate by the school principal.

The district operates and maintains a comprehensive suite of safety and security systems at the school site, including individualized card-access controls, mechanically assisted gate operators, and magnetic locks programmed to meet specific security requirements. All visitors are required to check in during instructional hours before entering the campus.

Facility maintenance and repairs are performed by district maintenance staff with an emphasis on exceeding established standards for cleanliness, safety, and good repair. Maintenance services are managed using a team-based approach, with the maintenance team leader maintaining regular communication with the school principal and head custodian. A computerized work order system is used to request, assign, track, and complete all maintenance and repair tasks.

Daily cleaning of classrooms and restrooms is provided by school custodial staff under the direction of the principal and guidance of the head custodian. The district's operations department secretary coordinates substitute custodial staffing and procures custodial equipment and supplies. The Maintenance Supervisor maintains regular communication with both operations staff and the school to ensure ongoing facility needs are met.

Year and month of the most recent FIT report	03/13/25

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	26	25	25	25	47	48
Mathematics (grades 3-8 and 11)	23	19	22	22	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	250	248	99.20	0.80	25.00
Female	130	129	99.23	0.77	30.23
Male	120	119	99.17	0.83	19.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	11	11	100.00	0.00	54.55
Hispanic or Latino	204	202	99.02	0.98	20.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	36.36
English Learners	66	65	98.48	1.52	6.15
Foster Youth	0	0	0	0	0
Homeless	76	76	100.00	0.00	13.16
Military	--	--	--	--	--
Socioeconomically Disadvantaged	159	157	98.74	1.26	17.83
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	64	62	96.88	3.12	3.23

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	250	248	99.20	0.80	18.95
Female	130	129	99.23	0.77	17.83
Male	120	119	99.17	0.83	20.17
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	11	11	100.00	0.00	54.55
Hispanic or Latino	204	202	99.02	0.98	15.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	36.36
English Learners	66	65	98.48	1.52	1.54
Foster Youth	0	0	0	0	0
Homeless	76	76	100.00	0.00	13.16
Military	--	--	--	--	--
Socioeconomically Disadvantaged	159	157	98.74	1.26	12.74
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	64	62	96.88	3.12	3.23

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	11.86	16.67	15.3	14.83	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	66	98.51	1.49	16.67
Female	37	37	100.00	0.00	16.22
Male	30	29	96.67	3.33	17.24
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	53	52	98.11	1.89	11.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	18	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	19	19	100.00	0.00	15.79
Military	--	--	--	--	--
Socioeconomically Disadvantaged	44	43	97.73	2.27	11.63
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	16	94.12	5.88	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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	92%	100%

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Our families and community members are valued partners in our learning community. We believe the support of all members of our community will help 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 growth opportunities. 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), Parent Coordinator Parent Club, events and meetings, attendance at CABE conference, el dia del nino, and awards assemblies each trimester.

Parents play an important role in the school community. There are various opportunities for parents to participate in our school. This group of parents, teachers, and administrators meets monthly to monitor the School Plan for Student Achievement and 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 students' progress.

During our LCAP input sessions with parents in the spring of 2024-2025, parents were very clear in their concerns about recess structure and supervision. Due to this, our School Site Council helped approve a contract with ELEVO to provide two coaches in the afternoons to provide structured physical education activities based on the SEL curriculum. This has made a positive impact for students and staff alike, bringing more students into active team engagement and improving behavior during recess for all grades.

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 its 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	453	441	94	21.3
Female	225	222	38	17.1
Male	228	219	56	25.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	15	15	2	13.3
Hispanic or Latino	378	366	86	23.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	1	7.7
White	29	29	4	13.8
English Learners	135	132	25	18.9
Foster Youth	--	--	--	--
Homeless	152	147	26	17.7
Socioeconomically Disadvantaged	310	301	70	23.3
Students Receiving Migrant Education Services	13	12	1	8.3
Students with Disabilities	107	101	29	28.7

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

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.65	0.23	0.88	1.81	1.89	1.71	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.01	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.88	0.00
Female	0.00	0.00
Male	1.75	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	0.79	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.45	0.00
English Learners	0.74	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.65	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.93	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.

2025-26 School Safety Plan

The 2025-2026 School Safety plan was approved by the School Site Council on October 29th, 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 participate 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 a common language and systems for five different possible emergencies. 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.

2025-2026, our focus is refining our Reunification plan to provide a safe location for students in the event of an evacuation off campus. We have partnered with Good Shepherd Church, two blocks from the school campus, to establish a process for reunification. We held a pre-drill in spring 2025, a staff walkthrough on November 5th, 2025, and our first official drill on November 14th, 2025. We hope to never need to evacuate our school, but having a plan in place is essential.

Laurel Wood School has a fully surrounding security fence with three gates that ensure 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 before the end of the school day must be signed out by a responsible adult at the school office. We also have 17 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 telephones are located in each classroom. 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 before the start of instruction for breakfast only. Ten minutes before 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.

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	0
1	24	0	2	0
2	26	2	0	1
3	26	0	2	0
4	28	0	2	0
5	25	0	2	0
6	26	0	3	0
Other	13	3	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	1	0
1	24	0	2	0
2	25	0	2	0
3	19	3	0	0
4	27	0	2	0
5	26	0	2	0
6	25	0	2	0
Other	12	3	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2		
1	26		2	
2	22		2	
3	25		2	
4	29		2	
5	28		2	
6	27		2	
Other	15	3		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8582	245	8337	74971.49
District	N/A	N/A	8220	$90,670
Percent Difference - School Site and District	N/A	N/A	1.4	-15.5
State	N/A	N/A	$11,146	$101,700
Percent Difference - School Site and State	N/A	N/A	-25.5	-24.9

Fiscal Year 2024-25 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, and technology
4. Extra health aide time
5. Extra campus supervisor time for safety collaboration
6. "Girls Who Code" technology program
7. ELPAC support after school, online, and in person
8. Theater and music performances on-site and off
9. Childcare for parent classes and meetings
10. Nature Exploration field trips
11. Parent classes offered by the Parent Coordinator in English and Spanish

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 Well-being of all students. Priorities include differentiated instruction, with the implementation of a variety of meaningful educational learning experiences 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

Fiscal Year 2024-25 Types of Services Funded

19. School Vice Principal

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,027	$61,597
Mid-Range Teacher Salary	$96,523	$98,902
Highest Teacher Salary	$116,082	$126,340
Average Principal Salary (Elementary)	$118,177	$158,383
Average Principal Salary (Middle)		$165,207
Average Principal Salary (High)		$162,237
Superintendent Salary	$231,680	$288,332
Percent of Budget for Teacher Salaries	24.11%	31.29%
Percent of Budget for Administrative Salaries	4.15%	5.38%

Professional Development

SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

For the 2025-2026 school year, Laurel Wood Elementary staff is participating in the following professional development:
1. De-escalation techniques provided by district BCBA
2. Restorative Justice Partners provide mediation, class circles, and peer mediator training for students and staff
3. Positive Behavior and Intervention Strategies
4. Curriculum training for various programs as requested by both certificated and classified staff
5. Partnership with MCOE to provide professional development opportunities on campus
6. Instructional Technology monthly opportunities
7. ELD instructional support and professional development provided by exemplary practice teacher

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 2025-2026 School Year:
1. Orenda Education
2. The Big Five Emergency Response Protocols
3. MTSS & PBIS Implementation
4. Classroom Management & Engagement Strategies
5. Technology Integration (e.g., Smart Board Training)
6. Data systems training (Clever, AERIES, Illuminate)
7. Behavioral Supports / Playwork / De-escalation

District Professional Development for the 2024-2025 School Year:
1. Orenda Education
2. The Big Five Emergency Response Protocols
3. Understanding Whole Group and Small Group Instruction

Professional Development

4. Specialized Program Individualizing Reading Excellence (SPIRE) Training
5. SCESD partners with the Monterey County Office of Education to run a CTC-approved Teacher Induction Program for new teachers working toward their clear credential.

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

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