



Laurelwood Elementary School

4280 Partridge Drive • San Jose • (408) 270-4983 • Grades K-6

Kameelah Green, Principal

kgreen@eesd.org

<http://laurelwood.eesd.org/>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Evergreen School District

3188 Quimby Road
San Jose CA, 95148
(408) 270-6800
www.eesd.org

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Bob Nuñez
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Community & School Profile

Evergreen School District, located in the City of San Jose, is comprised of fifteen elementary schools and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s, and is now the third largest city in California. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 1,026,908 residents.

Laurelwood Elementary School is centrally located within the district's borders. Built in 1971, Laurelwood serves to 318 students from kinder to sixth grade, including one special day class. Additionally, our site houses four county special needs classes. Our demographic population is comprised of Asian (46%), Hispanic (30%), Bi-Racial (12%), White (8%), and African-American (4%) students. To add, 41% of our students are English Language Learners, 17% of our students are Socioeconomically Disadvantaged, and 14% of our students have disabilities. In the 2017-2018 school year, we achieved an overall 53% proficiency on English-Language Arts and 51% on Mathematics CAASPP testing. The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

Discipline & Climate for Learning

Students at Laurelwood Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the school's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Our school implements PBIS (Positive Behavioral Interventions and Supports). Additionally, we have also built in a weekly Lion Character Building Program to support students' social and emotional learning with Habits of Mind, Project Cornerstone Assets, and Mindfulness. The partnership with Project Cornerstone helps to promote research-based developmental assets as a guiding framework for the support and healthy development of all children.

Parents and students are informed of school rules and discipline policies at the beginning of the school year through the Parent-Student Handbook. Ongoing school-to-home communication is facilitated through Back-to-School Night, Open House, parent-teacher conferences, e-mails, and the school website.

School Vision Statement

Laurelwood will inspire students to pursue their aspirations, goals, and dreams for the future in a safe and supportive environment.

School Mission Statement

Laurelwood is committed to engaging minds and celebrating creativity. We prepare our students to think critically and independently, while instilling values of respect, hard work, and humility. Setting high expectations, we foster a positive, caring environment to educate the whole child. As educators, we inspire our students to become well-rounded, lifelong learners, prepared to be future leaders. A partnership of families, staff, and community working together. Agents of change.

About the SARC

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	49
Grade 1	36
Grade 2	49
Grade 3	52
Grade 4	51
Grade 5	50
Grade 6	50
Total Enrollment	337

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.0
Asian	37.1
Filipino	5.0
Hispanic or Latino	28.5
Native Hawaiian or Pacific Islander	0.3
White	9.2
Socioeconomically Disadvantaged	20.8
English Learners	26.1
Students with Disabilities	12.2
Foster Youth	0.0

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

Teacher Credentials			
Laurelwood Elementary School	16-17	17-18	18-19
With Full Credential	15	15	15
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Evergreen School District	16-17	17-18	18-19
With Full Credential	♦	♦	483
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Laurelwood Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Evergreen School District held a Public Hearing on October 18, 2018, and determined that each school within the district has sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district must be aligned with the California State Content Standards, with final approval by the Board of Trustees. Textbooks and supplementary materials are typically adopted according to a cycle developed by the California Department of Education. The table displays information collected in September 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The district does not have a formal textbook adoption for Health or for Visual and Performing Arts.

The California State Board of Education adopted science programs at its November 2018 public meeting. Evergreen will review materials in 2019 to determine next steps. The California State Board of Education adopted Social Science materials at its November 2017 public meeting aligned to the new California Framework. The California Social Science standards remain unchanged.

Pursuant to California Education Code (EC) Section 60210, a school district may utilize instructional materials not adopted by the SBE, so long as the materials are aligned to state standards and a majority of the participants of any review process conducted by the district are classroom teachers who are assigned to the subject area or grade level of the materials being reviewed.

Textbooks and Instructional Materials Year and month in which data were collected: April 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Adopted in April 14, 2016 (Grade K-5): CA Wonders McGraw Hill, Adopted in 2016 (Grade 6-8) Springboard Collegeboard The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Adopted in April 16, 2015 (Grade K-3): Engage NY Adopted in April 16, 2015 (Grade 4-5): Bridges Mathematics Adopted in April 16, 2015 (Grade 6-8): College Preparatory Mathematics, Math Vision Project The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Adopted in 2007 (Grade K): Pearson Scott Foresman Adopted in 2007 (Grade 1-5): MacMillan/McGraw Hill Adopted in 2007 (Grade 6-8): Holt, Rhinehart, Winston The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Adopted in 2006: (Kinder): Pearson Scott Foresman Adopted in 2006: (Grade 1-6): Houghton Mifflin The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Laurelwood Elementary School, originally constructed in 1971, is currently comprised of 18 permanent classrooms, three portable classrooms, four specialist classrooms, a library, a multipurpose room, three staff rooms, and two playgrounds. All classroom interiors were also painted between 2005 and 2007, and lunch tables were installed on the outdoor patio in 2005. The school's exterior was repainted in 2016 and three awnings were built over the lunch tables as well. The chart displays the results of the most recent facilities inspection.

Cleaning Process:

Laurelwood Elementary School provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

A scheduled maintenance program is administered by Laurelwood Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Evergreen School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:

The State School Deferred Maintenance Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the Budget Act of July 2009, the State Legislature provided school districts with flexibility in using these funds to meet general fund needs. In an effort to mitigate the effects of declining state revenues, the Evergreen School District has taken advantage of this flexibility. The district will utilize bond funds and other appropriate sources to ensure its facilities are clean, safe and in good repair.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, which 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); and
- 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	52.0	53.0	63.0	65.0	48.0	50.0
Math	49.0	51.0	60.0	61.0	37.0	38.0

Note: 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.

Note: 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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	197	194	98.48	53.09
Male	107	105	98.13	51.43
Female	90	89	98.89	55.06
Black or African American	--	--	--	--
Asian	77	77	100.00	71.43
Filipino	--	--	--	--
Hispanic or Latino	56	56	100.00	16.07
White	18	18	100.00	50.00
Two or More Races	19	16	84.21	75.00
Socioeconomically Disadvantaged	50	49	98.00	34.69
English Learners	72	71	98.61	54.93
Students with Disabilities	26	24	92.31	37.50

Note: 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.

Note: 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.

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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.4	26.5	14.3

* 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.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	197	193	97.97	51.3
Male	107	105	98.13	57.14
Female	90	88	97.78	44.32
Black or African American	--	--	--	--
Asian	77	77	100	77.92
Filipino	--	--	--	--
Hispanic or Latino	56	56	100	16.07
White	18	17	94.44	47.06
Two or More Races	19	16	84.21	62.5
Socioeconomically Disadvantaged	50	49	98	32.65
English Learners	72	71	98.61	53.52
Students with Disabilities	26	24	92.31	29.17

Note: 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.

Note: 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.

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

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Our parents and community members work collaboratively with the staff as partners supporting and expanding student learning and strengthening the curriculum by participating in and/or coordinating such activities as:

- Principal's Coffee
- Back-to-School Night
- School Beautification
- Book Fair
- Career Day
- Fundraisers
- Harvest Festival
- Coding Clubs
- Garden Club
- Spanish Enrichment Class
- Vietnamese Enrichment Class
- Choir/Drama Enrichment Class
- Speech & Debate Enrichment Class
- Green Heroes Environmental Club
- Kinder Orientation
- Family STEM Nights
- Family CAASPP Workshops
- Family Movie Nights
- Multicultural Music & Dance Showcases
- Science Fair
- Spelling Bee
- Talent Show
- Open House
- School Site Council
- Parent-Teacher Association (PTA)
- School Site Council
- District English Learner Advisory Committee (DELAC)
- English Learner Advisory Committee (ELAC)

The school also receives support from numerous local businesses and community organizations. Support and donations have greatly added to the quality of instruction and overall school environment.

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.

School Safety Plan

The safety of students and staff is a primary concern of Laurelwood Elementary. Students are supervised before school, during recess, and after school by teachers and administrators. Lunch supervision is provided by noon-duty aides. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds. There is also a designated area for student drop-off and pick-up at the front of the school.

The School Site Safety Plan was last reviewed and updated in January 2019 by all staff and the Emergency Response Team (ERT). It will be reviewed again next winter before February 15, 2020. Any and all revisions to the plan are immediately communicated to classified and certificated staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Anti-tobacco & alcohol policies
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.5	0.4	0.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.05
Library Media Teacher (Librarian)	.03
Library Media Services Staff (Paraprofessional)	.56
Psychologist	.42
Social Worker	.11
Nurse	.17
Speech/Language/Hearing Specialist	.77
Resource Specialist (non-teaching)	1
Other	as needed
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	19	21	25	1	1		1	1	2			
1	24	25	18			2	2	1				
2	22	24	21	1		1	1	2	1			
3	21	21	24		1		3	3	2			
4	32	25	34				1	2				1
5	31	33	33				2		1		1	1
6	23	31	25				2	2	2			
Other	12		13	1		1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

In 2016-2017, 2017-2018, and 2018-2019, a minimum of fourteen days were/are reserved for professional development at the site. These occur on minimum day Thursdays for approximately 1.5 hours. Following annual analysis and reflection on CELDT/ELPAC and CAASPP data, Administration and Staff determine areas of focus for Professional Learning Communities (PLC) and Site Days. Major areas of focus include the district's Profile of a Learner Model, Next Generation Science Standards, CAASPP Test Preparation and Positive Behavioral Interventions & Support (PBIS). Professional Development is delivered through research articles, book studies, guest speakers, videos, labs, presentations and teacher collaboration. Teachers are supported during implementation through in class-coaching, professional goals conferences, teacher release time, observation and feedback cycles, resources and more.

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,731	\$50,084
Mid-Range Teacher Salary	\$90,182	\$80,256
Highest Teacher Salary	\$104,376	\$100,154
Average Principal Salary (ES)	\$138,740	\$125,899
Average Principal Salary (MS)	\$141,310	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$191,425	\$222,447
Percent of District Budget		
Teacher Salaries	43.0	37.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,674	\$283	\$6,391	\$103,714
District	◆	◆	\$9,818	\$95,035
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-42.3	8.7
Percent Difference: School Site/ State			-10.9	24.7

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

In addition to general state funding, all schools within Evergreen School District received state and federal categorical funding for the following support programs:

- LCAP funds or Supplemental Funds
- Title I, Targeted Assistance (for these schools: LeyVa, Dove Hill, Holly Oak, Katherine Smith, Montgomery, and O.B. Whaley)
- Title II, Staff Development
- Title III, Limited English Proficient

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).

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.