

Laurel Tree Charter School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Laurel Tree Charter School
Street	4555 Valley West Blvd.
City, State, Zip	Arcata, Ca, 95521
Phone Number	707-822-5626
Principal	Brenda Sutter
Email Address	laureltree_lc@yahoo.com
School Website	www.laureltreecs.org
County-District-School (CDS) Code	12626870124263

2023-24 District Contact Information

District Name	Laurel Tree Charter School
Phone Number	7078225626
Superintendent	Brenda Sutter
Email Address	laureltree_lc@yahoo.com
District Website	www.laureltreecs.org

2023-24 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.

Teacher Violet and Teacher Catherine each have an outdoor classroom in the 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. We believe that the outdoors provides an excellent environment to develop the competencies and confidence of the whole child. The role of the teacher is to observe progress, and 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 outside, in all weather, and in 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 nature connection by leaving campus and exploring the rivers, beaches, and forests in our community.

Josh, Ali, Maya, and Sam 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. Students will start their day with morning circle routines to establish a foundation of community and cooperation. Before lunch, Monday through Thursday, students will be rotating through their academic classes; Math is taught by Maya, English and Social Studies will be taught by Ali, and Science will be taught by Josh. Sam will bring Art into the mix in the afternoons. For our communal lunchtime, first through sixth-grade students will be sorted into mixed-aged Houses. These Houses will provide opportunities for leadership, cross-age connections, and community responsibility. The afternoons will offer hands-on experiential lessons in art, gardening, cooking, swimming, nature skills, and health. Every Friday, 4th-6th graders will be walking to the Baduwa't (Mad River) for outdoor enrichment.

2023-24 School Description and Mission Statement

7th and 8th graders attend from 9 to 3 at Hallen Drive Monday through Thursday, and 9 to 1 on Fridays at the Murray Road School site. This year we're excited to use the Stanford NGSS Integrated Curriculum for our 7th (Earth & Life Science and Engineering) and 8th (Physical Science and Engineering) grade science. We will continue to use our College Preparatory Mathematics Curriculum (CPM) and our Wit and Wisdom English Curriculum. The eighth graders will be doing a production of Much Ado About Nothing. Afternoon classes will include PE, Gaming Strategy, Intro to Coding and Robotics, and Engineering.

This year's high school classes run from 9 to 3:45 Monday through Thursday at Hallen Drive and 9 to 1 on Friday at the Murray Road school site. We use College Preparatory Mathematics (CPM) and Living by Chemistry curriculums, both regularly have labs and collaborative work. We use the CSU Expository Reading and Writing curriculum in English and a teacher-developed A-G World History course with a focus on global migration and immigration. This year we will do a production of Hamlet with our older high school students. Spanish 1 includes a traditional textbook, as well as theater and Duolingo components. Our Spanish class and our World History class prepare our students for our end-of-year travel to Mexico. This trip earns students A-G elective credits and includes research, travel skills, and cultural studies as components. Afternoon classes will include Audio/Visual Production, Gaming Strategy, Engineering, Gardening, Independent Study PE, and General Work Experience Education. Older students also have the opportunity to be concurrently enrolled at the College of the Redwoods.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	35
Grade 1	16
Grade 2	15
Grade 3	14
Grade 4	15
Grade 5	12
Grade 6	18
Grade 7	10
Grade 8	11
Grade 9	9
Grade 10	6
Grade 11	7
Grade 12	9
Total Enrollment	177

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.8%
Male	56.5%
American Indian or Alaska Native	1.1%
Asian	0.6%
Black or African American	0.6%

Hispanic or Latino	11.3%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	7.3%
White	50.3%
English Learners	1.7%
Foster Youth	2.3%
Socioeconomically Disadvantaged	42.9%
Students with Disabilities	31.1%

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)	6.90	59.40	73.30	77.02	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	3.49	3.10	3.31	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.70	7.12	12115.80	4.41
Unknown	4.30	37.02	11.90	12.52	18854.30	6.86
Total Teaching Positions	11.70	100.00	95.20	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)	5.70	44.78	76.60	72.99	234405.20	84.00

Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.80	22.20	4.40	4.24	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	14.27	15.40	14.67	11953.10	4.28
Unknown	2.30	18.59	8.40	8.09	15831.90	5.67
Total Teaching Positions	12.70	100.00	105.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	1.00
Misassignments	0.40	1.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.40	2.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	1.80
Total Out-of-Field Teachers	0.00	1.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	25
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	10.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent 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.	Yes	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.	Yes	0.0 %
Science	We use a combination of science textbooks, HAPSI online curriculum, and 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.	Yes	0.0 %
History-Social Science	We have complete book sets for our American History courses (Howard Zinn - The History of US), WorldHistory (textbooks and book sets), and European History (book sets, movies, and textbooks).	Yes	0.0 %
Foreign Language	We have textbooks (Realidades) as well as teacher created curriculum and Duo Lingo.	Yes	0.0 %
Health	This course is teacher developed using a set of readings and on-line articles.	Yes	0.0 %
Visual and Performing Arts	We use class sets of Shakespearean scripts and perform Macbeth, Twelfth Night, Midsummer Night's Dream, Much	Yes	0.0 %

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.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

12/20/2023

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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	38	37	52	54	47	46
Mathematics (grades 3-8 and 11)	23	24	25	31	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	87	76	87.36	12.64	36.84
Female	29	24	82.76	17.24	54.17
Male	57	52	91.23	8.77	28.85
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	11	11	100.00	0.00	18.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	15	78.95	21.05	26.67
White	53	46	86.79	13.21	43.48
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	30	83.33	16.67	30.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	26	78.79	21.21	34.62

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	CAASPP	CAASPP	CAASPP	CAASPP	CAASPP
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Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	78	89.66	10.34	24.36
Female	29	25	86.21	13.79	24.00
Male	57	53	92.98	7.02	24.53
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	11	11	100.00	0.00	9.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	16	84.21	15.79	6.25
White	53	47	88.68	11.32	36.17
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	31	86.11	13.89	6.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	28	84.85	15.15	17.86

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	36.36	22.58	47.40	35.01	29.47	30.29

2022-23 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
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All Students	39	31	79.49	20.51	22.58
Female	13	11	84.62	15.38	27.27
Male	26	20	76.92	23.08	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	9	75.00	25.00	--
White	21	16	76.19	23.81	18.75
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	14	93.33	6.67	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	15	83.33	16.67	20.00

2022-23 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.

2022-23 Career Technical Education (CTE) Participation

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

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	8.33

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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.

2023-24 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. Parents have access to teacher grade books and student assignments via JupiterEd, an online grading system. Our Family Inclusion Group (FIG) meets regularly and plans events and activities that 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
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Dropout Rate		0	--	1.7	1.4	1.8	9.4	7.8	8.2
Graduation Rate		100	--	95.8	97	96.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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			
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	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	182	180	45	25.0
Female	77	76	25	32.9
Male	102	101	20	19.8
Non-Binary	3	3	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	1	1	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0

Hispanic or Latino	21	21	6	28.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	15	14	4	28.6
White	91	90	26	28.9
English Learners	3	3	2	66.7
Foster Youth	4	4	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	102	101	28	27.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	60	60	20	33.3

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	2.20	0.32	6.11	6.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.15	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.2	0
Female	0	0
Male	3.92	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.76	0
Native Hawaiian or Pacific Islander	0	0

Two or More Races	6.67	0
White	2.2	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.94	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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 update our safety plan and review 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 2023. 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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	15	1	0	0
1	12	1	0	0
2	13	1	0	0
3	14	1	0	0
4	9	1	0	0
5	10	1	0	0
6	11	1	0	0
Other	0	0	0	0

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	15	1	0	0
1	16	1	0	0
2	13	1	0	0
3	17	1	0	0
4	13	1	0	0
5	13	1	0	0
6	10	1	0	0
Other	0	0	0	0

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	15	2	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	2	1	0	0
Other	15	22	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	4	0	0
Mathematics	7	6	0	0
Science	8	5	0	0
Social Science	9	4	0	0

2021-22 Secondary 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 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	15	4	0	0
Mathematics	10	6	0	0
Science	14	6	0	0
Social Science	13	5	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

2022-23 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

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	15,156.85	5,410.53	9,746.32	\$50,000
District	N/A	N/A	9746.32	\$74,551
Percent Difference - School Site and District	N/A	N/A	0%	68%
State	N/A	N/A	\$7,607	\$85,804
Percent Difference - School Site and State	N/A	N/A	128%	59%

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$41,054	\$53,824
Mid-Range Teacher Salary	\$73,408	\$84,312
Highest Teacher Salary	\$88,413	\$104,930
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	
Average Principal Salary (High)	\$124,250	\$148,501
Superintendent Salary	\$175,000	\$199,596
Percent of Budget for Teacher Salaries	30.19%	28.73%
Percent of Budget for Administrative Salaries	5.19%	5.39%

2022-23 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 Where there are student course enrollments of at least one student.	0

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. Last year, we had an outside consultant look at our school and give us some feedback. Based on that report, we spent our Staff Retreat focused on the following four main goals:

1. Use the report as a basis for reflection, discussion, and prioritization.

Professional Development

2. Work in teams across the grades to create 4 or 5 strands that show how a subject (literacy, problem-solving, forest school/sustainability, behavior, etc) is addressed TK-12. What skills, curriculum, experiences, and systems will we use? We will clarify what result we're looking for and why this is this important to us.

3. Teaching Teams will then work within grade level bands (TK-K, 1-3, 5-6, 7-12) - each with its own SPED embedded. Within those teams, the work will be to group students in ways that are best for student learning, use the skills, curriculum, systems, and experiences identified in the strands, and create a schedule that is sustainable for teachers.

4. Have time to plan and organize within grade-level bands.

We also send staff members to the Permaculture Training at Occidental Arts and Ecology every year or two, so that we stay fresh and committed to our core values. 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	14	14