

Van Buren Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Van Buren Elementary
Street	9501 Jurupa Road
City, State, Zip	Jurupa Valley, CA 92509-3513
Phone Number	951 360-2865
Principal	Daisy Flores
Email Address	Daisy_Flores@jusd.k12.ca.us
Website	www.jurupausd.org/schools/VanBurenElementary
County-District-School (CDS) Code	33 67090 6032239

Entity	Contact Information
District Name	Jurupa Unified School District
Phone Number	951-360-4100
Superintendent	Mr. Elliott Duchon
Email Address	info@jUSD.k12.ca.us
Website	www.jurupausd.org

School Description and Mission Statement (School Year 2019-20)

Van Buren school is located in the city of Jurupa Valley and is served by the Jurupa Unified School District. Funding is allocated to provide high-quality professional development, parent involvement, technical assistance, and teacher monitoring. Van Buren serves 594 students in transitional kindergarten through sixth grade and is an AVID Elementary school. Van Buren has 22 regular TK-6 classes, two intervention teachers, two 4-6 SDC classes, one state preschool class, and one full-time Resource Specialist. Van Buren's Kindergarten is one of the only modified day programs in the district to allow students more time each day to master standards and receive enrichment in other subjects. All students on the Van Buren campus have access to the core curriculum, including RSP, SDC, Speech, GATE, and LEP students. The curriculum is guided by the California State Standards. Differentiated curriculum is provided through a variety of teaching strategies and learning patterns including but not limited to small-group and large-group experiences, homogeneous and heterogeneous settings, collaboration with teachers to develop academic tasks, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-depth inquiry.

The mission at Van Buren Elementary School is to educate students academically and socially to ensure success in a diverse and global society. Van Buren Elementary school uses an integrated, balanced, and progressive curriculum, utilizing innovative teaching strategies while maintaining a secure and safe learning environment, where student learning is valued. Utilizing Positive Intervention Behavior Supports, District developed Units of Study, and Digital literacy; we are committed to achieve this mission.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	93
Grade 1	71
Grade 2	75
Grade 3	84
Grade 4	90
Grade 5	84
Grade 6	82
Total Enrollment	579

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.2
Asian	0.7
Filipino	0.2
Hispanic or Latino	92.1
White	4.5
Two or More Races	0.5
Socioeconomically Disadvantaged	83.2
English Learners	43.7
Students with Disabilities	9.8
Foster Youth	0.7
Homeless	

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	27	26	819
Without Full Credential	0	0	0	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

*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)

Year and month in which data were collected: September 27, 2019

Jurupa Unified School District conducts an evaluation of instructional materials to adopt materials that best meet the needs of students. The district conducts adoptions on a districtwide basis. The review process includes a committee of a majority of classroom teachers in the appropriate discipline (Education Code Section 60210). In addition, all instructional materials are in compliance with social content standards. When making adoption decisions, the adoption committee uses the content standards, the curriculum frameworks, the State Board of Education-adopted evaluation criteria, and the reports on each adoption as resources. The final decision for selecting and recommending textbook adoptions is with the adoption committee. The most recently adopted textbooks were selected from the state-approved list.

All students, including English learners, have standards-aligned textbooks checked out to them, to use in class and to take home, in each of the core curriculum areas of reading/language arts, mathematics, science and history/social science; foreign language and health; visual and performing arts; and science laboratory equipment for grades nine through twelve as appropriate.

Elementary students receive core curriculum textbooks on the first day of enrollment. Middle school and high school students receive textbooks checked out to them at registration days a few days before the first day of school. All students enrolling after the first day of school have core curriculum textbooks checked out to them by the Library Clerk on their first day of enrollment.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders (TK), Wonders (K-6), McGraw Hill Education Publishers (2016)	Yes	0
Mathematics	My Math (TK-5), California Math (Gr. 6), McGraw Hill Education Publishers (2015)	Yes	0
Science	California Science (K-6), Houghton Mifflin Harcourt Publishers (2008)	Yes	0
History-Social Science	History-Social Science (K-6), Houghton Mifflin Harcourt Publishers (2006)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The safety, cleanliness, and adequacy of our school facilities are a high priority for the District. Overall, school grounds and facilities are in good repair. School grounds are maintained by a full-time day custodian and a full-time night custodian. The District's Deferred Maintenance Plan is assessed and updated every year. Work generated by the Deferred Maintenance Plan is generally completed during the summer months. Fire inspections are conducted on an annual basis and any issues are addressed immediately. The District also has an internal inspection team conducting annual safety inspections of all sites. All safety-related items are handled as a top priority.

Van Buren was built in 1958 and sits on an 8-acre lot. Presently, the Van Buren campus is comprised of 18 classrooms, 11 portable classrooms, one library and a multipurpose room that serves as the school cafeteria. Van Buren students have access to a large playground made up of blacktop with basketball, volleyball, handball, and tetherball courts, as well as park-like fields to run. Kindergarten students have access to a kindergarten playground with equipment suitable for kindergarten students.

Recent improvements were made to our school site. A gate was installed in our kindergarten playground in order to provide our kindergarten students direct access to the playground. In addition, panels have been installed on our fence in our kindergarten playground.

Van Buren is a closed campus. All gates are locked during school hours. All parents and visitors entering the campus must check in at the office and receive a "Visitor" badge.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 10/04/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Rm F2: Ceiling tile pushed up (2) Webs/Dust: Webs and dust were noticed throughout the campus. All areas need to be dusted and free of webs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	P9: Extension cord on ground
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	E4: Clorox spray under sink
Structural: Structural Damage, Roofs	Good	MPR: Sagging ceiling tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	27	25	36	38	50	50
Mathematics (grades 3-8 and 11)	16	18	24	25	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	341	338	99.12	0.88	24.93
Male	169	169	100.00	0.00	22.62
Female	172	169	98.26	1.74	27.22
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	319	316	99.06	0.94	24.05
Native Hawaiian or Pacific Islander					
White	11	11	100.00	0.00	54.55

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	294	291	98.98	1.02	24.14
English Learners	191	188	98.43	1.57	20.74
Students with Disabilities	58	58	100.00	0.00	5.26
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	341	337	98.83	1.17	18.10
Male	169	168	99.41	0.59	20.24
Female	172	169	98.26	1.74	15.98
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	319	315	98.75	1.25	16.83
Native Hawaiian or Pacific Islander					
White	11	11	100.00	0.00	54.55
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	294	290	98.64	1.36	17.24
English Learners	191	187	97.91	2.09	13.90
Students with Disabilities	58	57	98.28	1.72	7.02
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.4	15.5	8.3

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.

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)

A collaborative partnership among teachers, parents, students, and the community is the cornerstone to Van Buren's determination that no child will be left behind in the pursuit of lifelong learning and future achievement. Parent meetings are held to obtain parent input regarding programs, such as GATE and English learner programs. A teacher/parent/student compact is reviewed, edited, distributed, and signed by parents, students, and teachers yearly. Our School Site Council, reflecting appropriate parity, has the opportunity to discuss topics such as parent involvement, school programs, special events, and school policies. Van Buren's English Language Advisory Committee (ELAC) affords parents opportunities to become involved, provide input, and voice concerns about programs. School written communications are provided in English and Spanish. Van Buren has an active Parent Teacher Association (PTA) that works to provide resources and experiences to enrich the learning environment at the school. Parents are often involved in Festivals, a Trunk or Treat event, Spaghetti Dinners, Field Trips, Family Picnics, Parent Workshops, 100 Mile Club runs, Community Garden, Awards Assemblies, and of course assistance in classrooms. In addition, three opportunities for Coffee with the Principal were offered for parents to attend. For more information on how to become involved, please contact the principal, Daisy Flores at (951) 360-2865.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.9	1.2	1.3	3.4	3.6	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Van Buren, in accordance with Senate Bill 187, has safe school strategies that include information on the status of school crime and the following elements: safe school programs; child-abuse reporting procedures; disaster-response procedures; suspension and expulsion policies pursuant to Education Code Sections 48900, 48915, and 49079; the district Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school, as well as during school hours. Van Buren's Safety Coordinator attends a Safety Committee meeting where district personnel provides updated information for the site Safe Schools Plan. This plan is updated, presented, and approved by our School Site Council. Van Buren Elementary has also established a Positive Behavioral Interventions and Supports (PBIS) Program on campus. Among its many functions, this program works to promote a positive, safe, and productive school environment that ensures quality learning and enrichment for all students. Teachers and students are made fully aware of procedures to be followed in case of fire or other disasters. Each is supplied with a clipboard housing evacuation routes, disaster plans, a walkie-talkie, and an emergency preparedness kit. Emergency drills are held each month to make sure that students know how to evacuate their classrooms and other school buildings in the unlikely event of a fire. In case of a serious disaster, Van Buren has developed an emergency/disaster plan to help ensure that students are kept safe. District-wide disaster drills are held twice a year in order to keep staff and students aware of procedures for evacuation, assisting injured students, and reuniting parents and children. The school safety plan was most recently reviewed and updated in March.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	3		24		4		23	1	3	
1	18	4			19	4			18	4		
2	29		3		25		3		25		3	
3	25		3		28		3		28		3	
4	20	2	2		25	1	2		33			2
5	32		1	2	26	1	3		23	2	3	
6	28		3		23	2	3		22	1	3	
Other**	14	2	1		10	2						

*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.

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

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	.1

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9835	2228	7607	83147
District	N/A	N/A	8825	\$89,656.00
Percent Difference - School Site and District	N/A	N/A	-14.8	-8.2
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	24.0	4.8

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.

Types of Services Funded (Fiscal Year 2018-19)

Additional funding through state and federally funded school improvement programs assist the school in providing additional educational opportunities and services for the students at Van Buren. Services available include Extended Learning Opportunities (ELO) program when staffing allows; special education; bus transportation; instructional materials; Title I, Title III, and LCFF Funding; staff development; school improvement; technology training for teachers; ELA intense intervention; and counseling. Van Buren's Kinder, first, second, and third-grade students lacking reading foundational skills are provided instructional support in the general education classroom from a specially trained Intervention teacher. Van Buren's fourth-fifth-and sixth-grade students not meeting state standards or school/ district benchmarks in Reading are also provided instructional support in the general education classroom from a specially trained Intervention teacher. Students in 5th grade are also provided additional support with a separate ELA intervention LANGUAGE! program.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,878	\$51,374
Mid-Range Teacher Salary	\$79,746	\$80,151
Highest Teacher Salary	\$106,973	\$100,143

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$126,881	\$126,896
Average Principal Salary (Middle)	\$129,964	\$133,668
Average Principal Salary (High)	\$147,669	\$143,746
Superintendent Salary	\$253,634	\$245,810
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

Professional development opportunities are offered to Van Buren staff to provide training on the latest research-based teaching practices. Evaluation of the effectiveness of the previous year's staff-development activities is also reviewed annually. From the data, professional-development priorities are established, with activities planned to meet those needs. Training initiatives included the implementation of formative assessments to support the English Language Arts curriculum and address California State Standards for English Language Arts (Principal/ Instructional Coaches, provider); Next Generation Science Standards (JUSD, Consultant provider); implementation of the English Language Proficiency Assessments of California through Integrated and Designated English Language Development blocks (RCOE, provider); Positive Behavioral Interventions and Supports (PBIS; JUSD Special Education Department, provider); Integration of HAIKU (Power Learning) and GAFE utilizing chromebooks with a 1:1 ratio in grades K-6 (JUSD Education Technology Department, provider); Five Easy Steps to a Balanced Math Program (Leadership and Learning Center training, provider); ELA and math Units of Study (Leadership and Learning Center Rigorous Curriculum Design consultants and Jurupa writing committee teachers, providers); Guided Reading training (JUSD, provider); DIBELS Early Literacy teacher training (JUSD Early Literacy coach), transitional kindergarten teacher training (JUSD Education Services Professional Development Program, provider); ASCD -Association for Supervision and Curriculum Development (Principal, provider); Impact team training (JUSD, consultant); and AVID Elementary training (RIMS AVID/ AVID Institute/ Principal, provider). These trainings provided teachers with the skills and tools necessary for implementing high-quality instruction to a range of students in their classrooms.

The highly qualified staff members at Van Buren collaborate regularly during Wednesday minimum days to support student learning. During these curriculum planning and collaboration afternoons, grade-level teams use student achievement data to examine program effectiveness and develop intervention strategies in order to provide an exemplary learning environment for all students. From that process, suggestions are made for whole school staff development opportunities to ensure academic gains for all students. The weekly collaboration afternoons are planned at the beginning of the year and include grade-level and whole staff opportunities for professional growth and collaboration.