

Van Buren Elementary

Address:		Phone:	(714) 986-7100
Principal:	Ken Valburg, Principal	Grade Span:	K-6

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access – Websites with additional information

DataQuest Website

DataQuest is an online data tool located on the California Department of Education web page that contains additional reports for accountability (e.g. API, AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, data regarding English learners and additional information. Reports are available by school and comparisons to other schools, the district, the county and State. The website is <http://dq.cde.ca.gov/dataquest/>.

Ed-Data Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade 12 schools. The website is: <http://www.ed-data.k12.ca.us/Pages/Home.aspx>

Public 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.

II. About This School

School Description and Mission Statement

Grades:	K-6
School Mascot:	Roadrunner
School Colors:	Blue and Yellow

School Description:

Van Buren is a 2004 and 2008 California Distinguished School with a 45 year tradition of excellence and caring for students. The school is located in the primarily-residential cities of Placentia and Yorba Linda. Van Buren's current API score is 859, which reflects a seventeen point gain from the previous year. The staff is dedicated to the education and well-being of every student by providing high quality instruction through the use research-based instructional strategies including Explicit Direct Instruction. The school-wide behavior expectations – STARS (Safe, There & Ready, Act responsibly, Respect, Show compassion) are taught and emphasized daily. All classrooms have Smartboard technology and surround sound systems as an effective tool to maximize student engagement. The programs offered foster opportunities for personal growth and the highest levels of academic achievement including the visual arts and instrumental music for fifth and sixth graders. The community and parents are involved in every aspect of campus life and PTA is a strong supporter of co- and extra-curricular programs. A new classroom building was just recently constructed for the fourth through sixth grade classrooms as well as a new library-media center which houses a state-of-the-art computer lab. The students, staff, and community are proud of Van Buren Elementary School which is reflected in high levels of participation and involvement in all school activities and events.

Mission Statement:

Van Buren Elementary School is a community of staff, students and families partnering to promote academic achievement in an environment where students are **safe**, **there and ready** to learn, **act responsibly**, are **respectful**, and **show compassion**.

Opportunities for Parental Involvement

Van Buren has a wide variety of opportunities for parental and community involvement. Our after-school child care program utilizes high school student volunteers, earning community service hours by tutoring, helping with homework, and providing positive role models. We offer a "Friends of the Library" program where parents give of their time in the library, assisting in the processing of library books, helping students choose age appropriate books, presenting short "book talks" to groups of students, repairing damaged books, and maintaining an enriching learning environment. Van Buren has a Student Valet Drop-Off Program, supervised by parent volunteers. They supervise one day a week at 7:30 am to ensure a safe,

smooth drop off in the morning. Parents may volunteer to teach the Junior Achievement curriculum in the classroom. They are trained and present five age-appropriate, well-scripted lessons in economics, social-studies, and finance. Parents may also volunteer to assist in teaching our Meet-the-Masters fine arts curriculum in the classroom. The active PTA has a multitude of activities that require the help of many PTA members:

- Picture Day
- Musicals
- Hospitality
- Jog-A-Thon
- Carnival
- PTA Reflections Fine Arts Competition
- Book Fair
- Yearbook
- Family Nights
- Classroom Helpers

Parents are also involved through the School Site Council and the English Language Advisory Council, providing input in to the Single Plan For Student Achievement.

Average Class Size and Class Size Distribution

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	15.2	6			30.5		2		19.0	4	1	0
1	19.2	5			27		3		30.5	0	2	0
2	19.3	4			26.3		3		28.7	0	3	0
3	29.8		4		31		2		29.0	0	3	0
4	33.0			3	30.2		3		34.5	0	0	2
5	33.3		1	2	32.3		1	2	33.0	0	1	1
6	35.0			2	35.2			2	29.3	1	0	3
Other					LEA Provided	LEA Provided	LEA Provided	LEA Provided				

III. School Climate

School Safety Plan – Last reviewed, updated and shared with staff

The school has a comprehensive Safety Plan that is reviewed and revised annually and is consistent with SEMS. Our Safety Plan was updated and reviewed with staff on November 15, 2010. Van Buren is a closed campus. During the instructional day, from 7:50 am to 2:15 pm, all visitors, students, and staff must enter and exit through the front office. A safety committee meets regularly throughout the year to discuss and solve issues that occur. Each classroom has a phone that teachers and students may use to reach the office in an emergency. The school-wide positive behavior plan (STARS) includes presentations to students monthly to teach and review behavior standards and expectations. Teachers and students have been in-serviced in anti-bullying to provide a safe learning environment for every student. Annually, the school nurse trains teachers in the use of EPI pens and universal precautions. Our district provides Crisis Assessment Counselors, on call at every site. Monthly emergency drills (drop & cover, fire, and lockdown) are practiced to ensure the safe evacuation of student in the event of an emergency. In the event of an emergency requiring evacuation of the buildings, teachers and staff have a buddy system to make certain that no students or staff are left unattended. Staff members have specific duties and responsibilities in the event of an emergency. Students are checked out to parents or those whose names are on the emergency cards only.

Suspensions and Expulsions – This School

Rate*	School 2008–09	School 2009–10	School 2010–11
Suspensions	4.2	0.03	
Expulsions	0.0	0.0	0.0

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

Suspensions and Expulsions – District-wide

Rate*	District 2008–09	District 2009–10	District 2010–11
Suspensions	6.5	.0012	
Expulsions	0.1	.06	

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Date of Inspection 10/24/11

The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Construction on a new 8 classroom wing and media center was completed in summer 2011.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			Carpet repair – work order submitted and repair made.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			Lighting repairs – work orders submitted and repairs were made.
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			Sink repairs – work orders submitted and repairs made.
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X			Door repair – work order submitted and repair made.
Overall Rating	X				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials – District-wide

Teachers	District 2010–11
With Full Credential	1110
Without Full Credential	1
Teaching Outside Subject Area of Competence (with full credential)	18

Teacher Credentials – This School

Teachers	School 2008–09	School 2009–10	School 2010–11
With Full Credential	31	22	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	97.40%	2.60%
High-Poverty Schools in District	98.81%	1.19%
Low-Poverty Schools in District	96.73%	3.27%

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist		
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)		
Other		

Note: Cells shaded in black do not require data.

VII. Curriculum and Instructional Materials

Core Curriculum Area	Textbooks and instructional materials/year of adoption	Board Approval	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Reading K-6 or The Language of Literature - McDougal-Littell, Grade 6	May 2003	-0-
	Language Circle Series/Project Read/Written Expressions	May 2003	-0-
	Houghton Mifflin Medallions (upgrade) – K-5	September 2010	-0-
Mathematics	Houghton Mifflin California Math – K-5	April 2009	-0-
Science	Full Option Science Systems, California Edition (FOSS) – Delta Education – K-5	April 2008	-0-
History-Social Science	History-Social Science for California – Scott Foresman – K-5	February 2007	-0-
Foreign Language	N/A		
Health	Health Framework for California Public Schools - K-12 – (No textbook)	2002	-0-
Visual and Performing Arts	Visual and Performing Arts Framework for California Public Schools – K-12 (No textbook)	2004	-0-
Science Laboratory Equipment (grades 9-12)	N/A		

VIII. Instructional Planning and Scheduling

Professional Development – Most recent 3-years

Preservice Days in 06/07 = 5 days

Preservice Days in 07/08 = 5 days

Preservice Days in 08/09 = 4 days

Preservice Days in 09/10 = 2 days

Preservice Days in 10/11 = 0 days

In the above years, schools were either on the weekly early release/late start (PLC's) or the (8) district staff development days.

Minimum days are separate.

IX. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District			\$5,383	\$75,358
Percent Difference – School Site and District				
State			\$5,455	\$69,207
Percent Difference – School Site and State				

Note: Cells shaded in black do not require data.

Types of Supplemental and Enrichment Services Funded (Fiscal Year 2010–11)

In addition to school site budgets, our school also receives the following supplemental funding:

- **School and Library Improvement budget**
- **PTA gift funds** - Used for a variety of programs beneficial to the children such as field trips, assemblies, after-school programs, technology resources, and other instructional supplies.
- **Title III Federal Funding** – For English Learners

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,777	\$42,017
Mid-Range Teacher Salary	\$73,744	\$67,294
Highest Teacher Salary	\$92,516	\$86,776
Average Principal Salary (Elementary)	\$110,464	\$108,534
Average Principal Salary (Middle)	\$116,201	\$112,893
Average Principal Salary (High)	\$134,469	\$123,331
Superintendent Salary	\$256,434	\$226,417
Percent of Budget for Teacher Salaries	42.00%	38.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

X. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	68%	73%	72%	65%	67%	69%	49%	52%	54%
Mathematics	74%	75%	77%	65%	67%	69%	46%	48%	50%
Science	77%	68%	70%	66%	70%	75%	50%	54%	57%
History-Social Science	0%	0%	0%	58%	62%	68%	41%	44%	48%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced
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	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	69%	69%	75%	68%
All Students at the School	72%	77%	70%	0%
Male	66%	78%	63%	0%
Female	80%	77%	78%	0%
Black or African American	67%	83%	0%	0%
American Indian or Alaska Native				
Asian	82%	90%	0%	0%
Filipino	70%	83%	0%	0%
Hispanic or Latino	55%	66%	53%	0%
Native Hawaiian or Pacific Islander				
White	77%	79%	75%	0%
Two or More Races	92%	92%	0%	0%
Socioeconomically Disadvantaged	51%	56%	57%	0%
English Learners	25%	44%	0%	0%
Students with Disabilities	37%	49%	33%	0%
Students Receiving Migrant Education Services				

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts				66%	67%	75%	52%	54%	59%
Mathematics				70%	72%	73%	53%	54%	56%

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	25%	27%	48%	27%	40%	33%
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						

English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.70%	18.10%	49.40%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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.

XI. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	8	8	8
Similar Schools	2	1	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	17	16	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	15	42	15
Native Hawaiian or Pacific Islander			
White	23	18	7
Two or More Races	N/D		
Socioeconomically Disadvantaged			32
English Learners			
Students with Disabilities			

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

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	427	876	19,218	859	4,683,676	778

Black or African American	12	914	347	809	317,856	696
American Indian or Alaska Native	0		36	881	33,774	733
Asian	51	924	2,170	956	398,869	898
Filipino	22	910	308	906	123,245	859
Hispanic or Latino	108	792	6,832	787	2,406,749	729
Native Hawaiian or Pacific Islander	0		47	864	26,953	764
White	222	897	9,010	890	1,258,831	845
Two or More Races	10		223	914	76,766	836
Socioeconomically Disadvantaged	88	764	5,912	771	2,731,843	726
English Learners	39	702	3,643	746	1,521,844	707
Students with Disabilities	63	662	1,908	682	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes

Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		17.6%

Note: Cells shaded in black do not require data.