



# Van Buren Elementary

1628 East Tenth St. • Stockton, CA 95206 • (209) 933-7305 • Grades K-8

Keri Van de Star, Principal  
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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Stockton Unified School District

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
www.stocktonusd.net

#### District Governing Board

Cecilia Mendez  
Andrea Burrise  
Kathleen Garcia  
Lange P. Luntao  
Maria Mendez  
Angela Phillips  
Steve Smith

#### District Administration

Dan Wright, Acting Superintendent  
**Superintendent**  
Dr. Ward Andrus  
**Acting Assistant Superintendent,  
Educational Services**  
Reyes Gauna  
**Assistant Superintendent, Student  
Support Services**  
Craig Wells  
**Assistant Superintendent, Human  
Resources**  
Robert Sahli  
**Executive Director, Curriculum and  
Instruction**

### School Description

Van Buren Mission Statement:: "Our mission is to ensure a safe environment that is academically creative, challenging, and prepares students for the future."

Van Buren Vision Statement: "We are committed to providing our students with a safe environment where they will receive equitable learning experiences and become lifelong learners who are college and career ready."

### Principal's Message

At Van Buren Elementary School we:

- Collaborate around common data to implement best practices.
- Facilitate purposeful learning which leads to high achievement.
- Foster strong community connections which creates a welcoming, respectful, and safe learning environment.

Mastery of Common Core grade level standards in reading, writing, and mathematics forms the foundation of our instructional programs.

Science, social studies, physical education and visual and performing arts round out our curriculum.

We are proud to offer our students 1:1 technology with a classroom set of laptops in every classroom, Transitional Kindergarten through 8th grade.

We continue to grow our collection of library books each year, to ensure that our students have access to multiple genres and endless

choice of titles to enjoy.

We also continue to build strong collaboration and partnerships with our parents and families.

Their involvement and participation is needed and valued. Communication

is a vital component to the success of our students. A school-wide newsletter, the Panther Press, goes home

monthly and weekly information can be found on our website and on

the marquee in the front of our school. For more information, pictures, and celebratory news,

please view the Van Buren Elementary School web site at <http://www.stocktonusd.net/VanBuren>.

We look forward to working together with the community to create new opportunities and new accomplishments for our students this year.

Keri Van de Star, Principal

## 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	97
Grade 1	56
Grade 2	58
Grade 3	52
Grade 4	66
Grade 5	65
Grade 6	60
Grade 7	60
Grade 8	57
<b>Total Enrollment</b>	<b>571</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	20.8
American Indian or Alaska Native	0.5
Asian	9.8
Filipino	0.5
Hispanic or Latino	64.3
Native Hawaiian or Pacific Islander	0.2
White	2.1
Two or More Races	1.8
Socioeconomically Disadvantaged	92.8
English Learners	4.1
Students with Disabilities	4.9
Foster Youth	0.4

## 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.

Teacher Credentials			
Van Buren Elementary	15-16	16-17	17-18
With Full Credential	24	19	18
Without Full Credential	3	5	6
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Van Buren Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	1	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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials Year and month in which data were collected: September 23, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <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-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <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>	FOSS (Full Option Science System) Adopted in 2007  CK-12 Earth Science Adopted in 2016  CK-12 Life Science Adopted in 2016  CK-12 Physical Science Adopted in 2016  <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>	K-5 Scott Foresman Adopted in 2006  6-8 Glencoe: Discovering Our Past Adopted in 2006  <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> N/A

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

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

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 6/20/2017**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				Boys&Girls restrooms: missing vent cover,northside boys&girls restroom broken wall tile,south side boys restroom broken wall tile, girls restroom by rm 27 missing wall tile, boys restroom by multipurpose bottom of door rotted out.
<b>Interior:</b> Interior Surfaces			X		Boys&Girls restrooms: missing vent cover,northside boys&girls restroom broken wall tile,south side boys restroom broken wall tile, girls restroom by rm 27 missing wall tile, boys restroom by multipurpose bottom of door rotted out. Multipurpose kitchen: broken floor tile,stained ceiling tile. rm 22: rips on walls. rm 9: loose ceiling tile rm16: missing ceiling tile,broken floor tile north wall.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<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: asphalt by multipurpose needs repair,crack on walkways.
<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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	8	7	25	26	48	48
Math	8	7	21	20	36	37

\* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	3	17	29	30	56	54

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	31	14.1	16.9
7	14.5	21	35.5

\* 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	123	121	98.4	17.4
Male	59	57	96.6	22.8
Female	64	64	100.0	12.5
Black or African American	17	17	100.0	11.8
Asian	19	19	100.0	36.8
Hispanic or Latino	83	81	97.6	13.6
Socioeconomically Disadvantaged	98	96	98.0	12.5
English Learners	41	41	100.0	2.4

\* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	386	379	98.19	6.6
<b>Male</b>	191	188	98.43	3.72
<b>Female</b>	195	191	97.95	9.42
<b>Black or African American</b>	75	74	98.67	4.05
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	40	40	100	15
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	252	246	97.62	6.5
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	356	349	98.03	6.59
<b>English Learners</b>	201	196	97.51	4.59
<b>Students with Disabilities</b>	21	21	100	9.52
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	386	379	98.19	6.6
Male	191	188	98.43	5.32
Female	195	191	97.95	7.85
Black or African American	75	74	98.67	2.7
American Indian or Alaska Native	--	--	--	--
Asian	40	40	100	15
Filipino	--	--	--	--
Hispanic or Latino	252	246	97.62	6.91
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	356	349	98.03	7.16
English Learners	201	196	97.51	6.12
Students with Disabilities	21	21	100	4.76
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

### **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 for the school district and each schoolsite.

#### **Opportunities for Parental Involvement (School Year 2017-18)**

Van Buren School recognizes that parents and the community play an important role in the success and education of their students. Many schools have established partnerships with community businesses and organizations to increase parent participation. Each school offers several opportunities and programs to encourage parent involvement.

#### After School Programs

Counseling services

Pastries for Parents

English Learner Parent Involvement Committee (ELPIC)

Parent/Teacher/Student Conferences

School Site Council (SSC)

Back to School Night

Title 1 Parent Meeting

Open House

Halloween Parade

Breakfast with Santa

Movie Nights

Community Fair

School Carnival

8th Grade Parent Information Night

The school believes that parents and guardians can support the learning environment of the school and their students by:

Monitoring student attendance

Monitoring completion of student homework

Monitoring and regulating television viewing and use of technology and social medias

Participating in the decision making process in school organizations and committees

Planning and participating in activities at home that support classroom learning

Volunteering in the classroom

Parents and community members who wish to become a part of the school community and participate should call the school's office

**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.

**School Safety Plan**

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during school breaks, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually. A comprehensive School Safety Plan, which was updated on September 15, 2017 by the REMS Team (Readiness and Emergency Management for Schools) and Administration is annually reviewed by the School Site Council and helps to provide a secure, peaceful, and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis. Every effort is made to ensure student movement and transitions are monitored while students are on campus throughout the school day. Yard supervisors, teachers, site administrators and school staff provide supervision for students before, during, and after school. The playground is safe for all students. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times. Van Buren has a full time counselor and a Valley Community Counseling therapist one day a week,

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	18.3	8.6	12.6
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	9.4	9.4	7.6
Expulsions Rate	0.1	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	50	
Percent of Schools Currently in Program Improvement	86.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.25
Social Worker	0.10
Nurse	0.20
Speech/Language/Hearing Specialist	0.50
Resource Specialist	1.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0

\* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	16	20		10	3	3	2	7			
1	31	28	23			1	4	6	5			
2	29	25	23		1	1	4	6	5			
3	26	30	26			1	6	5	4		1	1
4	29	39	27			1	4		3		6	2
5	33	23	20		2	4	2	6	4	2		
6	30	27	25		1	1	5	1	6		3	

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Professional Learning Communities has been a primary area of focus for the Van Buren Staff, with an emphasis on the development and implementation of Common Formative Assessments. This professional development is delivered in a variety of ways including conference attendance, district workshops, site-based PD, and individual mentoring. Teachers meet bi-weekly to collaborate with their Professional Learning Teams. Teachers also attend grade level training in the core curriculum and ELD provided by the district. The Instructional coach works with all teachers to implement the District Units of Study curriculum for ELA, math, and ELD and Open Court in our K-2 classrooms. Our instructional coach also works with teachers on Tier 1 and Tier 2 MTSS strategies to provide extra support for students based on assessment data.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,548	\$47,808
Mid-Range Teacher Salary	\$67,772	\$73,555
Highest Teacher Salary	\$85,377	\$95,850
Average Principal Salary (ES)	\$117,335	\$120,448
Average Principal Salary (MS)		\$125,592
Average Principal Salary (HS)	\$124,976	\$138,175
Superintendent Salary	\$241,638	\$264,457
Percent of District Budget		
Teacher Salaries	32%	35%
Administrative Salaries	5%	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/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6392.21	1114.67	5277.54	62970.64
District	♦	♦	7247.82	\$68,852
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-27.2	-8.5
Percent Difference: School Site/ State			-19.7	-20.5

\* Cells with ♦ do not require data.

### Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

**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.