



# Van Buren Elementary

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

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<https://www.stocktonusd.net/VanBuren>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Stockton Unified School District

701 North Madison St.  
Stockton, CA 95202  
(209) 933-7000  
[www.stocktonusd.net](http://www.stocktonusd.net)

#### District Governing Board

Cecilia Mendez  
**Board Clerk, Area 1**

AngelAnn Flores  
**Area 2**

Kathleen Garcia  
**Board Vice President, Area 3**

Lange Luntao  
**Board President, Area 4**

Maria Mendez  
**Area 5**

Scot McBrian  
**Area 6**

Candelaria Vargas  
**Area 7**

#### District Administration

John E. Deasy, Ph.D.  
**Superintendent**

Nik Howard  
**Interim Assistant Superintendent  
of Human Resources**

MaryJo Cowan  
**Assistant Superintendent of  
Educational Support Services**

Sonjhia Lowery  
**Assistant Superintendent of  
Educational Services**

#### 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, career, and life ready.”

#### Principal's Message

At Van Buren Elementary School we:

- Are a PLC (Professional Learning Community) where we collaborate around the implementation of best practices so our students may receive a high quality, equitable education..
- 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, families, and our community.

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. We have also added a parent bulletin board located at the front of our school.

In addition we have a parent room where our parents can meet, use the internet, and gather additional information from our community assistant.

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.

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	71
Grade 2	72
Grade 3	48
Grade 4	55
Grade 5	54
Grade 6	63
Grade 7	61
Grade 8	61
<b>Total Enrollment</b>	<b>562</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	18
American Indian or Alaska Native	1.2
Asian	8.4
Filipino	0.4
Hispanic or Latino	68.7
Native Hawaiian or Pacific Islander	0.2
White	1.4
Two or More Races	1.6
Socioeconomically Disadvantaged	92.9
English Learners	31.3
Students with Disabilities	7.1
Foster Youth	0.5
Homeless	4.8

## 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 for Van Buren Elementary	17-18	18-19	19-20
With Full Credential	18	22	24
Without Full Credential	6	6	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Stockton Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1475
Without Full Credential	♦	♦	309
Teaching Outside Subject Area of Competence	♦	♦	15

### Teacher Misassignments and Vacant Teacher Positions at Van Buren Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	0	0

\* Note: "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 2019-20)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

#### Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 ELA/ELD, Benchmark Advance 7-8 ELA/ELD, Pearson myPerspectives & ELD Companion  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8, Ready Mathematics, Adopted in 2019 Calculus, HM 2006 Statistics, McDougal 2008 K-8 Math, Algebra I & Geometry, Adopted in 2019  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) K-5 Science, Adopted in 2007 6-8 Science, CK-12 Earth, Life and Physical Science, Adopted in 2016  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 California Studies Weekly 6-8 California McGraw Hill Impact 6 - World History and Geography: Ancient Civilizations 7 - World History and Geography: Ancient Civilizations: Medieval and Early Modern Times 8 - United States History and Geography: Growth and Conflict Adopted 2017  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

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

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

#### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 7/1/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	East Boys R/R: entrance door & frame-paint, sinks worn-replace, wall tiles holes & cracked - replace & fill in, exhaust air vent screen missing-replace, toilet seats some-replace Kitchen: entrance & double doors & frame-paint, under sink crack floor tiles-replace some, windowsills & shelves-paint Multipurpose Room: entrance door & frame-paint, interior walls-paint, stage bottom panels-paint, ceiling tiles stained-replace some

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Rm-3: entrance door & frame-paint, ceiling tiles stained-replace some, cabinets-paint
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	East Boys R/R: entrance door & frame-paint, sinks worn-replace3, wall tiles holes & cracked - replace & fill in, exhaust air vent screen missing-replace, toilet seats some-replace East Girls R/R: entrance door & frame-paint, worn sinks -replace3, Girls R/R by M/p room: worn sinks-replace3, entrance door & frame-paint Kitchen: entrance & double doors & frame-paint, under sink crack floor tiles-replace some, windowsills & shelves-paint
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Boys R/R by M/p room: worn sinks-replace3, entrance door & frame-paint, wall tiles some-fill in holes, partition graffitti-replace, window plexiglass-replace East Boys R/R: entrance door & frame-paint, sinks worn-replace3, wall tiles holes & cracked - replace & fill in, exhaust air vent screen missing-replace, toilet seats some-replace East Girls R/R: entrance door & frame-paint, worn sinks -replace3, Girls R/R by M/p room: worn sinks-replace3, entrance door & frame-paint Kitchen: entrance & double doors & frame-paint, under sink crack floor tiles-replace some, windowsills & shelves-paint Multipurpose Room: entrance door & frame-paint, interior walls-paint, stage bottom panels-paint, ceiling tiles stained-replace some Rm-10: entrance door & frame-paint Rm-24: entrance door & frame-paint Rm-3: entrance door & frame-paint, ceiling tiles stained-replace some, cabinets-paint Rm-32: entrance door & frame-paint
<b>Overall Rating</b>	Fair	

## 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. 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); 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	13	18	28	31	50	50
Math	13	19	21	21	38	39

Note: 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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	13.3	20.0	13.3
7	12.5	16.1	19.6

Note: 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.

### 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, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

### 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).

### 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	332	330	99.40	18.48
Male	173	171	98.84	10.53
Female	159	159	100.00	27.04
Black or African American	53	53	100.00	22.64
American Indian or Alaska Native	--	--	--	--
Asian	28	28	100.00	17.86
Filipino	--	--	--	--
Hispanic or Latino	233	231	99.14	18.18
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	306	304	99.35	18.42
English Learners	157	155	98.73	10.97
Students with Disabilities	37	37	100.00	8.11
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	22	21	95.45	4.55

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.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Stockton Unified School District is dedicated to providing high quality professional development. A minimum of 3 full days are provided from the district to all sites. Supplemental days are provided by the school sites as opportunities are available.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	332	332	100.00	18.67
Male	173	173	100.00	16.18
Female	159	159	100.00	21.38
Black or African American	53	53	100.00	16.98
American Indian or Alaska Native	--	--	--	--
Asian	28	28	100.00	21.43
Filipino	--	--	--	--
Hispanic or Latino	233	233	100.00	18.45
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	306	306	100.00	19.61
English Learners	157	157	100.00	15.29
Students with Disabilities	37	37	100.00	8.11
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	22	22	100.00	0.00

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 school site

#### Opportunities for Parental Involvement (School Year 2019-20)

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.

- 8th grade & Kindergarten Parent/Student Orientation
- After School Programs
- Counseling services
- AmeriCorps - Reading Tutors & Fathers with Families
- AVID Parent Meetings
- Parent Coffee Hour
- English Learner Advisory Committee (ELAC)
- 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

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/school
- Staying in constant contact with your child's teacher
- 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, staff members, and parents. 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 August, 2019 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 a 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 2 full time counselors and a Mental Health Clinician twice a week for counseling services.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	12.6	7.9	7.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.6	6.9	6.0
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	702.5

\* 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.



**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

\* 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 Level	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	20	3	7		17	4	6		14	12	1	
1	23	1	5		19	4	6		17	6	6	
2	23	1	5		26		6		18	6	6	
3	26	1	4	1	26		6		18	4	4	
4	27	1	3	2	26	1	4	1	21	3	5	
5	20	4	4		33		3	3	20	3	5	
6	25	1	6		31		4	2	23	4	4	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,710	\$48,612
Mid-Range Teacher Salary	\$75,625	\$74,676
Highest Teacher Salary	\$95,270	\$99,791
Average Principal Salary (ES)	\$127,877	\$125,830
Average Principal Salary (MS)	\$0	\$131,167
Average Principal Salary (HS)	\$136,722	\$144,822
Superintendent Salary	\$285,461	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	34%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,363	\$921	\$6,442	\$61,398
District	N/A	N/A	\$6,928	\$75,370.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.3	-17.1
School Site/ State	-28.3	-27.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.