

# Louise Van Meter Elementary School

Grades K-5  
CDS Code 43-69526-6047542

Rick Rauscher, Principal  
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## Los Gatos Union School District

17010 Roberts Road Los Gatos, CA 95032 ▪ [www.lgusd.org](http://www.lgusd.org)  
Paul Johnson, Superintendent ▪ [pjohnson@lgusd.org](mailto:pjohnson@lgusd.org) ▪ (408) 335-2000



## Principal's Message

At the end of the 2020-21 school year, we had so much to reflect upon and so much to be proud of but yet set our sights on a new beginning in 2021-22. Countless challenges were presented. Countless challenges were conquered. Symptom checkers. Gate temperature checks. Rooming and Zooming. Staggered recess cohorts. Grade-level lunches. Van Meter Bulldogs showed they were up to the challenge every step of the way. We reopened our school safely and look to a full reopen in fall of 2021. Van Meter flexed its strength as a community and a school by coming together at a time that it was needed most. I am proud of our staff, our students, our families and our community for their perseverance through one of the most challenging times in American History. We take another big step toward our new normal in the school year ahead.

Thank you, one more time, to all staff, students, and families of the Van Meter Elementary School family for exemplifying why our school is one of the best around.

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.

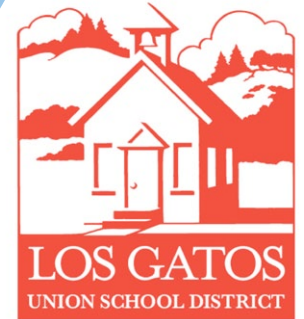
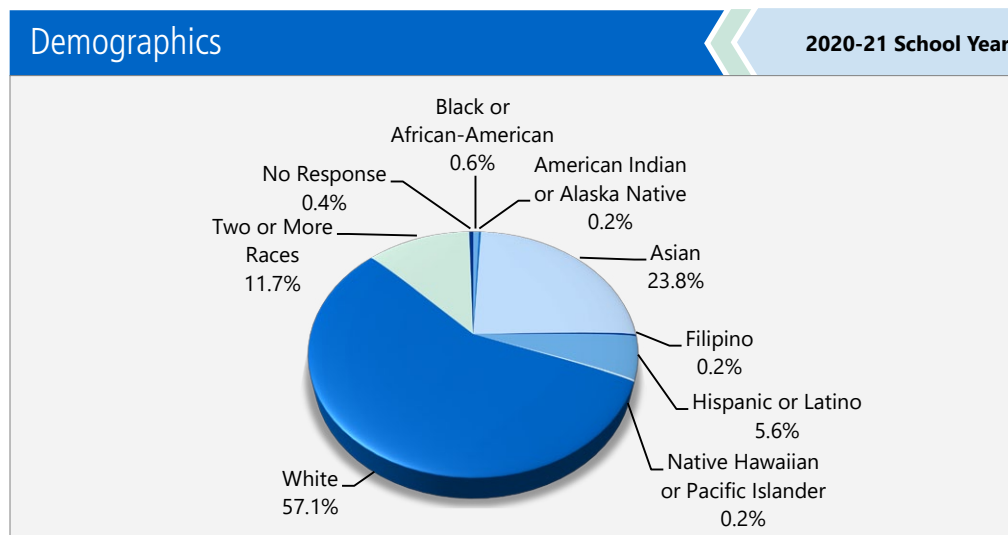
## Parental Involvement

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](http://www.vanmeterhsc.org).

## Enrollment by Student Group

The total enrollment at the school was 462 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.



EST. 1863

## 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.

## Board of Trustees

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

## Enrollment by Student Group

### Demographics

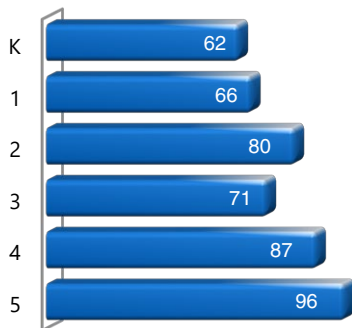
#### 2020-21 School Year

|                                 |  |
|---------------------------------|--|
| Female                          |  |
| Male                            |  |
| Non-Binary                      |  |
| English learners                |  |
| Foster youth                    |  |
| Homeless                        |  |
| Migrant                         |  |
| Socioeconomically Disadvantaged |  |
| Students with Disabilities      |  |

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

### 2020-21 Enrollment by Grade

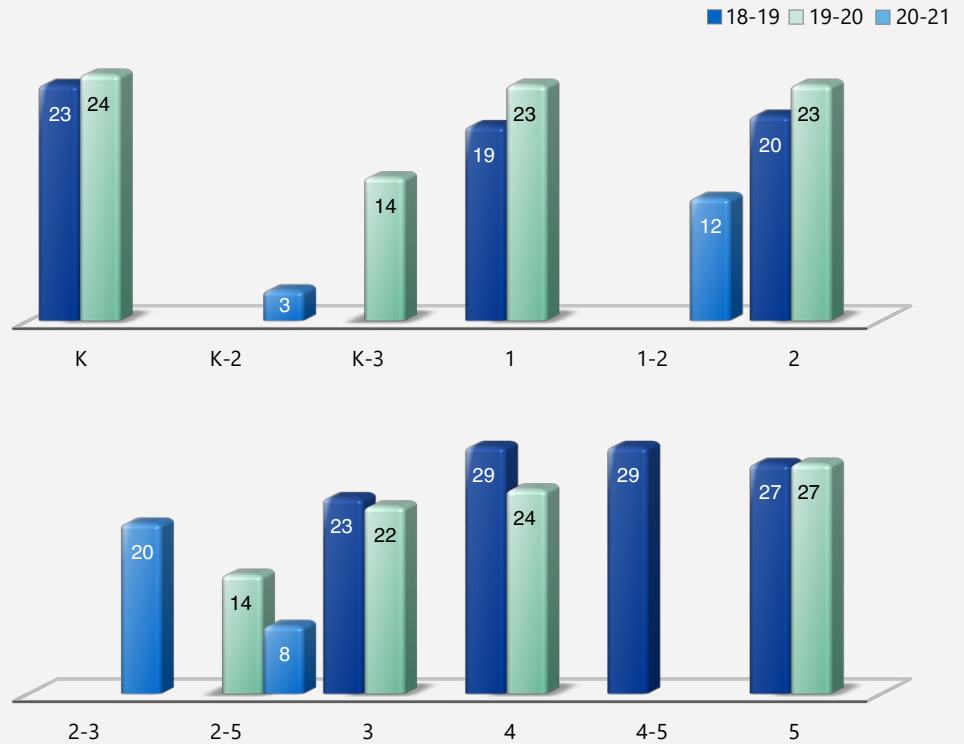


## Class Size Distribution

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



### Number of Classrooms by Size

#### Three-Year Data

|       | 2018-19            |       |     | 2019-20 |       |     | 2020-21 |       |     |
|-------|--------------------|-------|-----|---------|-------|-----|---------|-------|-----|
| Grade | Number of Students |       |     |         |       |     |         |       |     |
|       | 1-20               | 21-32 | 33+ | 1-20    | 21-32 | 33+ | 1-20    | 21-32 | 33+ |
| K     |                    | 3     |     |         | 3     |     | 2       | 1     |     |
| 1     | 3                  |       |     |         | 4     |     | 1       | 2     |     |
| 2     | 4                  |       |     |         | 4     |     |         | 3     |     |
| 3     |                    | 4     |     |         | 4     |     | 3       |       |     |
| 4     |                    | 3     |     |         | 4     |     |         | 4     |     |
| 5     |                    | 4     |     |         | 4     |     |         | 4     |     |
| K-2   |                    |       |     |         |       |     | 1       |       |     |
| K-3   |                    |       |     | 1       |       |     |         |       |     |
| 1-2   |                    |       |     |         |       |     | 1       |       |     |
| 2-3   |                    |       |     |         |       |     | 1       |       |     |
| 2-5   |                    |       |     | 1       |       |     | 1       |       |     |
| 4-5   |                    | 1     |     |         |       |     |         |       |     |





## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

| Suspensions and Expulsions |              |         |                    | Two-Year Data |                 |
|----------------------------|--------------|---------|--------------------|---------------|-----------------|
|                            | Van Meter ES |         | Los Gatos Union SD |               | California      |
|                            | 2018-19      | 2020-21 | 2018-19            | 2020-21       | 2018-19 2020-21 |
| <b>Suspension rates</b>    |              |         |                    |               |                 |
| <b>Expulsion rates</b>     |              |         |                    |               |                 |

Note: 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.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

| Suspensions and Expulsions |              |  |                    | 2019-20 School Year |            |
|----------------------------|--------------|--|--------------------|---------------------|------------|
|                            | Van Meter ES |  | Los Gatos Union SD |                     | California |
|                            | 2019-20      |  | 2019-20            |                     | 2019-20    |
| <b>Suspension rates</b>    |              |  |                    |                     |            |
| <b>Expulsion rates</b>     |              |  |                    |                     |            |

Note: 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.

## Suspensions and Expulsions by Student Group

| Suspensions and Expulsions by Student Group          |                  |                 | 2020-21 School Year |  |
|--|------------------|-----------------|---------------------|--|
| Student Group  | Suspensions Rate | Expulsions Rate |                     |  |
| <b>All Students</b>                                  |                  |                 |                     |  |
| <b>Female</b>  |                  |                 |                     |  |
| <b>Male</b>  |                  |                 |                     |  |
| <b>Non-Binary</b>                                    |                  |                 |                     |  |
| <b>American Indian or Alaska Native</b>              |                  |                 |                     |  |
| <b>Asian</b>   |                  |                 |                     |  |
| <b>Black or African American</b>                     |                  |                 |                     |  |
| <b>Filipino</b>                                      |                  |                 |                     |  |
| <b>Hispanic or Latino</b>                            |                  |                 |                     |  |
| <b>Native Hawaiian or Pacific Islander</b>           |                  |                 |                     |  |
| <b>Two or More Races</b>                             |                  |                 |                     |  |
| <b>White</b>   |                  |                 |                     |  |
| <b>English Learners</b>                              |                  |                 |                     |  |
| <b>Foster Youth</b>                                  |                  |                 |                     |  |
| <b>Homeless</b>                                      |                  |                 |                     |  |
| <b>Socioeconomically Disadvantaged</b>               |                  |                 |                     |  |
| <b>Students Receiving Migrant Education Services</b> |                  |                 |                     |  |
| <b>Students with Disabilities</b>                    |                  |                 |                     |  |

## Professional Development

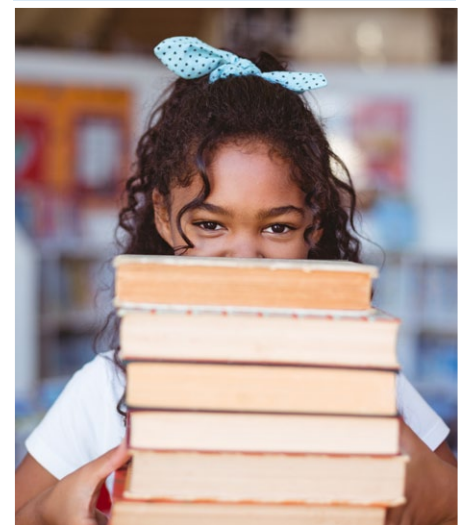
### Professional Development Days

**Number of school days dedicated to staff development and continuous improvement**

|                |   |
|----------------|---|
| <b>2019-20</b> | 3 |
| <b>2020-21</b> | 3 |
| <b>2021-22</b> | 3 |

## School Safety

Our school safety plan is updated annually. The school faculty most recently reviewed, updated and discussed the school safety plan in February 2022. 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.



## 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.

## 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](http://www.cde.ca.gov/ta/tg/pf).

### California Physical Fitness Test

2020-21 School Year

| Percentage of Students Meeting Fitness Standards | Van Meter ES   |
|--|----------------|
|  | <b>Grade 5</b> |
| <b>Four of six standards</b>                     | ◆              |
| <b>Five of six standards</b>                     | ◆              |
| <b>Six of six standards</b>                      | ◆              |

## Chronic Absenteeism by Student Group

### Chronic Absenteeism by Student Group

2020-21 School Year

| Student Group  | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|--|-----------------------|---|---------------------------|--------------------------|
| <b>All Students</b>                                  |                       |   |                           |                          |
| <b>Female</b>  |                       |   |                           |                          |
| <b>Male</b>  |                       |   |                           |                          |
| <b>American Indian or Alaska Native</b>              |                       |   |                           |                          |
| <b>Asian</b>   |                       |   |                           |                          |
| <b>Black or African American</b>                     |                       |   |                           |                          |
| <b>Filipino</b>                                      |                       |   |                           |                          |
| <b>Hispanic or Latino</b>                            |                       |   |                           |                          |
| <b>Native Hawaiian or Pacific Islander</b>           |                       |   |                           |                          |
| <b>Two or More Races</b>                             |                       |   |                           |                          |
| <b>White</b>   |                       |   |                           |                          |
| <b>English Learners</b>                              |                       |   |                           |                          |
| <b>Foster Youth</b>                                  |                       |   |                           |                          |
| <b>Homeless</b>                                      |                       |   |                           |                          |
| <b>Socioeconomically Disadvantaged</b>               |                       |   |                           |                          |
| <b>Students Receiving Migrant Education Services</b> |                       |   |                           |                          |
| <b>Students with Disabilities</b>                    |                       |   |                           |                          |

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

◆ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

## SARC Reporting in the 2020–21 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

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.

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

| Percentage of Students Meeting or Exceeding State Standard |              |       |                    |       | Two-Year Data |       |
|--|--------------|-------|--------------------|-------|---------------|-------|
|  | Van Meter ES |       | Los Gatos Union SD |       | California    |       |
| Subject  | 19-20        | 20-21 | 19-20              | 20-21 | 19-20         | 20-21 |
| Science  | ■            |       | ■                  |       | ■             |       |

## CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

| Percentage of Students Meeting or Exceeding State Standard |              |       |                    |       | Two-Year Data |       |
|--|--------------|-------|--------------------|-------|---------------|-------|
|  | Van Meter ES |       | Los Gatos Union SD |       | California    |       |
| Subject  | 19-20        | 20-21 | 19-20              | 20-21 | 19-20         | 20-21 |
| English language arts/literacy                             | ■            | *     | ■                  | *     | ■             | *     |
| Mathematics  | ■            | *     | ■                  | *     | ■             | *     |

■ Data for 2019–20 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 2019–20 school year.

\* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 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 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

## Statewide Assessments

**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).

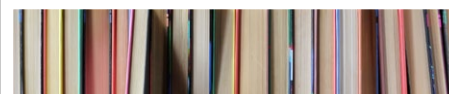
The CAASPP System encompasses the following assessments and student participation requirements:

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).



## Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



## CAASPP Test Results by Student Group: Science (grade 5)

## Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

## Science

| Group   | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
|---|------------------|---------------|-------------------|-----------------------|----------------------------|
| All students                                  |                  |               |                   |                       |                            |
| Female  |                  |               |                   |                       |                            |
| Male  |                  |               |                   |                       |                            |
| American Indian or Alaska Native              |                  |               |                   |                       |                            |
| Asian   |                  |               |                   |                       |                            |
| Black or African American                     |                  |               |                   |                       |                            |
| Filipino                                      |                  |               |                   |                       |                            |
| Hispanic or Latino                            |                  |               |                   |                       |                            |
| Native Hawaiian or Pacific Islander           |                  |               |                   |                       |                            |
| Two or more races                             |                  |               |                   |                       |                            |
| White   |                  |               |                   |                       |                            |
| English Learners                              |                  |               |                   |                       |                            |
| Foster Youth                                  |                  |               |                   |                       |                            |
| Homeless                                      |                  |               |                   |                       |                            |
| Military                                      |                  |               |                   |                       |                            |
| Socioeconomically disadvantaged               |                  |               |                   |                       |                            |
| Students receiving Migrant Education services |                  |               |                   |                       |                            |
| Students with Disabilities                    |                  |               |                   |                       |                            |

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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 by Student Group: English Language Arts (grades 3-5)  
For students taking and completing a state-administered assessment.

## Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

## English Language Arts

| Group   | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
|---|------------------|---------------|-------------------|-----------------------|----------------------------|
| All students                                  |                  |               |                   |                       |                            |
| Female  |                  |               |                   |                       |                            |
| Male  |                  |               |                   |                       |                            |
| American Indian or Alaska Native              |                  |               |                   |                       |                            |
| Asian   |                  |               |                   |                       |                            |
| Black or African American                     |                  |               |                   |                       |                            |
| Filipino                                      |                  |               |                   |                       |                            |
| Hispanic or Latino                            |                  |               |                   |                       |                            |
| Native Hawaiian or Pacific Islander           |                  |               |                   |                       |                            |
| Two or more races                             |                  |               |                   |                       |                            |
| White   |                  |               |                   |                       |                            |
| English Learners                              |                  |               |                   |                       |                            |
| Foster Youth                                  |                  |               |                   |                       |                            |
| Homeless                                      |                  |               |                   |                       |                            |
| Military                                      |                  |               |                   |                       |                            |
| Socioeconomically disadvantaged               |                  |               |                   |                       |                            |
| Students receiving Migrant Education services |                  |               |                   |                       |                            |
| Students with Disabilities                    |                  |               |                   |                       |                            |

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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 by Student Group: Mathematics (grades 3-5)  
For students taking and completing a state-administered assessment.

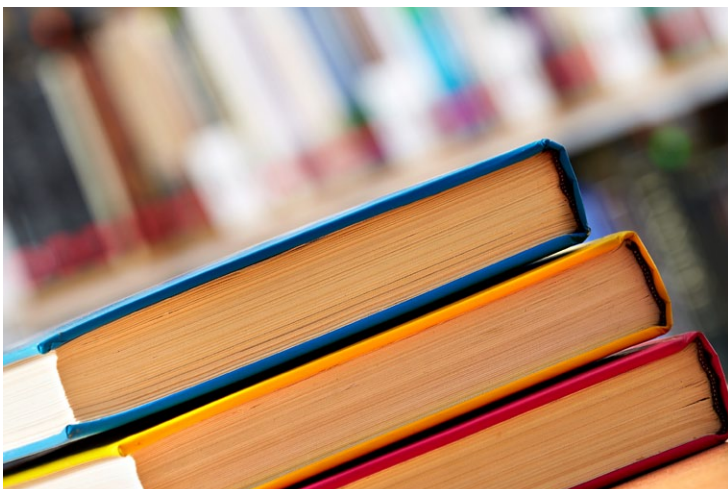
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

| Group   | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
|---|------------------|---------------|-------------------|-----------------------|----------------------------|
| All students                                  |                  |               |                   |                       |                            |
| Female  |                  |               |                   |                       |                            |
| Male  |                  |               |                   |                       |                            |
| American Indian or Alaska Native              |                  |               |                   |                       |                            |
| Asian   |                  |               |                   |                       |                            |
| Black or African American                     |                  |               |                   |                       |                            |
| Filipino                                      |                  |               |                   |                       |                            |
| Hispanic or Latino                            |                  |               |                   |                       |                            |
| Native Hawaiian or Pacific Islander           |                  |               |                   |                       |                            |
| Two or more races                             |                  |               |                   |                       |                            |
| White   |                  |               |                   |                       |                            |
| English Learners                              |                  |               |                   |                       |                            |
| Foster Youth                                  |                  |               |                   |                       |                            |
| Homeless                                      |                  |               |                   |                       |                            |
| Military                                      |                  |               |                   |                       |                            |
| Socioeconomically disadvantaged               |                  |               |                   |                       |                            |
| Students receiving Migrant Education services |                  |               |                   |                       |                            |
| Students with Disabilities                    |                  |               |                   |                       |                            |

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.



## 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 9, 2021.

### Textbooks and Instructional Materials List

2021-22 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

2021-22 School Year

| Van Meter ES               | Percentage Lacking |
|----------------------------|--------------------|
| Reading/language arts      | 0%                 |
| Mathematics                | 0%                 |
| Science                    | 0%                 |
| History/social science     | 0%                 |
| Visual and performing arts | ✧                  |
| Foreign language           | ✧                  |
| Health                     | ✧                  |

## 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.

✧ Not applicable.

## Quality of Textbooks

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

### Quality of Textbooks

2021-22 School Year

| Criteria  | Yes/No |
|---|--------|
| Are the textbooks adopted from the most recent state-approved or local governing-board-approved list? | Yes    |

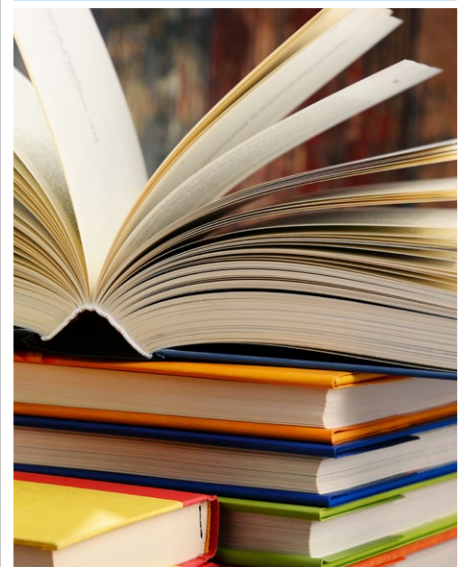
## Currency of Textbooks

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

2021-22 School Year

|                      |          |
|----------------------|----------|
| Data collection date | 9/9/2021 |
|----------------------|----------|



## 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/multi-purpose 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, 452 students and 55 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.

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 as well as professional development opportunities. 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 3-5 grade students have 1:1 access 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, SeeSaw, Google Classrooms, Zoom, Microsoft Word and PowerPoint, iMovie and various search engines.

## 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   |  | 2021-22 School Year |
|--|--|---------------------|
| Items Inspected  |  | Repair Status       |
| <b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC) |  | Good                |
| <b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)      |  | Good                |
| <b>Cleanliness:</b> Pest/vermin control, overall cleanliness                         |  | Good                |
| <b>Electrical:</b> Electrical systems  |  | Good                |
| <b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains                  |  | Good                |
| <b>Safety:</b> Fire safety, emergency systems, hazardous materials                   |  | Good                |
| <b>Structural:</b> Structural condition, roofs                                       |  | Good                |
| <b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds              |  | Good                |
| <b>Overall summary of facility conditions</b>  |  | Good                |
| <b>Date of the most recent school site inspection</b>                                |  | 10/18/2021          |

## 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 |  | 2021-22 School Year   |
|--------------------------|--|---|
| Items Inspected          | Deficiencies and Action Taken or Planned   | Date of Action  |
| <b>Structural</b>        | Damaged sheds. Will be removed.<br><br>Gutters/fascia board need repair; some dry rot. Temporary repair now; final repair in the summer. | During solar/landscape project in Feb 2022<br><br>Summer 2022 |
| <b>External</b>          | Blacktop has a few areas that need attention. Will be fixed.   | February 2022   |



“The Bulldog Way—Be Safe, Be Respectful, Be Responsible”



## Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2019-20 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

| Teacher Preparation and Placement  |               |                |                 | 2019-20 School Year |              |               |
|--|---------------|----------------|-----------------|---------------------|--------------|---------------|
| Authorization/Assignment   | School Number | School Percent | District Number | District Percent    | State Number | State Percent |
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> |               |                |                 |                     |              |               |
| <b>Intern Credential Holders Properly Assigned</b>   |               |                |                 |                     |              |               |
| <b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>                      |               |                |                 |                     |              |               |
| <b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>                         |               |                |                 |                     |              |               |
| <b>Unknown</b>   |               |                |                 |                     |              |               |
| <b>Total Teaching Positions</b>  |               |                |                 |                     |              |               |

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the percent of authorization/assignment of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

**Permits/waivers:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Teacher Misassignments:** The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

**Vacant Teacher Positions:** The total number of the school's vacant teacher positions.

| Teachers Without Credentials and Misassignments              |              | 2019-20 School Year |
|--|--------------|---------------------|
| Authorization/Assignment                                     | Van Meter ES |                     |
| <b>Permits and Waivers</b>                                   |              |                     |
| <b>Misassignments</b>  |              |                     |
| <b>Vacant Positions</b>                                      |              |                     |
| <b>Total Teachers Without Credentials and Misassignments</b> |              |                     |

Note: The data in these tables 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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

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

## Teacher Preparation and Placement

**Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned):** The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Intern Credential Holders Properly Assigned:** The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]):** An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
  - Provisional Internship Permits;
  - Short-Term Staff Permits;
  - Variable Term Waivers; and
  - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

**Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA):** A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

**Unknown:** These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.



## 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).

| Ratio of Pupils to Academic Counselors and School Support Staff Data |       |
|--|-------|
| 2020-21 School Year  |       |
|  | Ratio |
| Pupils to Academic counselors  | ✧     |
| Support Staff  | FTE   |
| Counselor (academic, social/behavioral or career development)        | 0.500 |
| Library media teacher (librarian)                                    | 0.775 |
| Library media services staff (paraprofessional)                      | 0.000 |
| Psychologist   | 0.800 |
| Social worker  | 0.000 |
| Nurse  | 0.200 |
| Speech/language/hearing specialist                                   | 1.300 |
| Resource specialist (nonteaching)                                    | 1.800 |
| ✧ Not applicable.  |       |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

**Credentialed Teachers Authorized on a Permit or Waiver:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Local Assignment Options:** Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

### Credentialed Teachers Assigned Out-of-Field

2019-20 School Year

| Indicator  | Van Meter ES |
|--|--------------|
| Credentialed Teachers Authorized on a Permit or Waiver |              |
| Local Assignment Options                               |              |
| Total Out-of-Field Teachers                            |              |

## Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

**Misassignments for English Learners:** The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

**No credential, permit or authorization to teach:** The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

### Class Assignments

2019-20 School Year

| Indicator  | Van Meter ES |
|--|--------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              |              |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) |              |

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpads-sup-dflash201.asp>.

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



## Financial Data

The financial data displayed in this SARC is from the 2019-20 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](http://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](http://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](http://www.ed-data.org).

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## 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                                   |                    | 2019-20 Fiscal Year    |
|---|--------------------|------------------------|
|   | Los Gatos Union SD | Similar Sized District |
| Beginning teacher salary                      |                    |                        |
| Midrange teacher salary                       |                    |                        |
| Highest teacher salary                        |                    |                        |
| Average elementary school principal salary    |                    |                        |
| Average middle school principal salary        |                    |                        |
| Superintendent salary                         |                    |                        |
| Teacher salaries: percentage of budget        |                    |                        |
| Administrative salaries: percentage of budget |                    |                        |

## 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                    |  | 2019-20 Fiscal Year           |
|--|--|-------------------------------|
|  | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| Van Meter ES                                 | \$9,550  | \$111,100                     |
| Los Gatos Union SD                           | \$9,888  | \$108,764                     |
| California                                   |  |                               |
| School and district: percentage difference   | -3.4%  | +2.1%                         |
| School and California: percentage difference |  |                               |

## 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                            |           |
|--|-----------|
| 2019-20 Fiscal Year                              |           |
| Total expenditures per pupil                     | \$14,176  |
| Expenditures per pupil from restricted sources   | \$4,626   |
| Expenditures per pupil from unrestricted sources | \$9,550   |
| Annual average teacher salary                    | \$111,100 |



## 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

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 January 2022.

## School Accountability Report Card

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