

Laurel Tree Charter 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/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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/>.

2025-26 School Contact Information

School Name	Laurel Tree Charter School
Street	2730 Foster Avenue
City, State, Zip	Arcata, Ca, 95521
Phone Number	(707) 683-5708
Principal	Brenda Sutter
Email Address	laureltree_lc@yahoo.com
School Website	www.laureltreecs.org
Grade Span	K-12
County-District-School (CDS) Code	12626870124263

2025-26 District Contact Information

District Name	Laurel Tree Charter School
Phone Number	(707) 683-5708
Superintendent	Brenda Sutter
Email Address	laureltree_lc@yahoo.com
District Website	www.laureltreecs.org

2025-26 School Description and Mission Statement

Laurel Tree's mission is to create a sustainable model of education which provides all students with an accessible curriculum, based on college preparatory standards while developing life and social skills in a mixed age setting.

Our youngest students start their educational journey with a nature-based transitional kindergarten/kindergarten Forest School program here at Laurel Tree. The fully outdoor program integrates the Forest School model with seasonal outdoor learning. Integration of Common Core Standards, Next Generation Science Standards, Sustainability Standards, Preschool Early Learning Foundations, and Forest School pedagogy guide this inquiry-based curriculum. The outdoors provides an excellent environment for developing the whole child's competencies and confidence. The role of the teacher is to observe progress,

2025-26 School Description and Mission Statement

guide, and facilitate student learning. We provide provocations for learning and ensure the safety of all participants. Forest School is an educational program for young children that takes place outdoors, in all weather, across many natural ecosystems, over an extended period. It allows children to learn about their world through observation, play, exploration, and inquiry. Teachers support learning with storytelling, songs, and experiential, hands-on activities that develop a child's social, physical, emotional, and academic skills.

The 1st-3rd grade will spend their mornings engaging with the Center For Collaborative Classroom as an integrative language arts curriculum that includes reading, writing, and social skills, as well as a hands-on math curriculum. After lunch, students will participate in multi-age outdoor enrichment activities, which include swimming, ArtSEL (art and social-emotional learning), science, and social studies. On Fridays, students will foster a deep connection to nature by working with the Roots Grant at our Outdoor Education site on Murray Road.

Josh, Ali, Maya, and Dena are team teaching the 4th, 5th, and 6th-grade classes this year. We are excited to be working collaboratively to offer an amazing program for the students. Monday through Thursday, students will be rotating through their academic classes in the morning. For 4th and 5th graders the afternoons will offer hands-on experiential lessons in STEM, gardening, swimming, juijitsu, and art. 6th grade will join the 7th and 8th graders for murals, Edible Education, theater, and biking.

7th and 8th graders have an English/World History block, along with College Preparatory Mathematics Curriculum (CPM) and scholastic Science Curriculum. Afternoon classes will include PE, murals, theater, and biking program.

In high school, we use College Preparatory Mathematics (CPM) and offer lab curricula in geology this year. We use the CSU Expository Reading and Writing curriculum in English and a teacher-developed A-G History courses. This year we will do a production of MacBeth with our older high school students. Afternoon classes include Spanish, Art, Robotics, Gardening, Independent Study PE, and General Work Experience Education. Older students also have the opportunity to enroll concurrently at the College of the Redwoods.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	31
Grade 1	16
Grade 2	13
Grade 3	15
Grade 4	25
Grade 5	13
Grade 6	21
Grade 7	20
Grade 8	17
Grade 9	7
Grade 10	4
Grade 11	8
Grade 12	7
Total Enrollment	197

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	37.6
Male	61.4
Non-Binary	1
American Indian or Alaska Native	1
Asian	0.5
Black or African American	1
Hispanic or Latino	8.1
Two or More Races	13.7
White	74.6
English Learners	1
Foster Youth	0.5
Socioeconomically Disadvantaged	54.3
Students with Disabilities	28.4

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)	5.7	44.78	76.6	72.99	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.8	22.2	4.4	4.24	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.8	14.27	15.4	14.67	11953.1	4.28
Unknown/Incomplete/NA	2.3	18.59	8.4	8.09	15831.9	5.67
Total Teaching Positions	12.7	100	105	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)	8.7	62.26	83.5	78.68	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.1	7.93	5.4	5.15	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.2	16.08	9.1	8.65	11746.9	4.23
Unknown/Incomplete/NA	1.9	13.65	7.9	7.5	14303.8	5.15
Total Teaching Positions	13.9	100	106.1	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)	7.9	56.97	81.7	74.28	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.3	9.51	4.1	3.78	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.3	17.01	18.3	16.68	12112.8	4.34
Unknown/Incomplete/NA	2.3	16.44	5.7	5.25	13705.8	4.91
Total Teaching Positions	13.9	100	110	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	0	0
Misassignments	1.80	1.1	1.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.80	1.1	1.3

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	1.80	2.2	2.3
Total Out-of-Field Teachers	1.80	2.2	2.3

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)	25	6.2	18.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.3	0	0

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

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

Year and month in which the data were collected December 2020

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	In the last two years we have purchased and implemented The Collaborative Classroom and SIPPS curriculum for our 1st-3rd grade. Over the past four years, we have purchased class sets of all book sets for the Wit and Wisdom Curriculum. We chose this curriculum for our 4th-8th graders because it uses beautiful and engaging book sets and complete novels over textbooks. There is a strong historical and non-fiction component to the Wit and Wisdom Curriculum. We also have a large selection of novel sets for our high school students as well. Teachers add to the collection as needed. Recently, we purchased book sets to accompany our new curriculum on Southeast Asia. This year we purchased several book sets for our Adventures in English course in Middle School such as Stamped, Owls in the Family, and My Side of the Mountain. We also purchased novels and non-fiction books around permaculture and climate change for our high school Expository Reading and Writing through the Lens of Permaculture. Our high school teachers use the Expository Reading and Writing Curriculum from the CSU Writing Success program to prepare our students for success at the college level.	0.0 %
Mathematics	We use College Preparatory Mathematics and have copies for all students in the classroom. We make photocopies of homework and do not send copies of the books home.	0.0 %
Science	We use a combination of science textbooks, HAPSI online curriculum, and Forest School Curriculum both purchased and teacher developed. All students have access to a copy in the classroom. We have lab equipment for high school chemistry, anatomy, physics, and biology.	0.0 %
History-Social Science	We have complete book sets for our American History courses (Howard Zinn - The History of US), WorldHistory (textbooks and	0.0 %

	book sets), and European History (book sets, movies, and textbooks).	
Foreign Language	We have textbooks (Realidades) as well as teacher created curriculum and Duo Lingo.	0.0 %
Health	This course is teacher developed using a set of readings and on-line articles.	0.0 %
Visual and Performing Arts	We use class sets of Shakespearean scripts and perform Macbeth, Twelfth Night, Midsummer Night's Dream, Much Ado About Nothing, or Hamlet for middle school and high school productions. We also take students to see local performances and shows at the Oregon Shakespeare Festival. We are part of the five year Art-SEL training for our staff - integrating the arts into classrooms as part of our social-emotional learning.	0.0 %
Science Laboratory Equipment (grades 9-12)	We have lab equipment for high school chemistry, anatomy, physics, and biology.	0

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

School Facility Conditions and Planned Improvements

We have just moved into our new site and spent \$500,000 on new septic, water, ADA upgrades, brand new kitchen, etc. The site is in good condition. We're still finishing a few things, but we're in a much stronger facilities position than we've ever been. This new building has wonderful light, good ventilation, and much more room. We're now moving our attention to the exterior. Plans are underway for a natural playground, gardens, and an orchard.

Year and month of the most recent FIT report	12/20/25
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X		X	Heating system connected and serviced in 2025
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Spent \$12,000 on pest-proofing the new building.
Electrical	X			Major upgrades over summer
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Bathrooms redone over the summer
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X		New site, we're still planning for playgrounds. Doors/Windows/Gates and Fences are fine.

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)	48	36	49	53	47	48
Mathematics (grades 3-8 and 11)	29	32	29	31	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	117	104	88.89	11.11	35.92
Female	40	36	90.00	10.00	48.57
Male	75	67	89.33	10.67	29.85
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	12	10	83.33	16.67	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	23.53
White	82	72	87.80	12.20	41.67
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	59	83.10	16.90	29.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	34	85.00	15.00	21.21

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	117	99	84.62	15.38	31.63
Female	40	34	85.00	15.00	20.59
Male	75	65	86.67	13.33	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	12	10	83.33	16.67	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	29.41
White	82	66	80.49	19.51	37.88
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	55	77.46	22.54	25.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	32	80.00	20.00	25.00

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)	39.39	40.74	40.84	38.31	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	35	28	80.00	20.00	40.74
Female	11	9	81.82	18.18	--
Male	23	19	82.61	17.39	47.37
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	16	76.19	23.81	53.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	15	71.43	28.57	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	10	76.92	23.08	--

2024-25 Career Technical Education Programs

Our students have the opportunity to be concurrently enrolled in College of the Redwoods and can take advantage of the many wonderful certifications and programs they offer. We also offer in-house job opportunities and job training.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	18
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	0

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	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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

Parents are encouraged to volunteer in the classroom, drive, and chaperone for field trips, and be part of the school in any way they can. A weekly Monday Note is sent by email with pictures, menu, events, and things happening around the school. Everyone is invited to our monthly School Board meetings. Parents have access to teacher grade books and student assignments via JupiterEd, an online grading system. Our quarterly Potluck and Performance events welcome parents to be connected with and included in their school.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate	--	--	--	1.8	3.9	1.6	8.2	8.9	8
Graduation Rate	--	--	--	96.8	90.2	97.3	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	209	206	57	27.7
Female	80	78	26	33.3
Male	127	126	30	23.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	16	3	18.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	31	30	8	26.7
White	155	153	44	28.8
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	129	128	41	32.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	60	60	18	30.0

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
2.2	0	0	6.81	5.08	5.24	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	0.53	0	0.15	0.15	0.1	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	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.

2025-26 School Safety Plan

We review and update the school safety plan yearly. All classrooms have a safety binder with rosters, contact info. and procedures. We have emergency supplies for all students. We have updated our safety plan and reviewed it with staff in August, and are in compliance with the law mandated by the State of California. Our board has reviewed and approved the Safety Plan for 2025. The safety plan is posted on our website.

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
TK	15	1	0	0
K	15	1	0	0
1	10	1	0	0
2	12	1	0	0
3	12	1	0	0
4	15	1	0	0
5	17	1	0	0
6	18	1	0	0
Other			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
TK	15	1	0	0
K	15	1	0	0
1	12	1	0	0
2	12	1	0	0
3	15	1	0	0
4	15	1	0	0
5	17	1	0	0
6	17	1	0	0
Other			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
TK	15	1	0	0
K	15	1	0	0
1	14	1	0	0
2	15	1	0	0
3	15	1	0	0
4	19	1	0	0
5	18	1	0	0
6	18	1	0	0

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	5	0	0
Mathematics	8	6	0	0
Science	12	4	0	0
Social Science	10	5	0	0

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	4		
Mathematics	7	7		
Science	13	4		
Social Science	13	4		

2024-25 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	0	2	0
Mathematics	19	3	0	0
Science	29	1	1	0
Social Science	24	0	2	0

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	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	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.5
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	20,038.21	8,220.80	11,817.40	55,000
District	N/A	N/A	11,817.40	55,000
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$11,146	\$100,016
Percent Difference - School Site and State	N/A	N/A	5.8	-58.1

Fiscal Year 2024-25 Types of Services Funded

Please see our LCAP for a full description of our school's goals, plans, and funding. It's available on our website www.laureltreecs.org, under the Community page.

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	\$49,134	\$59,531
Mid-Range Teacher Salary	\$78,165	\$95,178
Highest Teacher Salary	\$100,940	\$118,880
Average Principal Salary (Elementary)		\$122,892
Average Principal Salary (Middle)		\$148,230
Average Principal Salary (High)	\$137,475	\$163,784
Superintendent Salary	\$194,941	\$227,673
Percent of Budget for Teacher Salaries	27.63%	26.91%
Percent of Budget for Administrative Salaries	5.85%	5.63%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0
Where there are student course enrollments of at least one student.	

Professional Development

At the Summer Staff Retreat contracts and job descriptions are updated and assignments for the coming year are decided. All teachers write goals as part of their new contract. Those goals are used as part of the evaluation process later in the year. Professional Development is planned based on the needs identified as part of this goal-setting, and by looking at our LCAP goals. Last year we were chosen to be part of a five-year, all-staff training called ArtSEL - using art as a vehicle for Social/Emotional Learning. We spent our Staff Retreat reviewing and updating our LCAP goals. We have several days during the school year that are staff work days. Those are used for general trainings needed such as first aid, IEP laws, Restorative

Professional Development

Practices, and implementing new curriculum. We support teachers with implementation by sending a team of people to trainings so that ideas can be more easily implemented.

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	14	14	12