

Van Buren Elementary School

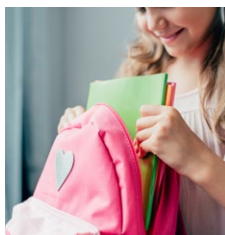
"You are braver than you believe, stronger than you seem and smarter than you think" (A.A. Milne).

Grades Pre-K-6
CDS Code 30-66647-6030100

Connie Roe
Principal
croe@pylusd.org

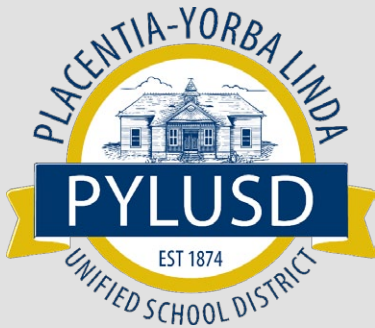
1245 North Van Buren Street
Placentia, CA 92870
(714) 986-7100

www.vanburenelementary.org



Placentia-Yorba Linda Unified School District

1301 E. Orangethorpe Avenue Placentia, CA 92870 ▪ (714) 986-7000 ▪ www.pylusd.org



District Mission Statement

We inspire all students through rigorous and relevant educational experiences that empower them to become responsible, ethical, and contributing citizens.

District Vision Statement

We are committed to being a dynamic and supportive learning community that prepares each and every student for success now and in the future.



Governing Board

Eric Padget, President
Judi Carmona, Vice President
Karin Freeman, Clerk
Carol Downey, Trustee
Carrie Buck, Trustee

*PYLUSD: Where ...
Collaboration
Communication
Critical Thinking
Creativity
Digital Citizenship
Discovery
Excellence
Innovation
Teamwork
The Future
Happens!*

Superintendent's Message

Dear PYLUSD Families,

On behalf of our Board of Education, I want to wish you and your family an exciting and successful start to the 2019-20 school year in the Placentia-Yorba Linda Unified School District (PYLUSD). I would like to take a moment to share a few updates regarding our district's strategic plan, known as The PYLUSD Advantage, and our ongoing efforts surrounding the plan's focus areas.

The PYLUSD Advantage serves as a compass to our decision-making and ensures that our students will have the advantage of an outstanding education. It is more than just a document, but rather a road map that outlines the reason we exist, the direction that drives us, what we stand for and so much more.

Earlier this year, a group of dedicated stakeholders including parents, students, community members, business and civic leaders, and our outstanding staff joined together to revise The PYLUSD Advantage that spanned from 2013 through 2018. This process required great attention to detail as the group carefully considered recent stakeholder survey data collected from PYLUSD families, students and employees. It involved many hours of commitment in order to build upon the plan's historic success. Now a finished product, the newly updated Advantage will be utilized from 2019 through 2024. It will continue to shape the future of our school district and can be viewed online anytime at www.pylusd.org/advantage.

The PYLUSD Advantage identifies five focus areas developed to direct the actions of our district. They are essential to the academic growth of our students and the sustained excellence of our organization. Our five focus areas are academic achievement, effective instruction and leadership, engaged community, safe and respectful environment, and optimized resources.

Focus Area 1.0: Academic Achievement is the core of our district's mission and vision. In PYLUSD, students are provided an array of enrichment opportunities to expand their educational experience. New this school year, five PYLUSD elementary schools will be participating in our full-day kindergarten pilot program. This includes Brookhaven, Glenknoll, Morse, Topaz and Woodsboro elementary schools. Our full-day program will be grounded in developmental research to ensure all participating students receive strong academic foundational instruction as well as additional time to participate in enriched visual and performing arts activities. Through the gift of additional time, students will have the opportunity to interact with other students during purposeful play, physical education, computer lab, library, music and movement, hands-on science and many other extended lessons. With the anticipated success of the pilot, PYLUSD hopes to expand the full-day kindergarten program districtwide for the 2020-21 school year.

Focus Area 2.0: Effective Instruction and Leadership ensures our district attracts, trains, and retains employees and strategic leaders who embrace our vision and values. Relative to this focus area for the 2019-20 school year, PYLUSD will provide an in-person training to school and district management staff on the important and challenging topic of bullying and harassment. Our commitment in this sensitive area of adolescence is recognized as essential to student success in PYLUSD. In addition, our district continues to be intentional about creating "belonging spaces" for all students on our campuses. We believe that when PYLUSD employees invest in students' name, face and story, they create a positive learning environment geared towards academic success and overall wellness.

Focus Area 3.0: Engaged Community encourages positive relationships among our students, staff, and parents as well as educational, business and community partners. PYLUSD looks forward to another school year of collaboration with two of our longstanding partners -- the Placentia-Yorba Linda Unified Council (PYLUC) of Parent Teacher Association (PTAs) and Parent Teacher Student Association (PTSAs) and the REACH Foundation. The award-winning PYLUC assists our individual school PTAs/PTSAs by modeling good parliamentary procedures and advocating on behalf of PYLUSD schools. The REACH Foundation is an all-volunteer, education-focused, 501 (c)(3) non-profit organization established to provide our students with resources to expand their knowledge in the areas of arts, athletics and academics. I encourage you to continue your valuable connections with your school's PTA/PTSA and the REACH Foundation in whatever way you may be able to this school year.

Focus Area 4.0: Safe and Respectful Environment will continue to serve as one of our primary objectives this school year. PYLUSD fosters a culture that promotes the emotional health, safety and well-being of students, staff and parents. We will continue to offer a long list of student wellness and mental health supports including our in-house board-certified behavior analyst and crisis counselor, as well as our registered behavior technicians, wellness specialists, psychologists and more. These individuals will provide counseling, guidance, and behavioral support to students both in and out of the classroom. Last school year, we implemented an electronic visitor management system at all PYLUSD school sites. The system, known as School Access Management or SAM, enhances school security by reading the drivers' license or other approved form of identification of campus visitors while comparing it to California Megan's Law and similar databases nationwide. SAM will continue to serve as a great support in helping protect our campuses, students and staff this school year. Furthermore, PYLUSD has entered into an agreement with Interquest Detection Canines, Inc. to provide trained detection canines to conduct random inspections of all high school campuses in our district throughout the 2019-20 year. These canines (Golden and Labrador Retrievers) are trained to detect the presence of illicit drugs, alcohol and gunpowder-based items. Lastly, every PYLUSD school site was scheduled to conduct an emergency lockdown drill with students and staff on campus before September 20. Our goal in conducting these drills is to reassure students, staff and families that we are prepared to respond to all safety-related concerns on our campuses.

Continued on page 3



Superintendent's Message, *Continued from page 2*

Focus Area 5.0: Optimized Resources ensures that all fiscal and capital resources are used to maximize educational opportunities in PYLUSD. New fencing systems continue to be installed at many of our schools to help maintain the flow and safety of our students during the school day, and to add an extra layer of support in securing our campus facilities. Summer also afforded essential time to enhance our learning environments with upgraded roofing, refreshed paint, brighter lights and much more. A special thanks to our maintenance and facilities department for their continued hard work in this area.

As you can see, it has been another busy summer here in PYLUSD! Before we begin, I encourage you to follow the district on Facebook, Instagram and Twitter to stay up-to-date on all of our exciting happenings. We often showcase the many accomplishments achieved by each and every one of our outstanding schools. Lastly, I thank you for your continued support as we work to always be the very best for our students, families, employees and community.

Happy new school year, PYLUSD ... It is sure to be our best year yet!

Sincerely,

Gregory S. Plutko, Ed.D.

Superintendent of Schools

Placentia-Yorba Linda Unified School District

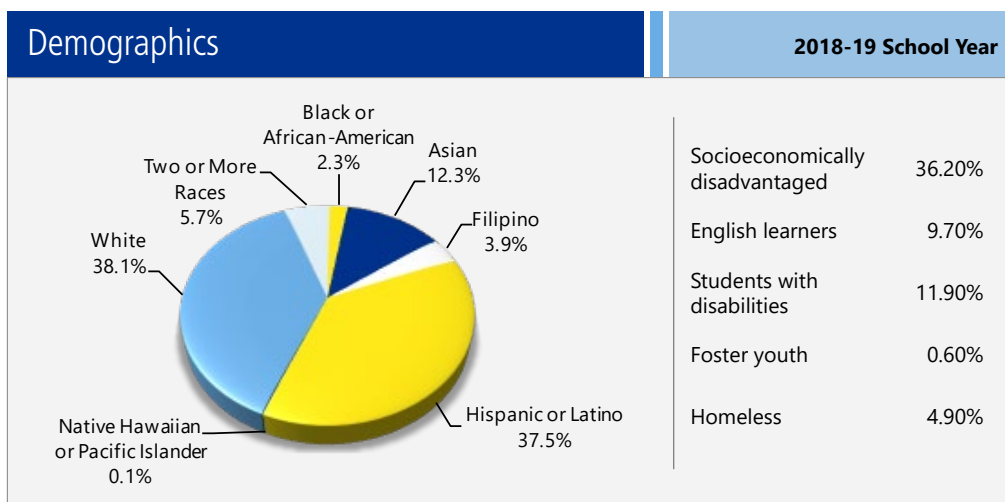
gplutko@pylUSD.org

Principal's Message

Welcome to Van Buren Elementary School, where staff and families collaborate to provide all students with exceptional instruction and support to meet their individual and unique needs. At Van Buren Elementary, the core values we represent are found in the school's acronym STARS (Safe, There and ready, Act responsibly, Respect, and Show compassion). Staff members work together to instill a strong sense of community, care, and pride in our school and ourselves by providing instruction that supports these life-long behaviors. Students earn rewards throughout our campus with STARS Bucks and STARS Cards for modeling and demonstrating STARS. The STARS Behavior Program earned Van Buren Elementary the 2016 California Gold Ribbon Award and has been recognized as an outstanding hallmark program at our school. Our dedicated and outstanding teaching staff creates learning experiences that engage students in critical thinking, collaboration, communication and creativity as they master the California State Content Standards and develop future-ready skills. Teachers work collaboratively in grade-level teams to develop a rigorous instructional program for all students. A wide range of co-curricular activities, including field trips, assemblies, sixth-grade Outdoor Science School, Racing Roadrunners, Peer Mentors, and GLEE Tutors provide students with enrichment and leadership opportunities across our Preppy K to 6th grade campus. The staff and community are committed to helping students become 21st century learners in every way. Through the generosity of our Van Buren PTA and community, we have expanded our total Chromebook count to approximately 480 with the goal of adding more carts in the coming years. This allows students to build both reading and math skills as well as demonstrate learning in a multitude of ways, including Google Classroom, Google Docs and Google Slides. Teachers at Van Buren are dedicated to ongoing professional development in the areas of instructional practice and technology to maximize understanding and competency with the technology of the world in which they live. Van Buren Elementary is a dynamic learning environment, where staff and parents work together to ensure students truly believe and live out our motto each day: "You are braver than you believe, stronger than you seem and smarter than you think."

Enrollment by Student Group

The total enrollment at the school was 698 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



Placentia-Yorba Linda Unified School District Core Values

What We Stand For and Represent

Excellence

We relentlessly pursue excellence in all academic and organizational endeavors.

Collaboration

We actively seek opportunities to serve and work together with all members of our school community to ensure student success.

Integrity

We foster relationships that promote respect, responsibility and honesty to ensure the wellbeing of all.

Innovation

We create a culture that celebrates ingenuity, promotes adaptability and inspires intellectual exploration.

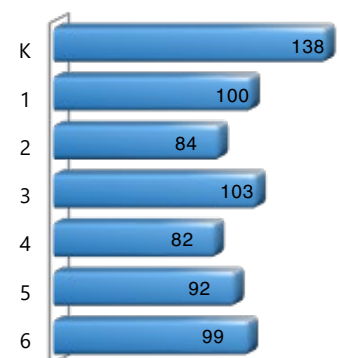
School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade



Parental Involvement

Van Buren has a wide variety of opportunities for parental and community involvement. With multiple committee chairs leading our Parent Teacher Association (PTA), student-centered activities are coordinated and supported throughout the year. Volunteers provide reading and math support in various classrooms as well. Van Buren parents work closely with school staff to support our Student Valet Drop-Off Program that provides for a safe and efficient morning drop-off in the parking lot.

The active PTA has a multitude of activities and positions that require the help of many members:

- Pancake breakfast
- Musical Theatre
- Picture day
- Hospitality
- Trunk or Treat Night
- Room parent
- Sixth-grade Outdoor Science School
- Jog-a-thon
- PTA Reflections Fine Arts Competition
- Book fair
- Yearbook
- Family Nights
- Classroom helpers
- Community Lunch
- PBIS STARS
- Red Ribbon Week
- REACH Foundation

Parents also have opportunities to be involved through popcorn and popsicle Fridays, class parties, restaurant night fundraisers, and the annual school carnival. Advisory and decision-making opportunities for parents are available through participation on the School Site Council (SSC), PTA and the English Language Advisory Council (ELAC).

For more information on how to become involved at the school, please contact the PTA president at (714) 986-7100.

*Van Buren Roadrunners are S.T.A.R.S.
Safe, There and ready, Act Responsibly,
Respectful, Show compassion*

School Mission Statement

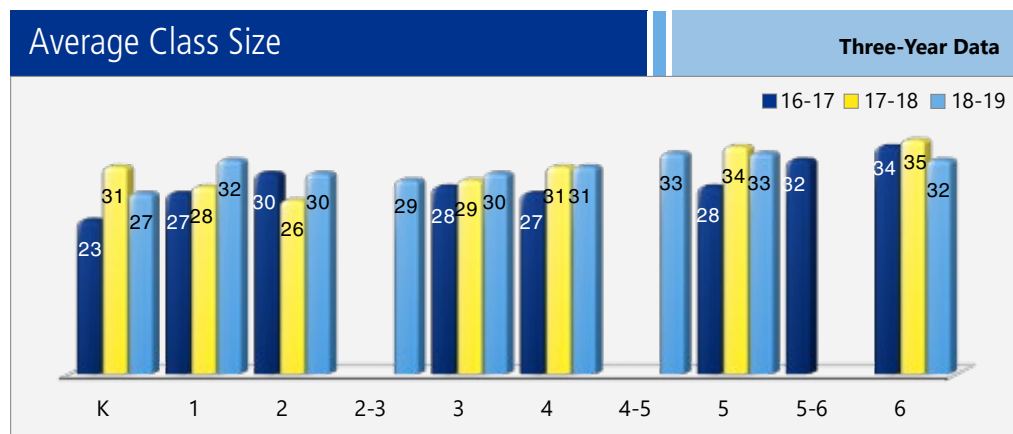
It is the mission of Van Buren Elementary School to create a community partnership with staff, students and families that promotes academic achievement in an environment where students are Safe, There and ready to learn, Act responsibly, Respectful and Show compassion.

School Vision Statement

The Van Buren staff, students and community are dedicated to being a dynamic learning community that prepares each and every student for success now and in the future.

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Number of Classrooms by Size						Three-Year Data			
	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3			3			3	
1		4			3			3	
2		3			4			2	
2-3								1	
3		3			3			3	
4			3		3			2	
4-5									1
5		2				3		1	1
5-6		1							
6		2				2		2	1





CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Van Buren ES		PYLUSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Van Buren ES		PYLUSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	65%	61%	68%	68%	50%	51%
Mathematics	62%	60%	59%	59%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Van Buren ES
		Grade 5
Four of six standards		13.8%
Five of six standards		29.8%
Six of six standards		35.1%

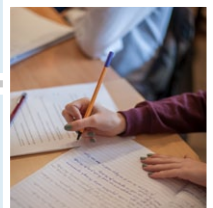
California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–6.

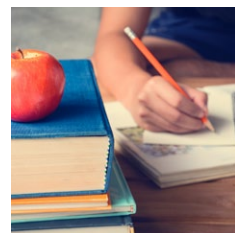
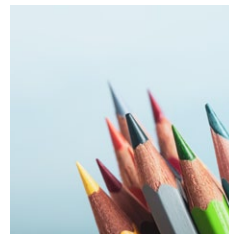
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	378	363	96.03%	3.97%	60.88%
Male	210	204	97.14%	2.86%	60.29%
Female	168	159	94.64%	5.36%	61.64%
Black or African-American	11	10	90.91%	9.09%	10.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	48	47	97.92%	2.08%	76.60%
Filipino	16	15	93.75%	6.25%	86.67%
Hispanic or Latino	130	130	100.00%	0.00%	44.62%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	152	141	92.76%	7.24%	70.21%
Two or more races	21	20	95.24%	4.76%	70.00%
Socioeconomically disadvantaged	150	145	96.67%	3.33%	48.97%
English learners	60	59	98.33%	1.67%	50.85%
Students with disabilities	63	59	93.65%	6.35%	22.03%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	15	13	86.67%	13.33%	30.77%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

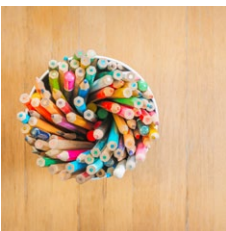
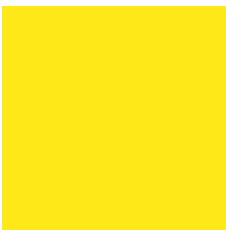




CAASPP Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	378	363	96.03%	3.97%	59.50%
Male	210	204	97.14%	2.86%	60.78%
Female	168	159	94.64%	5.36%	57.86%
Black or African-American	11	10	90.91%	9.09%	10.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	48	48	100.00%	0.00%	81.25%
Filipino	16	15	93.75%	6.25%	93.33%
Hispanic or Latino	130	130	100.00%	0.00%	42.31%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	152	140	92.11%	7.89%	67.14%
Two or more races	21	20	95.24%	4.76%	65.00%
Socioeconomically disadvantaged	150	144	96.00%	4.00%	45.14%
English learners	60	60	100.00%	0.00%	56.67%
Students with disabilities	63	58	92.06%	7.94%	22.41%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	15	13	86.67%	13.33%	38.46%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%



Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/10/2019

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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Textbooks and Instructional Materials

The deputy superintendent shall appoint a principal or other administrator to chair the districtwide textbook selection process. A Steering Committee shall be selected and consist of one certificated staff member from each elementary school or at least one teacher from each school from the subject-area department for which adoption is pending (secondary). Appointments to the committee will be based on professional expertise, desire to serve insofar as possible, and the demographic diversity of the district. The Steering Committee shall review materials submitted on state-authorized lists and any other materials that may be considered for adoption. If pilot usage is to be pursued, the Steering Committee shall select the material to be piloted. With or without piloting, the Steering Committee will recommend adoption to the District Curriculum Council, which shall make an adoption recommendation to the deputy superintendent. The deputy superintendent is responsible for preparing recommendations for the Board of Education.

The most recent public hearing to adopt a resolution on the sufficiency of instructional materials was held in September 2019. English language arts (ELA) and English language development (ELD) textbooks were adopted in the spring of 2017 and were chosen from the state-approved list. Textbook content aligns within the curriculum frameworks adopted by the State Board of Education. The California State Science Framework and the Next Generation Science Standards (NGSS) were adopted in 2016. NGSS aligned science textbooks became available for preview in the spring of 2018. The Science Steering Committee recommended two K-5 publications two 6-8 publications for a pilot during the 2019-20 school year. The District Curriculum Council may recommend textbooks for adoption in the spring of 2020. If adopted, implementation of the NGSS aligned materials will begin in 2020-21.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
English language arts	Benchmark Advance, Benchmark Education Company (K-5)	2017
English language arts	<i>Reading</i> , Houghton Mifflin (K-5)	2003
English language arts	<i>Medallions</i> , Houghton Mifflin (upgrade)	2003
English language arts	Houghton Mifflin Harcourt California Collections, Houghton Mifflin Harcourt (6)	2017
English language arts	Language Circle Series, Project Read Phonology	2003
English language arts	<i>Written Expression</i>	2003
Mathematics	<i>California Math</i> , Houghton Mifflin (K-5)	2009
Mathematics	<i>Mathematics, Course 1</i> ; Prentice Hall (6)	2009
Science	Full Option Science System (FOSS), California Edition; Delta Education (K-5)	2008
Science	<i>Focus on Earth Science</i> , California Edition; Glencoe (6)	2007
History/social science	<i>History-Social Science for California</i> , Scott Foresman (K-5)	2007
History/social science	<i>Discovering Our Past: Ancient Civilizations</i> , Glencoe (6)	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2019-20 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2019-20 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	4/18/2019	
Date of the most recent completion of the inspection form	4/18/2019	



School Description

Van Buren Elementary School serves as a bridge between the two cities making up this outstanding district, Placentia and Yorba Linda. For over 50 years, the Van Buren staff has been providing students with a rigorous educational experience under a tradition of excellence and caring. The staff is dedicated to the success and wellbeing of every student by providing high-quality education that targets 21st century skills including communication, collaboration, critical thinking and creativity. Van Buren's excellence has been proven and honored in 2004, 2008 and 2012 with the California Distinguished School and 2016 California Gold Ribbon School awards.

Today, Van Buren staff proudly prepares nearly 700 Preppy-K-6 grade students for the world of tomorrow. State-of-the-art technology is utilized in all 28 classrooms at Van Buren. SMART Board technology and surround-sound systems are used as an effective tool to maximize student engagement. Our library media center holds 40 Chrome Boxes and the computer instructional specialist provides students with weekly lessons targeted at increasing capacity for technology use as well as improving keyboarding skills. Additionally, 12 Chrome carts, housing approximately 480 Chromebooks, allow students to interact with technology regularly and to build critical computer skills.

At Van Buren, we strive to educate the whole child. The outstanding instructional programs foster opportunities for personal growth and the highest levels of academic achievement, including visual arts for all and instrumental music for fourth, fifth and sixth grade students. Our staff makes the personal growth and responsibility of all students a priority and ensures these are embedded in the academic programs and daily activities. Our schoolwide behavior expectations, STARS (Safe, There and Ready, Act responsibly, Respect, Show compassion), are taught and emphasized across our campus with positive behavior being consistently rewarded. Lifelong physical health is promoted through the Racing Roadrunners program, where students strive to walk or run 100 miles at school during the course of the school year. The community and parents are involved in every aspect of campus life and work alongside staff to support student growth and success. Our wonderful PTA is a dedicated supporter of cocurricular and extracurricular programs. Students enjoy a variety of field trips and assemblies, Walk Through history programs, after-school drama productions, the annual Jog-a-thon, Community Lunch, Book Fair, the annual End of the Year Carnival, and so much more! The collaborative relationship between staff, parents and the community make Van Buren a most special place for students. Together we are proud Roadrunners doing all that is needed to prepare our students for continued success now and in the future.

Deficiencies and Repairs

For all items inspected that were found to not be in "good repair", a work order has been created and maintenance will be completed before the end of the 2019-20 school year. Maintenance items will be prioritized so that student safety is not compromised.



School Facilities

Education is a top priority in the community of Placentia-Yorba Linda, and maintaining a safe and orderly environment maximizes student learning. Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. PYLUSD principals and the custodial supervisor work with the site custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Van Buren was built in 1965. The 28 classrooms that span the campus are spacious and allow students to work in a comfortable, focused learning environment. Each is equipped with interactive technology including an interactive Promethean Board, document camera, and sound system ensuring learning is exciting and accessible to all students. Additionally, the school has a computer lab that houses 40 computers as well as a comprehensive library. Three portable units support the before- and after-school child-care center. The school is in excellent condition with all structures and grounds maintained regularly. The school was recently painted and new lighting has been installed in all hallways. The school grounds provide a large field and blacktop area where students play during recess and lunch periods. In addition, a covered lunch area provides protection from the sun.

Teachers and supervisors provide supervision in all areas of the campus before, during, and after school and a positive schoolwide behavior system, STARS, reinforces safety, responsibility, and kindness throughout the school.

School Safety

The school has a comprehensive safety plan that is reviewed and revised annually and is consistent with the Standardized Emergency Management System (SEMS). Our safety plan was last updated and reviewed with staff in October 2019. Van Buren is a closed campus, which means gates are closed during the school day. During the instructional day, from 7:50 a.m. to 2:15 p.m., all visitors, students and staff must enter and exit through the front office. All adult visitors are scanned in through our school access management system with a photo ID and must wear an identification sticker at all times while on campus.

A safety committee meets regularly throughout the year to discuss and solve issues that occur. "Lock-Blocks" are used on all building doors during school hours so that doors can quickly be locked in the event of an intruder on campus. The Placencia Police Department makes regular visits to the campus to ensure safety at the school and surrounding areas. Monthly emergency drills (drop-and-cover, fire, and lockdown) are practiced to ensure the safe evacuation of students in the event of an emergency. Should students and staff experience an emergency requiring evacuation of the buildings, all 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. In addition, each classroom has a phone that teachers and students may use to reach the office in an emergency. The principal presented the Emergency Intervention Plan to staff to ensure clear protocols are in place if escalated behaviors occur on campus and require evacuation of students.

The schoolwide positive behavior plan, STARS, is another means to practice safety and responsibility and includes bi-annual presentations to teach and review behavior standards and expectations. Furthermore, teachers and students have been in-serviced in antibullying techniques to provide a safe learning environment for every student. A full-time Registered Behavior Technician provides behavior support to students in need. SST procedures and processes allow staff to identify students in need of academic, social-emotional or behavior support and track interventions and progress.

Annually, the school nurse trains teachers in the use of EpiPens (epinephrine auto-injectors) and universal precautions.

Professional Development

2017-18

PYLUSD facilitates professional development in ways that impact all teachers. In late August, prior to the return of students, all PYLUSD teachers participated in a half-day of professional development. The primary focus of training for K-6 teachers and middle school English Language Arts/English Language Development (ELA/ELD) teachers was to provide an overview of the district's new universal screener, iReady. Teachers learned about the overall iReady program, specifically how to administer assessments and interpret student, class, and school level reports. PYLUSD also provided content specific professional development training to all middle and high school teachers on curriculum transitions in specific content areas and in Common Core State Standards (CCSS).

A wide variety of professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2017-2018, specific professional development emphasis has been placed on recently adopted ELA/ELD adopted materials. Other areas of focus include integrated and designated ELD, transitioning toward Next Generation Science Standards (NGSS), Universal Design for Learning (UDL), writing, inquiry, collaboration, organization and reading (WICOR), Advancement Via Individual Determination (AVID) Strategies, technology, including the annual Google Summit, and districtwide initiatives, such as Cognitively Guided Instruction (CGI), Extending Children's Mathematics (ECM), FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, and Positive Behavioral Interventions and Supports (PBIS). These trainings are provided in the form of all-day trainings, half-day trainings, Professional Learning Communities (PLC) modules, and on-site coaching opportunities.

PYLUSD's district wide Induction program provides numerous professional development opportunities and supports for new general and special education teachers and their advisors. Elementary teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays. At the middle and high school levels, professional development takes place on designated "late-start" Mondays. Both of these models allow teachers the time necessary for collaboration by grade level and department. Educational Services also ensures the ongoing training of teachers in the International Baccalaureate Program and AVID Institutes.

2018-19

PYLUSD facilitates professional development in a variety of innovative ways to positively impact classroom instruction. In late August, prior to the return of students, all K-12 teachers participated in a half-day of professional development with Dr. Kate Kinsella. The primary focus of training was academic vocabulary for all students, as well as five specific Instructional Routines (5 for All) to support students in the acquisition of academic vocabulary and increased academic achievement across all subject areas. Teachers continue to receive training on 5 for All through onsite professional development, Instructional Routine modules and classroom observations.

Many professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2018-19, specific professional development emphasis has been placed on the adopted ELA/ELD materials Benchmark Advance (K-5), Collections (6-8) and Study Sync (9-12). Other areas of focus include integrated and designated ELD, transitioning toward NGSS, UDL, WICOR (AVID Strategies) and technology, including You Cube hybrid PD and the annual Google Summit provided by the EdTech Team that integrates educational technology into instruction. Districtwide training on initiatives such as CGI, ECM, FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, Student Study Team (SST) and PBIS are also provided to teachers. In addition to content specific professional development, Educational Services supports the training of teachers on PLCs and working in collaborative teams, the International Baccalaureate Program and AVID. Professional development opportunities are provided in the form of all-day trainings, half-day trainings, collaborative team meetings and on-site coaching.

PYLUSD's districtwide induction program provides numerous professional development opportunities and supports for new general and special education teachers and their mentors. Elementary teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays. At the middle and high school levels, professional development takes place on designated "late-start" Mondays. Both of these models allow teachers the time necessary for collaborative team meetings by grade level and department.

2019-2020

PYLUSD provides a variety of professional development opportunities for teachers throughout the year. In August, before the school year began, all K-12 teachers participated in a half-day of professional development. K-5 teachers learned about the tenants of Love & Logic for classroom management from Dr. Charles Faye of the Love & Logic Institute. Following this, they participated in grade-level breakout groups to examine the California Common Core Standards in math and discuss which math standards should comprise Guaranteed and Viable Curriculum (GVC) for PYLUSD students at each grade level. 6-12 grade teachers also learned about Love & Logic student management principles from Dr. Charles Faye. Following this, they broke out into subject-specific workshops of their choosing. These workshops covered a variety of topics, including NGSS instruction, useful classroom technology tools, water safety, mindfulness techniques, and utilizing WICOR strategies to improve student learning.

A wide variety of professional development opportunities for individuals, small groups and large groups are made available throughout the school year.

Continued on page 11



Professional Development, *Continued from page 10*

For 2019-20, while we continue to provide training in the adopted ELA/ELD materials, Benchmark Advance (K-5), Collections (6-8) and StudySync (9-12). Specific professional development emphasis has been placed on math, science and writing instruction. All 4th grade through Algebra math teachers have received two full days of instruction on mindset, meaningful classroom activities, and the use of interim assessments to guide instruction from consultant Carl Veater, Director of the San Joaquin Valley Mathematics Project. In science, district teachers on special assignment (TOSAs) are training all K-5 teachers and 6-8 teachers of science in NGSS practices, with specific training in Toolkit for Instructional Materials Evaluation and Ambitious Science Teaching for members of the materials adoption steering committee. Meanwhile, the 14-member 9-12 Science Leadership Team is working on incorporating NGSS into existing high school science courses ahead of adopting new instructional materials for high school. Additionally, PYLUSD is fortunate to have Dr. Kate Kinsella conducting three day writing workshops for all 3-12 grade ELA teachers, and consulting on designated ELD instruction as well as 5 for All Essential Routines for integrated ELD K-12 instruction. Other areas of focus continue to be UDL, WICOR (AVID Strategies), CGI, ECM, and the annual Google Summit that helps teachers learn to integrate educational technology into instruction. In addition to content-specific professional development, educational services supports the training of teachers on PLCs, SST, PBIS, the International Baccalaureate Program, and AVID. Professional development opportunities are provided in the form of all-day trainings, half-day trainings, collaborative team meetings, after school workshops and on-site coaching.

PYLUSD's districtwide induction program provides numerous professional development opportunities and supports for new general and special education teachers and their mentors. All teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays or late-start Mondays. These days allow teachers the time necessary for collaborative team meetings by grade level and department.

Professional Development Days		Three-Year Data		
	2017-18	2018-19	2019-20	
Number of school days dedicated to staff development and continuous improvement	0.5 days	0.5 days	0.5 days	

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data			
	PYLUSD	Van Buren ES			
Teachers	19-20	17-18	18-19	19-20	
With a full credential	1,077	28	26	25	
Without a full credential	9	0	0	0	
Teaching outside subject area of competence (with full credential)	0	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
	Van Buren ES			
Teachers	17-18	18-19	19-20	
Teacher misassignments of English learners	0	0	0	
Total teacher misassignments	0	0	0	
Vacant teacher positions	0	0	0	

Types of Services Funded

Programs and supplemental services are provided at the school that support and assist students include:

- Physical education specialists who deliver instruction to students in grades 1-6
- Chromebook carts, SMART Boards, classroom sound systems and a state-of-the-art computer lab
- Modular spaces between classrooms (pods) for small group instruction
- Gifted and Talented Education (GATE) cluster programs at the fourth, fifth, and sixth grade levels
- PTA funds support a variety of programs that are beneficial to children and support the educational program including: field trips, assemblies, after-school programs, technology resources and supplemental instructional supplies

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.5
Psychologist	0.6
Social worker	0.0
Nurse	0.1
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.0
✧ Not applicable.	

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$5,949
Expenditures per pupil from restricted sources	\$952
Expenditures per pupil from unrestricted sources	\$4,997
Annual average teacher salary	\$90,391

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Van Buren ES			
	16-17	17-18	18-19
Suspension rates	1.1%	1.5%	0.7%
Expulsion rates	0.0%	0.0%	0.0%
PYLUSD			
	16-17	17-18	18-19
Suspension rates	2.6%	2.8%	2.0%
Expulsion rates	0.1%	0.1%	0.1%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	PYLUSD	Similar Sized District
Beginning teacher salary	\$44,630	\$48,612
Midrange teacher salary	\$82,740	\$74,676
Highest teacher salary	\$103,802	\$99,791
Average elementary school principal salary	\$116,469	\$125,830
Average middle school principal salary	\$118,850	\$131,167
Average high school principal salary	\$135,949	\$144,822
Superintendent salary	\$299,970	\$275,796
Teacher salaries: percentage of budget	37%	34%
Administrative salaries: percentage of budget	5%	5%

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Van Buren ES	\$4,997	\$90,391
PYLUSD	\$7,860	\$87,995
California	\$7,507	\$82,403
School and district: percentage difference	-36.4%	+2.7%
School and California: percentage difference	-33.4%	+9.7%

School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.