

Laurel Wood Elementary School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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. Kelly Hendrix
Email Address	khendrix@salinascity.k12.ca.us
School Website	https://sites.google.com/a/salinascity.k12.ca.us/laurel-wood/
County-District-School (CDS) Code	27-66142-6109177

2021-22 District Contact Information

District Name	Salinas City Elementary School District
Phone Number	(831) 753-5600
Superintendent	Dr. Rebeca Andrade
Email Address	randrade@salinascity.k12.ca.us
District Website Address	www.salinascityesd.org

2021-22 School Overview

Welcome to Laurel Wood Elementary School. Our learning community is committed “to create an inclusive community of learners in which high academic standards are expected and where there is a feeling of autonomy, belonging, and competency” with proficiency in 21st century skills. We are a Title 1 school that educates 425 students daily. Our K-6 campus includes 3 SDC classes spanning all grade levels. Approximately 27% of our students are English Language Learners. Our leadership team, School-Site Council, and administrators work together to build the capacity of our stakeholders, ensure our direction supports our school-wide 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 plans include the use of Universal Design for Learning. 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 supports our teachers with collaborative planning, modeling various instructional techniques and data analysis in an effort to monitor the ongoing progress of our students. For students in need of academic support, classrooms teachers provide Tier 1 intervention via small groups, 1:1 support and differentiated instruction. The Multi-Tiered System of Support (MTSS) framework is utilized consistently to connect our Tier 2 and 3 students to necessary services and supports. These include our site-based intervention program with an Intervention Teacher (est. 2021-2022) and paraprofessionals that pull students out or push in to the classrooms for extra support with Individual Learning Folders (ILF), Phonics for Reading (PFR) and other designated supports as determined in the MTSS process. This intervention program is provided for individuals and groups of students in kindergarten through sixth grade, as necessary.

All students participate in regularly scheduled visits to the library to check out books in their ability level as determined by Accelerated Reader. English Learners receive daily English Language Development (ELD) instruction for 30 -45 minutes, in addition to the use of Integrated ELD throughout the day and across curriculum. Eureka is our district adopted math curriculum. Teachers provide whole group instruction and also provide small group instruction to address student needs. In addition, adaptive learning programs such as Lexia (language arts) and Dreambox (math) are used to support and enrich learning for our students at their ability level. For our students' emotional well being, our MTSS team also strives to connect our students with counseling services that match their needs. We offer counseling to help emotionally or behaviorally challenged students. Our full time school psychologist and full time counselor work together to determine which service or support would be most

2021-22 School Overview

appropriate to support the student's needs. Sticks and Stones (via Harmony At Home) assists students who have experienced emotional trauma or who are exhibiting a pattering of "Bullying" behaviors, or may be victims of bullying behavior. We also have a Monterey County Behavioral Health Counselor that comes to our site to work with students in need of their services. The ASES-funded after school program (BEST) provides enrichment opportunities and homework support to approximately 80 of our students in all grade levels. The BEST program provides a safe and nurturing learning environment for our students through opportunities for counseling support, combined with PBIS and and Olweus (anti-bullying) skills.

Our families and community members are valued partners in our learning community. We believe the support of all members of our community will help only foster growth and success for our students. Our parent coordinator (position currently open for 21-22 school year), strives to ensure that our families are informed and supported and remain connected to the learning community and all of its opportunities for growth. Some opportunities for our parents and community members to connect to the learning community are Back to School Night, Open House, First Day Celebration, School Site Council, ELAC, presentations by Psyc. Eduardo Eizner and more.

Major Achievements:

- Silver recognition by the California PBIS Coalition for PBIS implementation (2019-2020) and Gold level recognition (2020-2021)
- Virtual field trips and assemblies provide enrichment for students (during distance and hybrid learning).
- School sponsored volleyball, basketball, and soccer teams to build physical, social skills and school pride (Resuming Spring 2022).
- Visual and Performing Arts (music/dance/fine arts): offered to all grade levels virtually during 20-21 school year and returning to In Person for 21-22 school year
- Student Recognition Program - Dynamite Dolphins (weekly recognition during virtual learning), Monthly after return to In Person for Character Ed. and each trimester for 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 Service Learning Students

Focus for Improvement

1. Students not meeting standards will be provided with interventions and extended learning opportunities.
2. All students regardless of their performance levels will receive appropriate differentiation instruction in all subject matters via small group instruction during the instructional day.
3. Academic Coach will train and support teachers in the implementation of the CCSS (Standards), UDL and best practices.
4. Grade Level Data Teams will identify learning goals, develop common formative assessments, monitor student progress and refine instruction.
5. Establish expectations for implementation of school-wide Designated and Integrated ELD and provide professional development for effective implementation.
6. Continue to implement PBIS and Olweus programs to provide social and character education.
7. Continue to effectively use Multi-Tiered Systems of Support (MTSS) process to monitor student progress and connect students to necessary supports and services
8. Direct services from Intervention teacher or paraprofessionals to increase proficiency in English Language Arts and Math as determined in the MTSS process

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	44
Grade 2	50
Grade 3	47
Grade 4	89
Grade 5	68
Grade 6	90
Total Enrollment	446

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.4
Asian	1.8
Black or African American	1.1
Filipino	3.6
Hispanic or Latino	83.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	2
White	7.4
English Learners	23.8
Foster Youth	1.1
Homeless	30.3
Socioeconomically Disadvantaged	63.9
Students with Disabilities	11.9

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.5	94.6	320.4	87.0	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	10.0	2.7	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.0	5.4	21.0	5.7	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	11.0	3.0	12115.8	4.4
Unknown	0.0	0.0	6.0	1.6	18854.3	6.9
Total Teaching Positions	18.5	100.0	368.4	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	1.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
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

2021-22 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.

To help implement the curriculum, every 2nd-6th grade class has one to one chromebooks. Over the past two years we have closed the computer lab and to try to get one to one technology for everyone. The kinder and first grade have 1/2 class of devices for the students to use. We are increasing the number of devices in k and 1 to eventually get to 1:1.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante February 13, 2017	Yes	0%
Mathematics	Eureka Math, Great Minds, 2015 (English) / April 13, 2015 Eureka Math, Great Minds, 2016 (Spanish) / October 10, 2016	Yes	0%
Science	McMillan/McGraw-Hill, Science, K-6, 2007	Yes	0%
History-Social Science	SAVVASS, My World Interactive, K-6, 2019	Yes	0%
Foreign Language	Benchmark Advance/Adelante February 13, 2017	Yes	0%

Health	ETR, Health Smart, K-5, 2009; A Talk in Time, 6th	Yes	0%
Visual and Performing Arts	Silver Burdett, Music, K-6	Yes	0%
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Shade structure scheduled for summer 2022

Year and month of the most recent FIT report

5/24/2021

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	X		
Electrical	X	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			New Roof - July & August 2019
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X	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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	290	NT	NT	NT	NT
Female	137	NT	NT	NT	NT
Male	153	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	246	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	19	NT	NT	NT	NT
English Learners	74	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	156	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	171	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	44	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	290	NT	NT	NT	NT
Female	137	NT	NT	NT	NT
Male	153	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	246	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	19	NT	NT	NT	NT
English Learners	74	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	156	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	171	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	44	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Enterprise Tests Student Groups	Star Reading Enterprise Tests Total Enrollment	Star Reading Enterprise Tests Number Tested	Star Reading Enterprise Tests Percent Tested	Star Reading Enterprise Tests Percent Not Tested	Star Reading Enterprise Tests Percent At or Above Grade Level
All Students	291	289	99%	1%	37%
Female	138	137	99%	1%	33%
Male	153	152	99%	1%	41%

American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	246	246	100%	0%	34%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	19	100%	0%	53%
English Learners	74	74	100%	0%	9%
Foster Youth	--	--	--	--	--
Homeless	86	86	100%	0%	29%
Socioeconomically Disadvantaged	173	172	99%	1%	34%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	46	98%	2%	0%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Enterprise Tests Student Groups	Star Reading Enterprise Tests Total Enrollment	Star Reading Enterprise Tests Number Tested	Star Reading Enterprise Tests Percent Tested	Star Reading Enterprise Tests Percent Not Tested	Star Reading Enterprise Tests Percent At or Above Grade Level
All Students	291	288	99%	1%	44%
Female	138	137	99%	1%	39%
Male	153	151	99%	1%	48%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	246	244	99%	1%	39%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	19	100%	0%	79%
English Learners	74	72	97%	3%	15%
Foster Youth	--	--	--	--	--
Homeless	86	85	99%	1%	34%

Socioeconomically Disadvantaged	173	171	99%	1%	38%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	46	98%	2%	4%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	NT	NT	NT	NT
Female	34	NT	NT	NT	NT
Male	33	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	57	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	21	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	38	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents can join our School Site Council, which works with the administration to help make financial decisions for categorical money. Parents of English Learners are vital to our English Language Advisory Committee and do our outreach efforts on behalf of new families. Parents organized parent volunteers to help with special projects in the classroom and chaperone on field trips. We buy new books for the library, purchase Practice Books, and update our technology needs through Parent Teacher Club (PTC) fund-raisers. The PTC sponsors many school events such as the book fair, family movie nights, school carnival, and other activities. We ask all parents to attend Back-to-School Night in the fall and parent-teacher conferences in November and March. We have over 40 parents who have regularly volunteered their time in school. We always need new volunteers! Use this number to contact us here at Laurel Wood, 831-753-5620.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	469	460	36	7.8
Female	224	217	12	5.5
Male	245	243	24	9.9
American Indian or Alaska Native	3	3	1	33.3
Asian	9	9	0	0.0
Black or African American	5	5	3	60.0
Filipino	16	16	0	0.0
Hispanic or Latino	389	382	28	7.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	11	11	2	18.2
White	35	33	2	6.1
English Learners	114	111	8	7.2
Foster Youth	5	5	0	0.0
Homeless	153	151	12	7.9
Socioeconomically Disadvantaged	306	299	28	9.4
Students Receiving Migrant Education Services	10	10	1	10.0
Students with Disabilities	67	66	5	7.6

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.16	0.21	3.16	0.15	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.63	1.82	2.45
Expulsions	0.00	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.21	0.00
Female	0.00	0.00
Male	0.41	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	2.86	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

2021-22 School Safety Plan

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

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 the campus. All paraeducators 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, and improved door hardware has been installed that allows any staff member to lock any door on our campus and in the district from the inside. Students may be on campus 30 minutes prior to the start of instruction for breakfast only. Ten minutes prior to the start of instruction, students report to their classroom and are supervised by their teacher. The district also supplied us with a morning campus supervisor to help cross children at the intersections. Students are supervised by teachers during recess. During the lunch period, supervision is provided by classified staff and the principal/vice-principal. The principal/vice-principal continually oversee the supervision of students. The principal/vice-principal and a morning supervisor help with safety on the school grounds and help monitor student behavior before and after school.

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. The safety plan is shared with the school staff during a staff meeting. We conduct the following emergency response drills at the noted minimum frequency: fire/monthly (after-school programs, 3 times annually); lockdown & shelter-in-place (after school programs 2 times annually). We also participated in the Monterey County Earthquake Disaster Drill which took place in October 2021. We share safety concerns at staff meetings and review procedures.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	25		2	
1	24		2	
2	25		3	
3	22		3	
4	28		3	
5	26		3	
6	27		3	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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		2	
1	26		2	
2	38		1	1
3	27		3	
4	33		1	1
5	30		3	
6	26		3	
Other	11	1		

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	29		2	
1	22		2	
2	38		1	1
3	24		2	
4	27		3	
5	32		2	
6	30		3	
Other	13	1		

2020-21 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	

2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	7420	691	6730	87157
District	N/A	N/A	8289	\$72,933
Percent Difference - School Site and District	N/A	N/A	-20.8	17.8
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-22.6	1.5

2020-21 Types of Services Funded

DISTRICT PROVIDED PROFESSIONAL DEVELOPMENT:

The major theme of professional development is to develop and improve the Tier I services offered in the classroom. This focus has us working together to strengthen the Instructional Core - the Relationships created between staff and students, the Clarity of staff and students around what is needed and how to help every student receive it, and the Challenge was given to students through instructional activities, tasks, and experiences.

In addition to the district-provided staff development, additional training was available during the summer, and after school through the school site. Other major areas of staff development are English Language Development, Mathematics, and Professional Collaboration. Training provided teaching techniques and strategies that are beneficial for all students. On Thursdays, students are dismissed early and teachers use the time for grade-level meetings, planning, and staff development. Grade-level meetings are used to look at student achievement and identify instructional focus areas. The principal and Vice-Principal support the implementation of State Standards by observing students, meeting with teachers individually and in grade levels, and observing classroom instruction as does the academic coach.

2020-2021 SCHOOL YEAR:

Professional Learning and Development topics offered by the district have included:
 Self and student care during distance learning
 Norms and procedures in distance learning

2020-21 Types of Services Funded

Establishing student-teacher relationships from a distance
Establishing teacher credibility at a distance
Teacher clarity at a distance
Creating engaging tasks in distance learning
Planning instructional units for distance learning
Feedback, assessment, and grading
Great Minds inSync
Discovery Education
Accelerated Learning - Unpacking the Standards to Drive Instruction
Checking for Understanding in Distance Learning - High tech, low tech, no tech!
Creating Rigorous Asynchronous Tasks
Creating Spirited Lessons That Will Rock Distance Learning (non, low, and high tech)
Designated ELD in Distance Learning
Paraeducator Partnerships to Prepare Pupils!
Progress Monitoring Beyond Administering the Test
Receptive Visual-Based Strategies
"PBL like PBJ" How to Make Tasty Learning that Sticks
Google Suite 101
Bully Prevention in the Virtual World
Engaging and Supporting Learners Using Trauma-Informed Practices
PBIS in Distance Learning
Take Care of Yourself and Others! Mindful Practices from a Distance
Inviting the Struggle - Challenging Students One Lesson at a Time
Productive Visual-Based Strategies
Visual-Based Strategies in the Upper Elementary Classroom (3-6 focus)

2019-2020 SCHOOL YEAR

Some of the topics at the professional development sessions have included:

- New Teacher orientation and associated topics
- Imagine Learning
- Imagine Mathematics
- Eureka Mathematics customization
- Benchmark Education Advance and Adelante introduction
- Reading Fluency
- Small-Group Instruction in Mathematics
- Small-Group Instruction in Language Arts
- Mini-Lessons and Collaborative Conversations
- Scaffolding Instruction for Special Education
- Assessment in Language Arts and Mathematics
- Close Reading
- Teaching Writing using Benchmark
- Accelerated Reader
- STAR Reading, Math, and Early Literacy

2018-19 SCHOOL YEAR

This year, the number of calendared Professional Development days increased to 6. In addition to these days, SCESD teachers are offered:

- On-site, teacher-directed professional development provided by Academic Coaches.
- After-School Professional Development opportunities
- Weekend Professional Development opportunities
- New Teacher Induction.
- Intern Teacher Mentoring

SITE PROVIDED SERVICES

2020-21 Types of Services Funded

Federal and State funds are used to provide learning opportunities and services aligned 2020-2021 on the School Plan for Student Achievement 1. All students 2. English Learners 3. Students with Disabilities. Our funds are utilized to develop and enhance an optimal learning experience for students. We use funds to provide instructional programs beyond the core curriculum. We support our teachers via supplemental instructional materials, staff development via conferences, research materials, and collaboration opportunities. Additionally, we purchase supplemental instructional materials, support personnel, and new technology or access to supplemental software (such as Reflex math). Support personnel such as paraprofessionals help in our intervention programs support our students that are performing below grade level. Funds from our Title 1 funding have been set aside to offer more paraprofessional time. We increase our focus on safety by funding an additional noon supervisor time in addition to supporting our PBIS implementation. We encourage participation and transparency with parents by providing a sufficient quantity of interpreters at Parent Teacher Conferences. By use of the Parent Square application we support an increase in communication. The restrictions of last year's virtual and hybrid learning presented many challenges to provide the additional supports that have been provided after school in the past. It is a goal for this year (21-22) and going forward to return to offering after school supports and partner with local vendors if necessary to offer options such as visual and performing arts, tutoring, and book club (for intervention and skill extension for our students who are performing above grade level).

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$47,479	\$52,060
Mid-Range Teacher Salary	\$74,697	\$84,043
Highest Teacher Salary	\$94,774	\$107,043
Average Principal Salary (Elementary)	\$118,162	\$133,582
Average Principal Salary (Middle)	\$0	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$215,235	\$240,628
Percent of Budget for Teacher Salaries	32%	35%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

DISTRICT PROVIDED PROFESSIONAL DEVELOPMENT:

The major theme of professional development is to develop and improve the Tier I services offered in the classroom. This focus has us working together to strengthen the Instructional Core, the Relationships created between staff and students, the Clarity of staff and students around what is needed and how to help every student receive it, and the Challenge given to students through instructional activities, tasks, and experiences.

In addition to the district-provided staff development, additional training was available during the summer, and after school through the school site. Other major areas of staff development are English Language Development, Mathematics, and Professional Collaboration. Training provided teaching techniques and strategies that are beneficial for all students. On Thursdays, students are dismissed early and teachers use the time for grade-level meetings, planning, and staff development. Grade-level meetings are used to look at student achievement and identify instructional focus areas. The principal and Vice-Principal support the implementation of State Standards by observing students, meeting with teachers individually and in grade levels, and observing classroom instruction as does the academic coach.

Professional Development

2020-2021 SCHOOL YEAR:

Professional Learning and Development topics offered by the district have included:

Self and student care during distance learning
Norms and procedures in distance learning
Establishing student-teacher relationships from a distance
Establishing teacher credibility at a distance
Teacher clarity at a distance
Creating engaging tasks in distance learning
Planning instructional units for distance learning
Feedback, assessment, and grading
Great Minds inSync
Discovery Education
Accelerated Learning - Unpacking the Standards to Drive Instruction
Checking for Understanding in Distance Learning - High tech, low tech, no tech!
Creating Rigorous Asynchronous Tasks
Creating Spirited Lessons That Will Rock Distance Learning (non, low, and high tech)
Designated ELD in Distance Learning
Paraeducator Partnerships to Prepare Pupils!
Progress Monitoring Beyond Administering the Test
Receptive Visual-Based Strategies
"PBL like PBJ" How to Make Tasty Learning that Sticks
Google Suite 101
Bully Prevention in the Virtual World
Engaging and Supporting Learners Using Trauma-Informed Practices
PBIS in Distance Learning
Take Care of Yourself and Others! Mindful Practices from a Distance
Inviting the Struggle - Challenging Students One Lesson at a Time
Productive Visual-Based Strategies
Visual-Based Strategies in the Upper Elementary Classroom (3-6 focus)

2019-2020 SCHOOL YEAR

Some of the topics at the professional development sessions have included:

- New Teacher orientation and associated topics
- Imagine Learning
- Imagine Mathematics
- Eureka Mathematics customization
- Benchmark Education Advance and Adelante introduction
- Reading Fluency
- Small-Group Instruction in Mathematics
- Small-Group Instruction in Language Arts
- Mini-Lessons and Collaborative Conversations
- Scaffolding Instruction for Special Education
- Assessment in Language Arts and Mathematics
- Close Reading
- Teaching Writing using Benchmark
- Accelerated Reader
- STAR Reading, Math, and Early Literacy

2018-19 SCHOOL YEAR

This year, the number of calendared Professional Development days increased to 6. In addition to these days, SCESD teachers are offered:

- On-site, teacher-directed professional development provided by Academic Coaches.
- After-School Professional Development opportunities
- Weekend Professional Development opportunities

Professional Development

- New Teacher Induction.
- Intern Teacher Mentoring

SITE PROVIDED PROFESSIONAL DEVELOPMENT:

Our teachers attend staff development before school begins, as well as at the end of the school year. We have provided training to all instructional staff on a variety of PBIS and behavior management strategies. Maintaining a safe learning environment allows more students to access their education successfully. The major areas of staff development were language arts, math, Universal Design for Learning, visible learning strategies, and effective strategies such as collective teacher efficacy. For example - teachers on the K-2 team participated in phonemic awareness training in preparation for return to in-person instruction and small group reading intervention. On Thursdays, students are dismissed early and teachers may use the time for grade-level collaboration meetings, planning, working with the academic coach and staff development. Grade-level meetings are used to look at student achievement and identify instructional focus areas as well as to provide feedback to the MTSS team about any adjustments or additional supports that may be needed. The district has implemented "Instructional Rounds". This practice is helping the school find a way to meet our students' needs. Our site is focusing on small group instruction and Universal Design for Learning. Our goal is to get 50% of our students at or above grade level.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Salinas City Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Salinas City Elementary School District
Phone Number	(831) 753-5600
Superintendent	Dr. Rebeca Andrade
Email Address	randrade@salinascity.k12.ca.us
District Website Address	www.salinascityesd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4751	NT	NT	NT	NT
Female	2282	NT	NT	NT	NT
Male	2469	NT	NT	NT	NT
American Indian or Alaska Native	16	NT	NT	NT	NT
Asian	28	NT	NT	NT	NT
Black or African American	30	NT	NT	NT	NT
Filipino	51	NT	NT	NT	NT
Hispanic or Latino	4349	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	73	NT	NT	NT	NT
White	197	NT	NT	NT	NT
English Learners	2139	NT	NT	NT	NT
Foster Youth	13	NT	NT	NT	NT
Homeless	3298	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	3754	NT	NT	NT	NT
Students Receiving Migrant Education Services	181	NT	NT	NT	NT
Students with Disabilities	523	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4751	NT	NT	NT	NT
Female	2282	NT	NT	NT	NT
Male	2469	NT	NT	NT	NT
American Indian or Alaska Native	16	NT	NT	NT	NT
Asian	28	NT	NT	NT	NT
Black or African American	30	NT	NT	NT	NT
Filipino	51	NT	NT	NT	NT
Hispanic or Latino	4349	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	73	NT	NT	NT	NT
White	197	NT	NT		NT
English Learners	2139	NT	NT	NT	NT
Foster Youth	13	NT	NT	NT	NT
Homeless	3298	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	3754	NT	NT	NT	NT
Students Receiving Migrant Education Services	181	NT	NT	NT	NT
Students with Disabilities	523	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Enterprise Tests Student Groups	Star Reading Enterprise Tests Total Enrollment	Star Reading Enterprise Tests Number Tested	Star Reading Enterprise Tests Percent Tested	Star Reading Enterprise Tests Percent Not Tested	Star Reading Enterprise Tests Percent At or Above Grade Level
All Students	4736	4522	95%	5%	29%
Female	2278	2193	96%	4%	29%
Male	2458	2329	94%	6%	28%

American Indian or Alaska Native	--	--	--	--	--
Asian	28	26	87%	13%	54%
Black or African American	30	28	93%	8%	30%
Filipino	51	51	100%	0%	36%
Hispanic or Latino	4331	4130	95%	5%	27%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	66	99%	1%	62%
White	202	195	95%	5%	37%
English Learners	2128	2011	94%	6%	9%
Foster Youth	16	16	100%	0%	55%
Homeless	1772	1680	94%	6%	22%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3756	3569	94%	6%	26%
Students Receiving Migrant Education Services	198	185	97%	3%	8%
Students with Disabilities	556	500	91%	9%	11%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Enterprise Tests Student Groups	Star Reading Enterprise Tests Total Enrollment	Star Reading Enterprise Tests Number Tested	Star Reading Enterprise Tests Percent Tested	Star Reading Enterprise Tests Percent Not Tested	Star Reading Enterprise Tests Percent At or Above Grade Level
All Students	4736	4561	96%	4%	31%
Female	2278	2212	96%	4%	29%
Male	2458	2349	95%	5%	34%
American Indian or Alaska Native	16	16	100%	0%	50%
Asian	28	26	87%	13%	63%
Black or African American	30	28	93%	7%	22%
Filipino	51	49	97%	3%	28%
Hispanic or Latino	4331	4173	96%	4%	30%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	66	99%	1%	43%
White	202	193	93%	7%	42%
English Learners	2128	2040	95%	5%	17%
Foster Youth	16	14	90%	10%	50%

Homeless	1772	1694	95%	5%	27%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3756	3607	95%	5%	29%
Students Receiving Migrant Education Services	198	189	96%	4%	20%
Students with Disabilities	556	506	91%	9%	12%

*At or above the grade-level standard in the context of the local assessment administered.