

Village Elementary School

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

David Wilce, Principal
dwilce@campbellusd.org
www.campbellusd.org

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Village Elementary School

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

District Governing Board

Danielle M.S. Cohen

Julie Constant

Thomas M. Gemetti

Michael L. Snyder

Juliet Tiffany-Morales

District Administration

Dr. Eric Andrew
Superintendent

James Crawford
Deputy Superintendent,
Administrative Services

Dr. Shelly Viramontez
Associate Superintendent, Human
Resources

Elizabeth Wolfe
Assistant Superintendent,
Instructional Services

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (408) 341-7042.

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.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	44
Gr. 1	42
Gr. 2	47
Gr. 3	48
Gr. 4	44
Gr. 5	39

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.0
Asian	10.2
Filipino	1.1
Hispanic or Latino	13.3
Native Hawaiian/Pacific Islander	0.0
White	65.9
Two or More Races	5.7
Socioeconomically Disadvantaged	3.4
English Learners	11.0
Students with Disabilities	3.4

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	12-13	13-14	14-15
Fully Credentialed	11	11	12
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Campbell Union School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	336
Without Full Credential	◆	◆	6
Teaching Outside Subject Area of Competence	◆	◆	0

◆ = data not required

Teacher Misassignments and Vacant Teacher Positions at this School			
Village Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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
This School	100.00	0.00
Districtwide		
All Schools	99.56	0.44
High-Poverty Schools	99.30	0.70
Low-Poverty Schools	100.00	0.00

* 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.

Facility Conditions/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 black top 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: 7/22/2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]			
Interior: Interior Surfaces	[]	[X]			carpet replacement summer 2015
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]			
Electrical: Electrical	[]	[X]			Service scheduled for 8/2014
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]			
Safety: Fire Safety, Hazardous Materials	[X]	[]			
Structural: Structural Damage, Roofs	[X]	[]			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]			Service on gates/windows scheduled 8/2014
Overall Rating	Exemplary	Good	Fair	Poor	
	[]	[X]	[]		

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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/>

The textbooks listed are from most recent adoption: Yes

Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials
Year and month in which data were collected: 2010

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-5: Houghton Mifflin Reading: Medallion Edition (upgrade adopted 2010)
Mathematics	K-5: Houghton Mifflin California Mathematics (adopted 2010) K-8 (pilot): Eureka Math
Science	Grades K-3: Scott Foresman: California Science (adopted 2008) Grades 4-5: Houghton Mifflin California Science (adopted 2008)
History-Social Science	Grades K-3: Scott Foresman: History-Social Science for California (adopted 2006) Grades 4-5: Houghton Mifflin: History- Social Science for California (adopted 2006)
Health	Health education materials are available through HealthTeacher.com for use with students in every grade in school and at home.
Visual and Performing Arts	Art Connections; SRA - McGraw Hill Art residency through partnership with Montalvo Art Center - 2nd graders

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	95	89	100	75	76	70	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	85	85	84	63	64	62	54	56	55
Math	90	90	90	66	66	68	49	50	50
HSS				47	53	53	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	4	2	2

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.9	42.9	28.6

* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	70
All Student at the School	100
Male	100
Female	100
Black or African American	*
American Indian or Alaska Native	*
Asian	*
Filipino	*
Hispanic or Latino	*
Native Hawaiian/Pacific Islander	*
White	100
Two or More Races	*
Socioeconomically Disadvantaged	*
English Learners	*
Students with Disabilities	*
Students Receiving Migrant Education Services	*

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	18	-5	-7
Black or African American	N/D	N/D	N/D
American Indian or Alaska Native	N/D	N/D	N/D
Asian	N/D	N/D	N/D
Filipino	N/D	N/D	N/D
Hispanic or Latino	N/D	N/D	N/D
Native Hawaiian/Pacific Islander	N/D	N/D	N/D
White	30	2	-2
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	N/D	N/D	N/D
English Learners	N/D	N/D	N/D
Students with Disabilities	N/D	N/D	N/D

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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

Our participation contract 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 chaperon 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 the 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.

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 for the 2013-14 school year was updated, approved and reviewed with staff January 30, 2014.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	0.8	0.7	2.2
Expulsions Rate	0	0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5.9	3.4	2.3
Expulsions Rate	0.09	0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No Data for this year.	
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	N/A	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		75.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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	0.2
Social Worker	0
Nurse	0.35
Speech/Language/Hearing Specialist	0.4
Resource Specialist	0.2
Other	0.04
Average Number of Students per Staff Member	
Academic Counselor	264

* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	24	22	22	0			1	2	2	0		
Gr. 1	24	24	21	0			2	2	2	0		
Gr. 2	24.5	24	24	0			2	2	2	0		
Gr. 3	22.5	24	24	1			1	2	2	0		
Gr. 4	25.5	25	22	0		1	2	2	1	0		
Gr. 5	24	28	20	0		1	1	1	1	0		
Other	0			2			0			0		

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,808	\$41,507
Mid-Range Teacher Salary	\$73,068	\$67,890
Highest Teacher Salary	\$87,960	\$86,174
Average Principal Salary (ES)	\$112,725	\$109,131
Average Principal Salary (MS)	\$118,374	\$111,937
Average Principal Salary (HS)	\$0	\$109,837
Superintendent Salary	\$206,936	\$185,462
Percent of District Budget		
Teacher Salaries	41	42
Administrative Salaries	7	6

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

FY 2012-13 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	\$70,805
State	◆	◆	\$4,690	\$70,788
Percent Difference: School Site/District			1.5	5.4
Percent Difference: School Site/ State			5.2	5.4

◆ = data not required

Types of Services Funded at Village Elementary School

In addition to general state funding, Campbell Union School District received state and federal funding for the following special programs in 2013-14.

- 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

Professional Development provided for Teachers at Village Elementary School

Campbell Union School District's work year calendar allocated three full-day Professional Development days in the 2012-2013 school year, three in 2013-2014, and four are planned for 2014-15. 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.