



Laurelwood Elementary School

4280 Partridge Drive • San Jose CA, 95121 • (408) 270-4983 • Grades K-6

Dr. Hong Nguyen, Principal

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Evergreen School District

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Principal's Message

Laurelwood prides itself in working to bring out the best in our students by creating a supportive environment that embraces the individual learning needs of every child. As a staff, we have continuously challenged ourselves in seeking new opportunities and ways of teaching to enhance our instruction for our students. We are committed to ensuring that every child will be given every opportunity possible to be successful.

We believe that success is measured one child at a time. Until every child is succeeding in all areas, there is work to be done. Our belief is that we work together as a family to ensure that all children succeed. The "we" is important because we believe that education is a community effort and that the involvement and collaboration of all stakeholders is necessary to support student achievement.

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.

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. In the 2017-2018 school year, the school served 343 students in grades K-6 on a traditional calendar schedule. The chart displays school enrollment broken down by ethnicity.

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.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	42
Grade 1	41
Grade 2	50
Grade 3	65
Grade 4	49
Grade 5	50
Grade 6	45
Total Enrollment	342

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.3
Asian	35.7
Filipino	2.9
Hispanic or Latino	33.6
Native Hawaiian or Pacific Islander	0
White	9.4
Two or More Races	12.9
Socioeconomically Disadvantaged	22.2
English Learners	24.3
Students with Disabilities	12
Foster Youth	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	15-16	16-17	17-18
With Full Credential	16	15	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Evergreen School District	15-16	16-17	17-18
With Full Credential	♦	♦	534
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Laurelwood Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Evergreen School District held a Public Hearing on October 12, 2017, 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 and Frameworks, with final approval by the Board of Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. The table displays information collected in September 2017 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.

Textbooks and Instructional Materials Year and month in which data were collected: April 2017	
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: Yes Percent of students lacking their own assigned textbook: 0.0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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: 10/21/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	47	52	63	63	48	48
Math	45	49	60	60	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	44	43	97.7	76.7
Male	27	26	96.3	73.1
Female	17	17	100.0	82.4
Asian	11	11	100.0	90.9
Hispanic or Latino	22	21	95.5	66.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	72	77	77	75	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25	20.8	37.5

* 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.

School Year 2016-17 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	213	206	96.71	51.94
Male	118	114	96.61	51.75
Female	95	92	96.84	52.17
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	78	75	96.15	68
Filipino	--	--	--	--
Hispanic or Latino	72	69	95.83	40.58
White	24	23	95.83	47.83
Two or More Races	22	22	100	50
Socioeconomically Disadvantaged	51	49	96.08	42.86
English Learners	72	71	98.61	47.89
Students with Disabilities	26	23	88.46	39.13

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.

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 2016-17 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	213	206	96.71	48.54
Male	118	115	97.46	51.3
Female	95	91	95.79	45.05
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	78	76	97.44	71.05
Filipino	--	--	--	--
Hispanic or Latino	72	69	95.83	30.43
White	24	22	91.67	45.45
Two or More Races	22	22	100	45.45
Socioeconomically Disadvantaged	51	50	98.04	40
English Learners	72	71	98.61	52.11
Students with Disabilities	26	23	88.46	30.43

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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:

- ABC Program
- Art Fair
- Back-to-School Night
- Book Fair
- Career Day
- Fundraisers
- Harvest Festival
- Enrichment Program
- Coding Clubs
- Spanish Enrichment Class
- Green Heroes Environmental Club
- Kinder Orientation
- Family STEM Nights
- Open House
- Parent Advisory Council
- Parenting Workshops
- Parent-Teacher Association (PTA)
- School Site Council
- Science Fair
- Talent Show
- 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 November 2017 by all staff and the Emergency Response Team (ERT). 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
- Schoolwide 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	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.4	0.5	0.4
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		5
Percent of Schools Currently in Program Improvement		71.4

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.05
Library Media Services Staff (Paraprofessional)	.563
Psychologist	.41
Social Worker	
Nurse	.16
Speech/Language/Hearing Specialist	.77
Resource Specialist	
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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	19	21		1	1	2	1	1			
1	25	24	25				2	2	1			
2	25	22	24		1		2	1	2			
3	21	21	21	2		1	1	3	3			
4	20	32	25	1			1	1	2			
5	30	31	33				2	2				1
6	31	23	31				1	2	2	1		
Other		12			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

Staff members build teaching skills and concepts through participation in professional development, professional learning communities, book study, conferences and workshops throughout the year. The District provides professional development monthly where teachers collaborate and enhance teaching practices through professional learning communities. Site staff development occurs monthly and supports the District goal and vision of improved achievement of students.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,638	\$48,678
Mid-Range Teacher Salary	\$88,414	\$78,254
Highest Teacher Salary	\$102,408	\$96,372
Average Principal Salary (ES)	\$131,080	\$122,364
Average Principal Salary (MS)	\$138,539	\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$191,425	\$212,818
Percent of District Budget		
Teacher Salaries	44%	38%
Administrative Salaries	5%	5%

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

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:

- Economic Impact Aid
- School & Library Improvement Program
- Title I, Targeted Assistance (for these schools: Cadwallader, Dove Hill, Holly Oak, Katherine Smith, Montgomery, Cedar Grove 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 <http://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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6444	278	6166	92,483
District	♦	♦	\$5728	\$91,113
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			7.4	1.5
Percent Difference: School Site/ State			-6.4	16.5

* Cells with ♦ do not require data.