



Oak Valley Elementary School

595 Second St. • Buellton, CA 93427 • 805.688.6992 • Grades K-5

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Buellton Union School District

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District Governing Board

Jessie Skidmore
Board President
Allison Jordan

Christy Nordgren

Marcilo Sarquilla

Elaine Alvarado

District Administration

Randal Haggard
Superintendent

Lisa Melby
Principal
Oak Valley ES

Lisa Melby
Principal
Jonata School

School Description

We are proud of our CAASPP achievement, exceeding overall state averages in English Language Arts and Math. We are a school of continuous improvement in teaching and learning. You will find this information and more within this SARC (School Accountability Report Card). The Oak Valley SARC is designed to provide annual information to the community, parents, and staff on topics specified by the California Department of Education. This document is one measure of school accountability. Along with the School Accountability Report Card (SARC), the district's Local Control Accountability Plan (LCAP) and the Buellton Union School District School Plan for Student Achievement (SPSA) all include the Buellton Union School District's and Oak Valley Elementary School's expectations for students and staff. These collective plans articulate the path forward to meeting those expectations at our school. These Accountability Plans and additional information can be found on our website (<http://oakvalleyelem.org/>) or in the front office of our school.

At the beginning of each school year, administrators and staff within Buellton Union School District reflect on our body of work and student achievement. We establish goals and objectives to meet and exceed students' needs. Each year we review our programs and implementation to increase the academic and social-emotional success of our students and staff. This analysis is based on formative and summative assessment data and multiple measures. For this 2020-21 school year, we are building on our strengths and strategically addressing our identified needs while in a distance learning setting. Our required educational plan goals are in concert: Local Control Accountability Plan, School Plan for Student Achievement, and Buellton School District Common Core Implementation Plan.

Our school goals are:

1. Enhance the school wide use of effective research-based programs and materials so that 100% of our students receive CCSS standards-based instruction in ELA and Math (LCAP #2)
2. Refine our comprehensive Response to Intervention (RTI) processes and programs so that all students show growth on site-based and CCSS interim assessments by trimester and our subgroups show significant growth in proficiency in ELA and Math from August to the end of the instructional year in May, as measured by growth targets as established by CAASPP outcomes and State recommendations.
3. All EL students will receive the appropriate level of ELD instruction daily with research-based programs and strategies. EL students will demonstrate progress on ADEPT - A Developmental English Proficiency Test and on the English Language Proficiency Assessment for California (ELPAC) with a minimum of one year's growth for one year's time.
4. All students will receive the appropriate level of technology instruction daily with research-based programs and strategies based on the district technology standards. All staff will receive appropriate professional development in order to utilize technology to support teaching and learning. (LCAP #3)
5. The school will foster a school climate of safety, engagement and school connectedness for students staff, families and community.(LCAP #4)
6. Provide staff with tools to provide social, emotional and behavioral support for students (MTSS). (LCAP #4)
7. Implement STEAM in all grade levels to bring science, technology, engineering, arts and math to all students.

8. Increase the fidelity of implementation of NGSS (Next Generation Science Standards) in grades K-5.

We proudly promote and build professional capacity and collaboration through weekly collaborative planning meetings. In these meeting, teachers utilize current student data to develop best practices to meet the needs of all students in Common Core Math and English Language Arts, Next Generation Science Standards, social studies, technology and English Language Development/Academic Language Development. Teachers also work with a growth mindset by identifying and developing areas of personal professional development. Our school-wide English Language Development (ELD) program also includes Academic Language Development (ALD) for all students. We celebrate pride in our school community with school festivals, Arts Outreach with in-class programs, Spirit Days, BEST Student Awards Assemblies, Garden Beautification, Buellton Pride Student Recognitions, High School Internships, community mentors and so much more.

Oak Valley staff, students, parents, family members, and the Buellton community all contribute to the education of our student body.

- Lisa Melby, Principal

Our Mission ~ To ensure optimal conditions for students to become academically proficient, socially balanced, and responsible young citizens. These conditions are defined as follows:

- A strong and appropriate learning environment reflecting high expectations within a standards-based curriculum.
- A program by which instructional decisions are based on student performance.
- A school atmosphere that reflects safety, responsibility, respect, kindness, connectedness, and recognition.
- A commitment to expanding our resources and opportunities in the areas of science, technology, engineering, and math.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	79
Grade 2	61
Grade 3	58
Grade 4	71
Grade 5	72
Total Enrollment	426

Teacher Misassignments and Vacant Teacher Positions at Oak Valley Elementary School

Indicator	18-19	19-20	20-21
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.

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	0.5
Hispanic or Latino	46.2
White	42.7
Two or More Races	5.2
Socioeconomically Disadvantaged	42.7
English Learners	22.5
Students with Disabilities	12.7
Foster Youth	0.7
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Oak Valley Elementary	18-19	19-20	20-21
With Full Credential	22	22	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Buellton Union School	18-19	19-20	20-21
With Full Credential	♦	♦	33
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Buellton Union School District held a public hearing on September 14th, 2011, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual Standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district textbooks are State Board adopted and aligned to the State Content Standards. During the 2015-16 school year, Buellton Union School District adopted McGraw Hill texts for English Language Arts and English Language Development in grades K-3. The curriculum was implemented the 2016-17 school year. Grades 4 & 5 continue to use McMillan/McGraw Hill Treasures with plans to explore adoption of Wonders materials.

2020/21

- Year 8 Engage New York Math curriculum
- Year 5 of Wonders English/Language Arts
- Grades 4 & 5 adopt TCI history and social science curriculum
- Pilot new science curriculum and adopt in 2021/22 school year

Textbooks and Instructional Materials

Year and month in which data were collected: 12/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	MacMillan/McGraw Hill Wonders, 2016 (K-3), MacMillan/McGraw Hill Treasures, 2010 (4-5) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Engage New York (Eureka Math) - 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Foss Science Kits -Standards Aligned, 2008 + Mystery Science (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman, 2007, grades 1-3, TCI History Alive! grades 4-5 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School facilities are all up-to-date, clean, safe, and provide adequate space for students and staff.

During the summer of 2013 both Jonata and Oak Valley school sites installed Solar as a renewable energy source funded by a local school bond. The first year of production has proven to provide the District over a 90% payback.

During the summer of 2014 the District installed filtered, chilled water fountains with refill water bottle technology, saving thousands of bottles going to landfills.

During the summers of 2016-2017, the District installed LED lighting in classrooms and support facilities. The average energy savings to date is 82.45% over previous lighting.

In partnership with the City of Buellton, the Buellton Union School District built a joint-use gymnasium facility which was completed during the 2008-09 school year, on the Jonata School campus. The gym facility, including weight room, learning centers, and a student Zone is available for use by the district as well as to the community.

Safety concerns are the number one priority of the Maintenance and Operations Department. Repairs necessary to keep the school in good working order are completed in a timely manner. A work order process is used to ensure the highest priority is given to emergency repairs. Buellton Union School District scheduled maintenance program ensures that all classrooms and facilities are well-maintained and provide a suitable learning environment.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school or district office. The principal works daily with the custodial staff to ensure a clean and safe school.

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/30/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None
Overall Rating	Exemplary	

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	59	N/A	67	N/A	50	N/A
Math	46	N/A	57	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	50	N/A	56	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Parents, family members and the community are actively engaged and very supportive of the educational programs at Oak Valley Elementary. Parents and family members are encouraged to participate as volunteers in the classrooms, on committees, in our computer lab, library and offices and in our before and after school programs.

The school welcomes parents as active members on one or more of the many committees and councils, as well as attending conferences, student study teams, parent/family nights, and school board meetings to stay abreast of district and school topics. Parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. The following committees and councils are available for parental participation: Parent, Teacher & Student Association (PTSA), District English Learner Advisory Committee (DELAC), School Site Council (SSC), District Advisory Council (DAC), Wellness Committee and Technology Committee. Our families are surveyed annually for their specific feedback on our programs and initiatives. For more information on how to become involved, contact Lisa Melby, Principal, at: lmelby@buelltonusd.org.

State Priority: School Climate

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

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

School Safety Plan (School Year 2020-2021)

The safety of students and staff is a primary concern of Oak Valley Elementary. The school complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, earthquake and lockdown drills are conducted on a regular basis throughout the school year. Our annual district-wide disaster drill simulation helps our safety teams stay current with best practice. Additionally, lead teachers are CPI-trained in Crisis Prevention and Intervention. We also use Parent Square for school and district-wide emergency communications.

To ensure student safety, teachers and instructional aides supervise students at all times before, during, and after school. Our full-time district counselor provides social-emotional support for students as needed. All visitors are required to check in at the school office upon arrival, obtain a visitor's badge which must be worn at all times while on campus, and check out at the office upon leaving. Parents and community are updated every fall as to the secure campus procedures, including locked gates during school hours, and direct drop-off and pick-up with students K-3. The separate Kindergarten entrance and play area provides greater security.

The Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe drop-off and pickup from school, sexual harassment policy, and dress code policy. Oak Valley Elementary reviews the plan annually in and updates it as needed. A copy of the safety plan is available to the public at the school office.

The School Safety Plan was last reviewed and updated in February, 2021.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.5	1.4	1.0	2.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.7	2.3	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	852

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	3.0
Other	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	19	2	2		22	1	3	2	21		2	
1	26		2		24		2		26		3	
2	20	2	1		21	2	1		24	2		
3	23		3		28		2		36		2	0
4	24		3		28		3		28		2	
5	31		2		26		3		23	1	2	
Other**	5	1			7	2			16	2	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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Strategic Professional Development provides each teacher with a variety of professional growth opportunities as site and district leads in curriculum, teaching strategies and methodologies, technology and assessment.

All new teachers are supported by the Santa Barbara County Teacher Induction Program, formerly "BTSA" the state-sponsored Beginning Teacher Support and Assessment Program. Participating new teachers are provided with support from the district, the Santa Barbara County Office of Education, and monthly seminars. All teachers participate in two full professional development days. Throughout the year, teachers meet and collaborate in Professional Learning Communities (PLC's) on early release Wednesdays. In addition, teachers attend workshops on various topics related to the implementation plan for LCAP and the Common Core Standards, including: Wonders E/LA implementation, Academic and English Language Development, ELA/ELD standards and curriculum, SBAC Interim Assessments, MTSS (Multi-Tiered System of Supports), curriculum overviews for Reading and Language Arts (Wonders), Common Core Math Practices, Reading Intervention, Performance Assessments, Response to Intervention, and Assessments (ADEPT, SRI Lexiles, DIBELS, easyCBM Math).

Much of our professional development plan is devoted to increasing our Google capabilities. In addition to a focus on technology, we have elected to focus on the mental wellness of students and staff. The district has embarked on a 3-year collaborative effort to meet the social and emotional needs of our students and staff. The implementation plan is comprised of two inter-related pieces. First, professional development will help all BUSD teaching and support staff develop an understanding of Social Emotional Learning (SEL) and its importance in healthy student development in the school setting. Second, staff will develop a consistent implementation and training plan across both sites. Additionally, the district has a lead teacher on each site devoted facilitating professional development and curriculum implementation. Specifically, these lead teachers are exploring ways to implement the Next Generation Science Standards (NGSS) as well as continue to build social & emotional supports for students. Lead teachers at both sites are consulting with County Office to begin the roll out of Next Generation Science Standards. The district continues to join with other valley school districts to provide a comprehensive year-long professional development program with consultation from the County Office for all teachers in instructional strategies for the implementation of the Common Core Standards in English Language Arts and Math and technology.

Each grade level has a designated ELA/ELD, Math, Tech., Interim Assessments and ADEPT lead. Each grade level has a teacher trained to assess English Language Development and/or instruct ELD for our second language learners. Each month, selected teachers from each grade level meet a School Leadership Team to discuss best practices and ways to improve as a school in key areas such as SPED, English Learner Development, math interventions, etc.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,189	\$46,965
Mid-Range Teacher Salary	\$78,945	\$67,638
Highest Teacher Salary	\$90,567	\$88,785
Average Principal Salary (ES)	\$106,712	\$112,524
Average Principal Salary (MS)	\$106,712	\$117,471
Average Principal Salary (HS)		
Superintendent Salary	\$146,522	\$128,853

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	27.0	30.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to general state funding (LCFF) -, Buellton Union School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I, Part A
- Title II, Part A (Teacher Quality)
- Title III, Part A (LEP Students and Immigrant Students)

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for California	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate	82.7	83	84.5

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,532	\$583	\$5,949	\$73,179
District	N/A	N/A	\$3,907	\$67,907
State	N/A	N/A	\$7,750	\$71,448

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	41.4	7.5
School Site/ State	-26.3	2.4

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