



# Village Elementary School

825 W. Parr Avenue • Campbell CA, 95008 • (408) 341-7042 • Grades K-5

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### **Village School**

155 N. Third Street  
Campbell CA, 95008  
(408) 364-4200  
www.campbellusd.org

### **District Governing Board**

Pablo A. Beltran  
Danielle M.S. Cohen  
Thomas M. Gemetti  
Richard H. Nguyen  
Michael L. Snyder

### **District Administration**

Dr. Eric Andrew  
**Superintendent**

James Crawford  
**Deputy Superintendent,  
Administrative Services**

Dr. Shelly Viramontez  
**Associate Superintendent, Human  
Resources**

Whitney Holton  
**Assistant Superintendent,  
Instructional Services**

Lena Bundtzen  
**Assistant Superintendent, Support  
Services**

### **School Description**

#### **COMMUNITY**

Located in the West portion of Santa Clara County, Campbell Union School District serves more than 7,600 students from the communities of Campbell, San Jose, Saratoga, Santa Clara, Monte Sereno and Los Gatos.

Village School, a parent participation school in the Campbell Union School District, educates 260 students in Kindergarten through 5th grade. We believe that education cannot be prescribed as a one-size-fits-all formula, and we take a holistic approach to education, helping our students develop socially, emotionally and intellectually. The arts are an integral part of the curriculum, with music and art classes every week. Cross-age activities and multiple field trips that support the core curriculum and standards augment the day-to-day teaching. Our Positive Discipline philosophy permeates the school, creating a warm, respectful place where children can thrive.

#### **Mission Statement**

Village School is a family-centered Parent Participation School that inspires children to discover their fullest potential on the road to life-long learning.

## 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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	48
Grade 1	45
Grade 2	48
Grade 3	48
Grade 4	49
Grade 5	37
<b>Total Enrollment</b>	<b>275</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0
Asian	9.1
Filipino	0.7
Hispanic or Latino	12.7
Native Hawaiian or Pacific Islander	0
White	53.5
Two or More Races	10.9
Socioeconomically Disadvantaged	6.5
English Learners	10.2
Students with Disabilities	7.6
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Village Elementary School	14-15	15-16	16-17
<b>With Full Credential</b>	12	12	12
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Village School	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	12
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Village Elementary School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	100.0	0.0
<b>High-Poverty Schools</b>	100.0	0.0
<b>Low-Poverty Schools</b>	100.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

### Quality and Currency of Textbooks and Other Instructional Materials

District Curriculum committees select the majority of textbooks and other instructional materials with representatives from every school and grade level. Purchase of textbooks follows the State adoption cycle. All textbooks series are recommended by the State and are purchased with State Instructional Materials money. Every student has a current textbook in the basic subject areas and every classroom has calculators, dictionaries, maps/globes, and math manipulatives.

Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year. Senate Bill 70 (Chapter 7 of the Statutes of 2011) extended that suspension until the 2015-16 school year. For more information go to the California Department of Education website at <http://www.cde.ca.gov/ci/> District teachers are piloting textbooks and materials aligned with Common Core standards. The District began piloting several texts and curricula in 2015-15, and recommendation and Board adoption is anticipated in the 2016-17 school year.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: Dec. 2015</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	TK-K: Amplify Core Knowledge ("Core Knowledge Language Arts (CKLA)") 1-5: Benchmark Advance's Benchmark Education (English and Spanish; adopted 2015-16)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	K-5 Pilot/Transition Curriculum: Engage NY Common Core (Eureka Math) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Grades K-3: Scott Foresman: California Science (adopted 2008) Grades 4-5: Houghton Mifflin California Science (adopted 2008)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Grades K-3: Scott Foresman: History-Social Science for California (adopted 2006) Grades 4-5: Houghton Mifflin: History- Social Science for California (adopted 2006)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	n/a <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Health</b>	Health education materials are available through HealthTeacher.com for use with students in every grade in school and at home. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	Art Connections; SRA - McGraw Hill Art residency through partnership with Montalvo Art Center - 2nd graders  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science Laboratory Equipment</b>	n/a <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Village School, built in 2004, is comprised of three wings of classrooms with a total of 12 classrooms. Large trees provide shade for an enclosed courtyard that serves as the hub of the school community. The "back yard" houses a play structure, garden and blacktop area. Gates open onto basketball courts and a large field for sports activities.

#### Cleaning Process:

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board 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. Administrators work daily with the school's custodial staff to develop cleaning schedules that ensure a clean, safe, and functional learning environment.

#### Maintenance & Repair:

A preventative maintenance program is administered by the Facility Maintenance Department staff, with heavy maintenance functions occurring during vacation periods. Additionally, Campbell Union School District administers a scheduled landscape and building maintenance program 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.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/20/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X	X		Remodel planned in 2016-17 will improve mechanical systems
<b>Interior:</b> Interior Surfaces	X			carpet replacement summer 2015
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X		trash pick up needed
<b>Electrical:</b> Electrical		X		service to night lights ordered
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		drinking fountains need cleaning
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X	X		Gutter repairs ongoing
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Clean up scheduled
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	74	83	48	51	44	48
Math	75	77	42	45	34	36

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	100	97	92	69	66	64	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.9	29.7	29.7

\* 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	37	37	100.0	91.9
Male	18	18	100.0	94.4
Female	19	19	100.0	89.5
White	25	25	100.0	92.0

\* 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	48	46	95.8	78.3
	4	49	49	100.0	81.6
	5	37	37	100.0	89.2
Male	3	25	24	96.0	70.8
	4	29	29	100.0	86.2
	5	18	18	100.0	83.3
Female	3	23	22	95.7	86.4
	4	20	20	100.0	75.0
	5	19	19	100.0	94.7
White	3	16	15	93.8	86.7
	4	31	31	100.0	83.9
	5	25	25	100.0	84.0
Students with Disabilities	3	11	10	90.9	80.0

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	48	46	95.8	73.9
	4	49	49	100.0	79.6
	5	37	37	100.0	78.4
Male	3	25	24	96.0	70.8
	4	29	29	100.0	86.2
	5	18	18	100.0	66.7
Female	3	23	22	95.7	77.3
	4	20	20	100.0	70.0
	5	19	19	100.0	89.5
White	3	16	15	93.8	66.7
	4	31	31	100.0	80.7
	5	25	25	100.0	72.0
Students with Disabilities	3	11	10	90.9	50.0

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (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 2016-17)

Our non-binding participation expectations for families involved in Village School delineates the numerous ways parents are involved in the school community. Families work three hours a week in the classroom, supporting the small group, hands-on curriculum. Training is available to parents who will work in the classrooms. Additionally, we ask that parents drive or chaperone for three field trips during the course of the year. The field trips create a common experience for the classroom community and are the springboards for our integrated units of study. Maintenance days, parent education, and fundraising are some of the more traditional ways parents participate, but we ask for even more! Once a week, the children participate in parent-run, hands-on centers that are sponsored by classroom teachers. These centers serve three purposes: cross-age activities that promote a community spirit, hands-on learning, and an opportunity for parents to share their talents as they apply to standards-based education, increasing the motivation to learn. Monthly social events that are run by parents also provide an opportunity for families to get to know each other, encouraging a stronger learning community.

At the district level, parents can participate in the new Parent University program, serve on advisory committees, and provide input at annual Local Control & Accountability Plan updates.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

The School Safety plan was updated and approved 9/3/15 and reviewed with staff 9/9/15.

The Comprehensive School Safety Plan is developed and reviewed with participation from staff, the school site council and local law enforcement representatives at the beginning of every school year. The plan includes information about our strategies and programs that provide and maintain a high level of school safety, including, but not limited to: ICS- Incident Command system for schools during a crisis, including adaptations for pupils with disabilities; Earthquake, Fire and Lockdown emergency procedures and drills; Procedures for safe ingress and egress of pupils, parents, and employees from school site, including access to the school campus; Suspension and Expulsion policies and procedures; policy prohibiting discrimination, harassment, hate crimes, intimidation, and bullying; Child Abuse Reporting procedures; and School Discipline policies and procedures.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.4	0.0
Expulsions Rate	0.7	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.0	2.0	2.4
Expulsions Rate	0.1	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		60.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	0
Nurse	0.35
Speech/Language/Hearing Specialist	.2
Resource Specialist	.6
Other	0
Average Number of Students per Staff Member	
Academic Counselor	277

\* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	22	20	24		2	0	2		2			0
1	22	22	23	0		0	2	1	2	0		0
2	24	24	22			0	2	2	2			0
3	24	24	23			0	2	2	2			
4	26	26	25			2	1	1	1			0
5	29	29	19			2	2	2	0			0

### Professional Development provided for Teachers

Campbell Union School District's work year calendar allocated, four full-day Professional Development days in the 2014-15, three in 2015-16 and two are planned for the 2016-17 school year. The District provides professional development for all credentialed and non-credentialed staff. Classified staff members who work directly with students are trained in the same focal areas as the teachers.

### PRIMARY AREAS OF FOCUS FOR STAFF DEVELOPMENT:

The primary areas of focus for staff development in all CUSD schools is training to support the implementation of the Common Core State Standards. The focus is on understanding the instructional shifts associated with Common Core standards, the content standards themselves and the Eight Mathematical Practices. Carefully examining student data takes place at regularly scheduled collaboration meetings where teachers discuss specific learning needs and develop intervention plans for targeted students. The professional development offered supports teachers in learning best practices for meeting the needs of all learners through a variety of Common Core aligned assessments. Professional Development is also offered in the area of STEAM and 21st Century Learning strategies.

### METHODS OF PD:

We use many different models for delivery of professional development. Our teachers are given release days to attend sessions or conferences. Sometimes teachers are paid a stipend to do professional development on a weekend or during the summer. We offer after school sessions throughout the entire school year, and we take into consideration staff requests for both content and timing of the professional development.

### HOW TEACHERS ARE SUPPORTED:

We have extensive coaching in our district, both through our site Common Core Coaches and through our district math, literacy and STEAM Coaches. All of our coaches follow coaching cycles to ensure that teachers are regularly examining student data to align instructional practices that maximize student learning. Grade Level Leader meetings and district job-alike meetings happen regularly to support teachers in planned collaboration time where best strategies can be shared across the district. Collaboration time is also planned at each school site so that teachers and administrators can do the work of a professional learning community. Administrators conduct regular classroom visitations to offer support and feedback for teachers so that they can continually improve their practice.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,278	\$44,573
Mid-Range Teacher Salary	\$76,765	\$72,868
Highest Teacher Salary	\$91,930	\$92,972
Average Principal Salary (ES)	\$127,123	\$116,229
Average Principal Salary (MS)	\$128,514	\$119,596
Average Principal Salary (HS)		\$121,883
Superintendent Salary	\$257,860	\$201,784
Percent of District Budget		
Teacher Salaries	41%	39%
Administrative Salaries	8%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

In 2015-16, district funding through the Local Control Funding Formula(LCFF) included a Base Grant, a Supplemental allocation, and a Concentration allocation. The Base Grant funded the services that we provide to all students, such as regular classroom teachers, custodians, office staffs, electricity and most of the basic operational cost. The Supplemental and Concentration allocations support targeted services to students who are designated as Low Income, English Learners, and/or Foster Youth.

State and federal funding also supported the following special programs.

- Title I, Part A Basic Grant
- Title II, Part A Improving Teacher Quality
- Title III, Part A Limited English Proficiency (LEP)
- State Preschool
- State Child Care
- Federal Free/Reduced meals

### 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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5162.24	230.65	4931.59	74597.19
District	♦	♦	4860.87	\$74,377
State	♦	♦	\$5,677	\$75,137
Percent Difference: School Site/District			1.5	5.4
Percent Difference: School Site/ State			5.2	5.4

\* Cells with ♦ do not require data.