

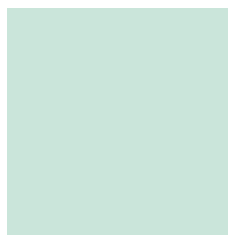
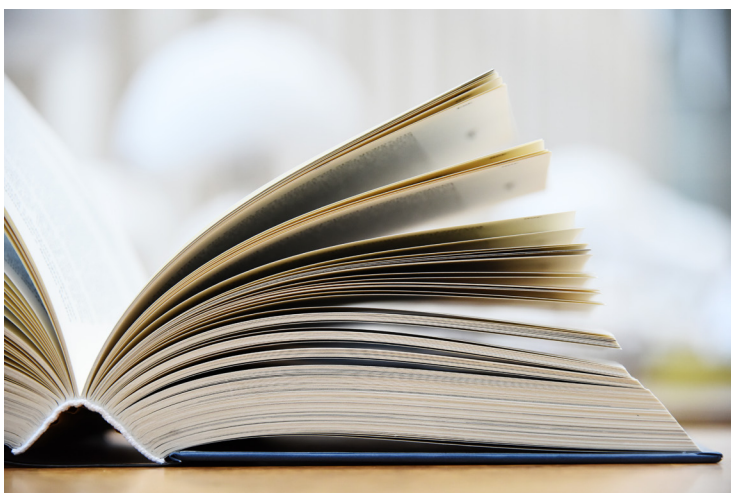
Louise Van Meter Elementary School

Grades K-5
CDS Code 43-69526-6047542

Rick Rauscher
Principal
rtauscher@lgusd.org

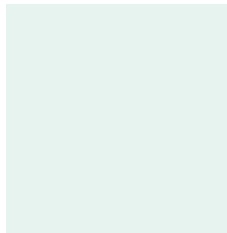
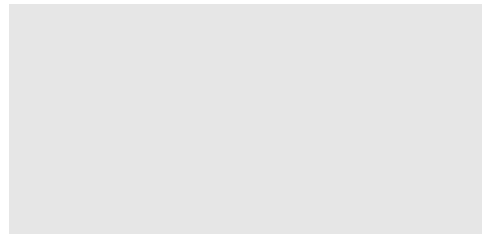
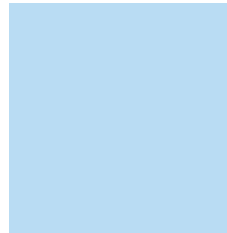
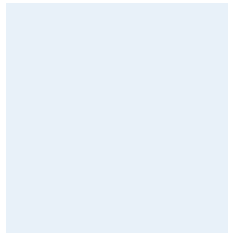
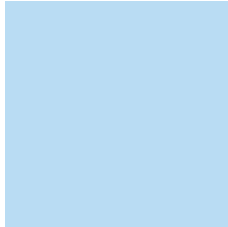
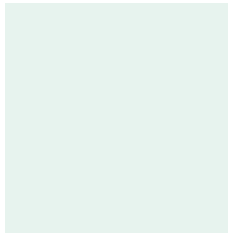
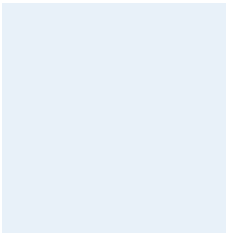
16445 Los Gatos Boulevard
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Los Gatos Union School District

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Paul Johnson, Superintendent ▪ pjohnson@lgusd.org ▪ (408) 335-2000





Principal's Message

I would like to welcome the Van Meter community back for another amazing school year. This summer has been chock full of professional development opportunities for many of our staff members and they are excited to share with their colleagues and students.

We have a lot of exciting changes coming to our campus this year. We are making major modifications and improvements to our blacktop thanks to LGUSD and Van Meter's Home and School Club (HSC). You will also be seeing a slow transformation of the Van Meter classrooms this year. The staff and I have been working closely with our Van Meter Home and School Club to implement flexible seating and storage into ALL Van Meter classrooms throughout the 2019-20. Some items are inbound as I write this letter to you. Flexible seating and storage will transform the learning environments across our campus and further enhance the educational experience of all of our students. Thank you to all parents for their donations to our Home and School Club. Your donations to our Home and School Club make these types of enhancements possible.

SCHOOL SUPPLIES!?! Just the thought of having to purchase school supplies will induce anxiety in any parent. No need to panic. School supplies were already purchased for your students and awaited them on the first day of school. Your amazing Home and School Club has taken care of this for all Van Meter families. This is just another example of your donations at work here at Van Meter. Thank you, again, to Van Meter's amazing HSC.

Rick Rauscher,
Principal

School Mission Statement

Our mission is to cultivate well-rounded, compassionate and productive lifelong learners through collaboration with students, parents and community.

- All decisions support students' academic achievement.
- We are all responsible for all students.
- All students are being served in a variety of ways to meet their needs.
- Students apply skills and understand relevance to real-life situations.
- Collaboration is systemic, enthusiastic, expected and sought.
- Consistency is evidenced in our programs and actions.
- The entire school community demonstrates respect and compassion.

Parental Involvement

Parents are a very active and integral part of the Van Meter School community. Our Home & School Club raises funds for art, technology, cultural assemblies, teacher supplies and grants, and library materials. Parents help in the classrooms, library, with computers, and with Fun and Field Day. They drive on field trips, organize science fairs, community read-ins, fundraisers, book fairs, and maintain our Home & School Club website. The Van Meter Dads Club helps around school with projects such as mounting wall tiles, painting picnic tables, barbecuing and installing bricks. Parents support the growth of developmental assets through our ABC Parent Reader Program.

For more information on how to become involved, please visit the Home & School Club website at www.vanmeterhsc.org.

School Safety

Our school safety plan is updated annually. The school faculty most recently reviewed, updated and discussed the school safety plan in February 2020. The school safety plan addresses recommendations about campus security, character education and school governance. We align our discipline policies with the California Education Code, and we expect students to meet high standards for behavior. Our staff monitors students before school, after school and during recess time. Parents volunteering through our Parents on Campus program assist with noontime supervision.



The Bulldog Way – Be Safe, Be Respectful, Be Responsible



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

Los Gatos Union School District educates all children to their unique potential by teaching, modeling, and supporting the skills and attitudes that contribute to their development as globally and socially responsible citizens.

District Vision Statement

All students know their individual learning styles and talents, think creatively and critically, act responsibly, communicate effectively, and apply knowledge in a diverse and ever-changing world.



Est. 1863

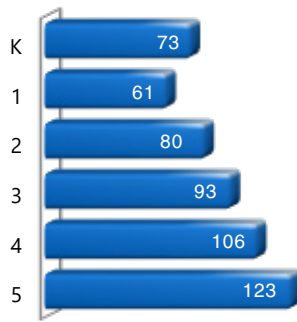
Board of Trustees

John Kuntzmann, Board President
Daniel Snyder, Board Clerk
Peter Noymer, Board Member
Stephen Parson, Board Member
Courtney Monk, Board Member

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

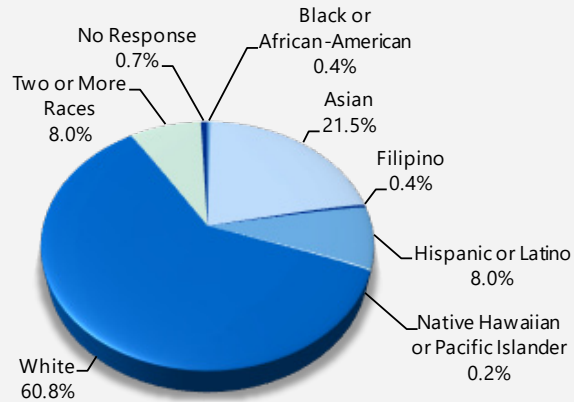


Enrollment by Student Group

The total enrollment at the school was 536 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



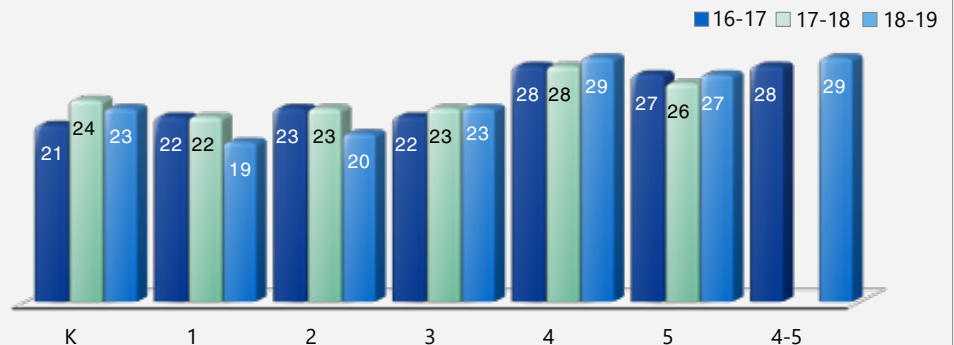
Socioeconomically disadvantaged	3.50%
English learners	7.50%
Students with disabilities	8.20%
Foster youth	0.00%
Homeless	0.00%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Louise Van Meter ES

	16-17	17-18	18-19
Suspension rates	0.0%	0.2%	0.2%
Expulsion rates	0.0%	0.0%	0.0%

Los Gatos Union SD

	16-17	17-18	18-19
Suspension rates	1.5%	1.7%	1.6%
Expulsion rates	0.0%	0.0%	0.0%

California

	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	2			3			3	
1		4			3		3		
2		4			4		4		
3		5			4			4	
4		4			4			3	
5		4			5			4	
4-5		1						1	



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Louise Van Meter ES		Los Gatos Union SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Louise Van Meter ES		Los Gatos Union SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	78%	85%	80%	79%	50%	48%
Mathematics	76%	76%	77%	76%	38%	37%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Louise Van Meter ES
		Grade 5
Four of six standards		9.7%
Five of six standards		28.2%
Six of six standards		53.2%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–5.

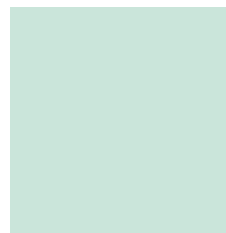
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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

CAASPP Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	328	316	96.34%	1.04%	84.81%
Male	166	158	95.18%	1.05%	82.28%
Female	162	158	97.53%	1.03%	87.34%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	74	70	94.59%	1.06%	81.43%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	16	16	100.00%	0.00%	68.75%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	206	200	97.09%	1.03%	86.50%
Two or more races	27	25	92.59%	1.08%	92.00%
Socioeconomically disadvantaged	15	15	100.00%	0.00%	60.00%
English learners	50	41	82.00%	1.22%	60.98%
Students with disabilities	30	27	90.00%	1.11%	40.74%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

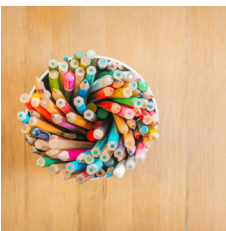
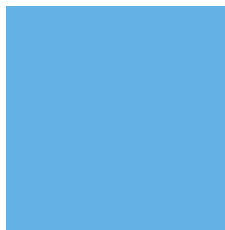
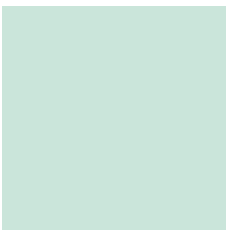




CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	328	322	98.17%	1.02%	76.09%
Male	166	162	97.59%	1.02%	77.78%
Female	162	160	98.77%	1.01%	74.38%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	74	72	97.30%	1.03%	81.94%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	16	16	100.00%	0.00%	43.75%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	206	204	99.03%	1.01%	75.49%
Two or more races	27	25	92.59%	1.08%	84.00%
Socioeconomically disadvantaged	15	15	100.00%	0.00%	53.33%
English learners	50	47	94.00%	1.06%	65.96%
Students with disabilities	30	27	90.00%	1.11%	37.04%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and Instructional Materials

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Common Core State Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

We choose our textbooks from lists that have already been approved by state education officials.

The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home. The most recent public hearing held to adopt a resolution on the sufficiency of instructional materials was on September 12, 2019.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Reach for Reading</i> , National Geographic Learning (K-5)	2018
Mathematics	<i>My Math</i> , McGraw-Hill	2014
Science	Delta Education; FOSS, California Edition	2008
History/social science	Pearson Scott Foresman (K-3)	2007
History/social science	Houghton Mifflin (4-5)	2007

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2019-20 School Year
Louise Van Meter ES		Percentage Lacking
Reading/language arts		0%
Mathematics		0%
Science		0%
History/social science		0%
Visual and performing arts		0%
Foreign language		0%
Health		0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/12/2019

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.





School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Exemplary
Date of the most recent school site inspection		9/26/2019
Date of the most recent completion of the inspection form		9/26/2019

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Systems	Room 16 HVAC valve non-operative. Replaced.	October 2019

School Facilities

Louise Van Meter School opened in 1949 and was remodeled in 2003, providing a safe, clean and well-maintained campus for student education.

In addition to modernizing all the classrooms, we added a new cafeteria/multipurpose room and kindergarten complex. Our library was enlarged, and flex rooms were added for science and art. Air-conditioning was added to all of our buildings. We purchased new furniture for all rooms and offices. The Home & School Club provided rose trees for the landscaping at the front of our school.

A two-story building opened in August 2012, providing 10 new classrooms and allowing the removal of eight portable buildings from the Van Meter campus.

Maintenance crews perform repairs as soon as item deficiencies are reported to help continue to keep the school in the best possible condition. Louise Van Meter has a custodial staff of one day custodian and two night custodians who perform cleaning duties on the entire campus on a daily basis.

On an average day, 520 students and 50 staff occupy the buildings. Our campus is locked during student hours, and all visitors sign in at our main office. Each visitor is given a name tag. Supervision is provided 15 minutes before school begins. Teachers, school administration and parents supervise recesses and lunch-times. Drive-through drop-off areas are also supervised.

Our school librarian works with each class weekly, providing lessons and introducing books. The Van Meter library is completely automated. After our remodel in 2003, we added new shelving and library furniture.

Continued on sidebar

School Facilities

Continued from left

Our Home & School Club funded mural paintings in the library to reflect well-loved literature, and it allocates funds every year to purchase new books and supplies. Our librarian works with teachers to provide resources that support classroom learning. The librarian gathers teachers' ideas for the purchase of new materials. Our library is open at noon Monday through Thursday so that children can read or play quiet games.

Our third through fifth graders have 1:1 accessibility to Google Chromebooks, and our primary grades have access to iPads.

Technology is an important part of the educational program and environment at Van Meter. Students learn keyboarding skills and the use of such programs as Raz-Kids, Achieve3000, Microsoft Word and PowerPoint, iMovie, and various search engines.

We are entering our second year at Van Meter with our STEAM Lab and garden. We are also in the second year of some staff members developing and implementing Project-Based Learning (PBL) units. This is our first year of implementing flexible seating into classrooms K-5.



Types of Services Funded

Supplemental financial support for our students comes from our Home & School Club; the district's Education Foundation; and state and federal funding, including Title II and Title III state funding. These funds are used to supplement our general, early literacy, technology, second language and P.E. programs, as well as support for students with social, emotional or academic difficulties. We have counseling support to assist with social and behavioral counseling intervention. We also use supplemental funds for additional staff, teacher training and support materials.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.380
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	0.775
Psychologist	0.800
Social worker	0.00
Nurse	0.200
Speech/language/hearing specialist	1.300
Resource specialist (nonteaching)	1.000

Teacher Qualifications

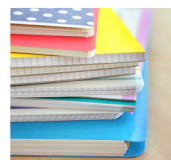
This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Los Gatos Union SD	Louise Van Meter ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	135	28	27	26
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Louise Van Meter ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0



"Our mission is to cultivate well-rounded, compassionate and productive lifelong learners through collaboration with students, parents and community."

Professional Development

Professional Development Days		Three-Year Data		
	2017-18	2018-19	2019-20	
Number of school days dedicated to staff development and continuous improvement	3	3	3	

✧ Not applicable.



Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Los Gatos Union SD	Similar Sized District
Beginning teacher salary	\$60,107	\$49,378
Midrange teacher salary	\$91,470	\$77,190
Highest teacher salary	\$115,139	\$96,607
Average elementary school principal salary	\$155,155	\$122,074
Average middle school principal salary	\$175,629	\$126,560
Superintendent salary	\$265,522	\$189,346
Teacher salaries: percentage of budget	42%	36%
Administrative salaries: percentage of budget	7%	6%



Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Louise Van Meter ES	\$7,182	\$101,720
Los Gatos Union SD	\$9,224	\$97,542
California	\$7,507	\$77,619
School and district: percentage difference	-22.1%	+4.3%
School and California: percentage difference	-4.3%	+31.1%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$9,256
Expenditures per pupil from restricted sources	\$2,074
Expenditures per pupil from unrestricted sources	\$7,182
Annual average teacher salary	\$101,720



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Louise Van Meter Elementary School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Accountability Report Card

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