

# Village Elementary School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

#### 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.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	Village Elementary School
<b>Street</b>	825 W. Parr Avenue
<b>City, State, Zip</b>	Campbell CA, 95008
<b>Phone Number</b>	(408) 341-7042
<b>Principal</b>	Alicia Mommer
<b>Email Address</b>	amommer@campbellusd.org
<b>School Website</b>	village.campbellusd.org
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	43-69393-0106005

2024-25 District Contact Information	
<b>District Name</b>	Campbell Union School District
<b>Phone Number</b>	(408) 364-4200
<b>Superintendent</b>	Dr. Shelly Viramontez
<b>Email Address</b>	sviramontez@campbellusd.org
<b>District Website</b>	www.campbellusd.org

2024-25 School Description and Mission Statement
<p>Village School, a parent participation school in the Campbell Union School District, educates students in TK through 5th grade. We take a holistic approach to education, helping our students develop socially, emotionally and intellectually. Our Positive Discipline philosophy permeates the school, creating a warm and respectful environment where children can thrive. The arts are an integral part of the curriculum and every student attends weekly art and music classes. Multiple field trips are scheduled throughout the year to support the core curriculum.</p> <p>Through formative and summative assessments, we monitor our progress toward the following goals: 1) High quality first</p>

2024-25 School Description and Mission Statement

instruction for all; 2) High quality social emotional learning for all; 3) Parent, family, and community engagement to support all learners.

Mission Statement: Village School, a family-centered nurturing community, inspires children to discover their fullest potential on the road to life-long learning.

Community Vision: We all belong. We are all significant. As we work, learn, and play, we come together with compassion and respect.

Values: We are learners. We are collaborators. We are community builders.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	28
Grade 1	36
Grade 2	25
Grade 3	44
Grade 4	40
Grade 5	44
Total Enrollment	217

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
Asian	18.4
Black or African American	4.1
Filipino	1.8
Hispanic or Latino	14.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	13.4
White	47
English Learners	17.5
Socioeconomically Disadvantaged	20.3
Students with Disabilities	6.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

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>	9.00	100.00	272.70	91.32	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	0.67	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.60	0.87	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	5.40	1.81	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	15.90	5.33	18854.30	6.86
<b>Total Teaching Positions</b>	9.00	100.00	298.60	100.00	274759.10	100.00

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

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>	10.00	100.00	260.30	92.24	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.35	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.00	0.35	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	4.00	1.42	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	15.80	5.63	15831.90	5.67
<b>Total Teaching Positions</b>	10.00	100.00	282.20	100.00	279044.80	100.00

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

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>	9.50	100.00	250.60	90.19	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.20	1.15	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	4.10	1.50	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	19.80	7.15	14303.80	5.15
<b>Total Teaching Positions</b>	9.50	100.00	277.80	100.00	277698	100

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability 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.

<b>Year and month in which the data were collected</b>	January 2024
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK: Teaching Strategies 2023-24 (5 years x16 wGOLD, Ready Rosie) K: Core Knowledge Language Arts: Amplify (2016-2017) 1-5: Benchmark Advance: Benchmark Education (2016-2017)  Supplemental TK: Handwriting Without Tears: Learning Without Tears 1-2: Core Knowledge Language Arts Skills: Amplify	Yes	0
<b>Mathematics</b>	TK: Teaching Strategies (5 years x 16 w/ GOLD, Ready Rosie), (2023-24) K-5: Bridges in Mathematics, The Math Learning Center (2017-18)	Yes	0
<b>Science</b>	TK: Teaching Strategies 2023-24 K-5: TWIG Science (TWIG) (2022-23)  Supplemental TK: TWIG Science	Yes	0
<b>History-Social Science</b>	TK: Teaching Strategies 2023/24 (5 years x 16 w/ GOLD, Ready Rosie) K-3: History-Social Science for California, Scott Foresman 2006 4: History-Social Science: California Studies: Houghton Mifflin (2006) 5: U.S. History The Early Years, Houghton Mifflin 2006, History-Social Science:	Yes	0
<b>Foreign Language</b>	n/a	Yes	0

<b>Health</b>	Grade 5: Puberty Talk: Health Connected (2024-2025)	Yes	0
<b>Visual and Performing Arts</b>	Teacher-created lessons aligned with State VAPA standards.	Yes	0

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Village School, built in 2004, offers a safe learning environment before, during, and after school, and sufficient spaces to support teaching and learning on campus.

The campus has three wings, with a total of 12 classrooms. Large trees provide shade for an enclosed courtyard that serves as the hub of the school community. The "backyard" houses a play structure, garden and blacktop area. Gates open onto basketball courts and a large field for sports activities.

**Cleaning Process:**  
We provide a safe and clean environment for students, staff, and volunteers before, during and after school. Cleaning staff receives training and supplies needed to implement district cleaning standards for all facilities. Basic cleaning operations are performed daily throughout the school year, with an emphasis on classrooms and restrooms. Special and deep-cleaning projects are scheduled for times when students are not on campus. Administrators work daily with the school's custodial staff to develop effective cleaning schedules and special cleaning needs. A joint effort between students and staff helps keep the campus clean and litter-free.

**Maintenance & Repair:**  
Facility Maintenance Department staff administers a preventative maintenance program with heavy maintenance functions occurring during student vacation periods.

The District also administers a scheduled landscape and building maintenance program to ensure that all indoor and outdoor spaces on campus remain in excellent repair. Maintenance and repairs include roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

A work order process is used when issues arise that require attention. Emergency repairs are given the highest priority, and repair requests are completed efficiently.

Voter-approved general obligation bonds supplement district funding in order to keep schools safe and up to date so students can receive the education needed to be competitive in our modern world.

Year and month of the most recent FIT report				07/25/2024 - 07/25/2024
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Library: 4: Ceiling tile w/ fire sensor in it (in front of whiteboard) has a gouge in it exposing internal material Room 01: 4: Carpet has 1/4 inch lines in it Room 03: 4: gouge in tackable surface beside IDF box Room 05: 4: Section of carpet baseboard missing on right side of whiteboard 1/4" line gap in carpet Room 06: 4: siding coming off from storage cabinet door under whiteboard. 2nd set from left, left door 9: inadequate water pressure in sink drinking fountain



School Facility Conditions and Planned Improvements

				Room 08: 4: 2 T-Bar ceiling tiles need to be replaced. One has tear and other the covering material is sagging. Line gap in carpet Room 09: 4: ceiling tile behind projector is sagging, needs replacement.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Room 06: 4: siding coming off from storage cabinet door under whiteboard. 2nd set from left, left door 9: inadequate water pressure in sink drinking fountain
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	74	65	53	53	46	47
Mathematics (grades 3-8 and 11)	63	59	45	45	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	126	115	91.27	8.73	65.22
Female	63	59	93.65	6.35	66.10
Male	63	56	88.89	11.11	64.29
American Indian or Alaska Native	0	0	0	0	0
Asian	19	18	94.74	5.26	83.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	18	78.26	21.74	27.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	76.92
White	62	60	96.77	3.23	70.00
English Learners	18	11	61.11	38.89	18.18
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	29	80.56	19.44	41.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

### 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	126	122	96.83	3.17	59.02
Female	63	61	96.83	3.17	55.74
Male	63	61	96.83	3.17	62.30
American Indian or Alaska Native	0	0	0	0	0
Asian	19	18	94.74	5.26	83.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	22	95.65	4.35	9.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	84.62
White	62	60	96.77	3.23	73.33
English Learners	18	18	100.00	0.00	16.67
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	36	100.00	0.00	27.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	70.27	35.71	10.71	7.94	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	43	42	97.67	2.33	35.71
Female	29	28	96.55	3.45	39.29
Male	14	14	100.00	0.00	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	33.33
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	16	100.00	0.00	18.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.7	97.7	97.7	97.7	97.7

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement
<p>As a parent-participation program, families are integrated into the educational experience of their child. We offer a variety of opportunities for parent and family involvement, which we believe builds a strong community and enhances the experience of the students.</p> <p>We offer traditional volunteer opportunities, such as helping with field trips, yard duty supervision, fundraising and caring for the school gardens. Families may also work in the classroom, supporting the small group, hands-on curriculum. Families who are not available during the school day may support their child’s teacher by prepping materials or working on special projects from home. Ongoing volunteer training and parent education classes are available to all parents who will volunteer at Village. Once a week, each student participates in volunteer-run, hands-on centers that are supported 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.</p> <p>There are also opportunities for parents and community members to be involved at the district level through participation in such committees as the District English Language Advisory Committee, Bond Oversight Committee, Superintendent’s advisory committees, Wellness Committee, Innovation Council, and others. We welcome public participation in Governing Board meetings and conduct district-wide surveys each year to elicit parent, student, staff and community input as we develop our annual Local Control and Accountability Plan (LCAP). We collaborate with local community based groups to enhance services and support for our students and their families.</p> <p>Community Liaisons also schedule and assist with developing parent education workshops on a variety of topics that are relevant to their child’s education, including how to use the district’s online communication and progress reporting tools, positive discipline, computer literacy, how to support student education at home, college classes, cyber safety.</p>

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	229	224	20	8.9
Female	111	108	11	10.2
Male	118	116	9	7.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	42	41	3	7.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	38	11	28.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	29	0	0.0
White	104	102	6	5.9
English Learners	47	45	6	13.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	56	55	11	20.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	20	20	1	5.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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



Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	2.19	2.78	2.36	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.05	0.08	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Staff and School Site Council (SSC) review and update the plan every year by the end of February. It is presented to the Board for approval every May. The 2023-24 plan was Board approved on May 16, 2024.

## 2024-25 School Safety Plan

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.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		1	
1	30	1		1
2	22		2	
3	20	1	1	
4	12	3		
5	13	3		

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2		
1	24		1	
2	23		2	
3	20	1	1	
4	14	3		
5	12	3		

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	2		
1	18	1	1	
2	25		1	
3	22		2	
4	13	3		
5	15	3		

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.25
Psychologist	0
Social Worker	0
Nurse	.33
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	0
Other	0.5

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,924.64	\$398.40	\$9,526.24	\$127,607.21
District	N/A	N/A	\$8,625.76	\$109,920
Percent Difference - School Site and District	N/A	N/A	9.9	14.9
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-12.3	27.9

## Fiscal Year 2023-24 Types of Services Funded

District funding through the Local Control Funding Formula (LCFF) includes a Base Grant, a Supplemental allocation, and a Concentration allocation. The Base Grant funds the services that we provide to all students, such as regular classroom teachers, custodians, office staff, electricity, and most of the basic operational costs. The Supplemental and Concentration allocations support targeted services to students who are designated as Low-income, English Learners, Special Education, and/or Foster Youth. State and Federal Funding also supports 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

The Per pupil expenditure includes all instruction including, special instruction programs and other instructional programs, pupil services, administration, plant services, and all other services for the operation of the school including the Child Nutrition program.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$73,342	\$58,553
Mid-Range Teacher Salary	\$109,795	\$93,924
Highest Teacher Salary	\$127,649	\$119,489
Average Principal Salary (Elementary)	\$176,548	\$149,898
Average Principal Salary (Middle)	\$195,899	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$364,832	\$270,432
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	7%	6%

## Professional Development

Campbell Union School District's work year calendar allocated three full days for Professional Development in the 2022-23, three in 2023-24, and three in 2024-25.

The District provides professional development for all credentialed and non-credentialed staff to support our Local Control and Accountability Plan (LCAP) and the Instructional Vision for the district.

Teachers meet regularly in professional learning communities to collaborate, examine student data, and learn from one another in job-embedded professional development. They also meet as grade-level teams to coordinate and support each other's lesson plans and intervention strategies for targeted learning needs.

Extensive coaching opportunities are available to teachers through our district Math Specialists, site Classroom Improvement TOSAs (teachers on special assignment) and other district TOSAs. Administrators conduct regular classroom visitations to offer support and feedback for teachers so that they can continually improve their practice.

We also use a variety of delivery models for professional development, including summer training or conferences, stipends for online learning with guided facilitation with district staff members, and after school sessions throughout the school year. We take into consideration staff requests for both content and timing of the professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3