

Jonata Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page at <https://www.cde.ca.gov/fq/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).

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.

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.

2023-24 School Contact Information

School Name	Jonata Middle School
Street	301 Second Street
City, State, Zip	Buellton, CA 93427
Phone Number	(805) 688-4222
Principal	Lisa Melby
Email Address	lmelby@buelltonusd.org
School Website	www.jonatams.org
County-District-School (CDS) Code	42691386045280

2023-24 District Contact Information

District Name	Buellton Union School District
Phone Number	(805) 686-2767
Superintendent	Randal Haggard
Email Address	rhaggard@buelltonusd.org
District Website	www.buelltonusd.org

2023-24 School Description and Mission Statement

Principal's Message

The Jonata Middle School is proud to be a 2019 California Distinguished School - the only secondary school in Santa Barbara County to receive this award! Our School Accountability Report Card (SARC) is a document 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. It includes the Buellton Union School District's expectations for students and staff and outlines how we will meet those expectations at our school sites.

At the beginning of each school year, administrators and staff within Buellton Union School District establish goals and objectives to increase the success of its students and staff. The following is a list of our goals and objectives:

- Support the mental wellness of staff and students through a sustained focus on social emotional learning.
- Provide focused, standards-based instruction to all students in all core subject areas.
- Provide targeted interventions to students who are under-performing in math during an intervention period build within our master schedule.
- Provide elective opportunities that support the CTE pathways (Career and Technical Education). These include music / sound engineering, Green Architecture, band, visual arts, and Spanish.
- Provide access to the core curriculum in a variety of hands-on, project-based, and traditional instructional settings.
- Provide "Renaissance" system of positive rewards.

Additional information about Jonata and the Buellton Union School District may be found on our website (www.jonatams.org). On this site, access is also provided to the Parent Portal. Parents and students may check on student grades and attendance through the portal.

Parents, staff, students, and the Buellton community are actively involved in the success of Jonata Middle School. Together we are certain we will continue to assist all students to acquire the knowledge, skills and attitudes to become the confident, capable and productive generation of tomorrow.

- Lisa Melby, Principal

2023-24 School Description and Mission Statement

Our Mission ~ Our community and staff inspire students' creative problem solving, nurture their personal development, and support them in school and in life.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	50
Grade 7	64
Grade 8	55
Total Enrollment	169

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.9%
American Indian or Alaska Native	1.8%
Hispanic or Latino	54.4%
Two or More Races	4.1%
White	37.3%
English Learners	7.7%
Foster Youth	0.6%
Socioeconomically Disadvantaged	53.3%
Students with Disabilities	9.5%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.60	58.41	37.40	82.35	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	20.64	6.00	13.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	2.00	20.95	2.00	4.46	18854.30	6.86
Total Teaching Positions	9.60	100.00	45.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.40	60.67	30.80	77.00	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	2.50	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.10	34.89	6.40	16.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.30	3.33	11953.10	4.28
Unknown	0.30	4.22	0.30	0.95	15831.90	5.67
Total Teaching Positions	9.00	100.00	40.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.00	3.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	3.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	25.8	46.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.4	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Buellton Union School District held a public hearing on September 13, 2023, 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 Academic Content Standards established by the California Board of Education. During the 2014-15 school year, Buellton Union School District adopted College Preparatory Mathematics (CPM), 2013, for Mathematics. The texts were implemented during the 2014-15 school year. Impact Science (NGSS) is our most recent adoption. It was implemented during the 2020-21 school year.

Year and month in which the data were collected

12/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart & Winston, 2003	No	0%
	Scholastic Inc., 2007		
Mathematics	College Preparatory Mathematics, 2013	Yes	0%
Science	Impact Science, 2019	Yes	0%
History-Social Science	Teacher's Curriculum Institute, 2018	Yes	0%

School Facility Conditions and Planned Improvements

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.

The District passed a bond in November of 2022 and is working to address facilities deficiencies utilizing these resources over the coming years. We have already completed a substantial fencing project at Jonata Middle School as student security is of highest priority.

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 closely with the custodial staff to ensure a clean and safe school.

Year and month of the most recent FIT report

1/5/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None
Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs	X			Roof repair planned in 2024
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	55	57	47	51	47	46
Mathematics (grades 3-8 and 11)	37	31	35	33	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	172	170	98.84	1.16	57.06
Female	85	83	97.65	2.35	61.45
Male	87	87	100.00	0.00	52.87
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	92	92	100.00	0.00	45.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	50.00
White	65	64	98.46	1.54	76.56
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	92	92	100.00	0.00	44.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	5.56

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	172	170	98.84	1.16	31.18
Female	85	83	97.65	2.35	28.92
Male	87	87	100.00	0.00	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	92	92	100.00	0.00	14.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	8.33
White	65	64	98.46	1.54	59.38
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	92	92	100.00	0.00	18.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	5.56

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	45.07	48.21	37.90	40.91	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	56	56	100.00	0.00	48.21
Female	34	34	100.00	0.00	38.24
Male	22	22	100.00	0.00	63.64
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	28	28	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	78.26
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	29	100.00	0.00	37.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98	98	98	98	98

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Jonata Middle School. The school welcomes parents to become active members on one or more of the many committees and councils, as well as attending school board meetings to stay up to date on district and school programs and topics. Parents may 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), BUSD Bond Oversight Committee, Wellness Committee, and Technology Committee.

For more information on how to become involved, please contact Lisa Melby, Principal, at (805) 688-4222 or email lmelby@buelltonusd.org.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	180	176	0	0.0
Female	89	87	0	0.0
Male	91	89	0	0.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	95	94	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	0	0.0
White	69	67	0	0.0
English Learners	13	13	0	0.0
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	95	95	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	20	19	0	0.0

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.47	6.57	3.89	0.17	2.62	1.29	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.89	0
Female	2.25	0
Male	5.49	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	6.32	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.26	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10	0

2023-24 School Safety Plan

The safety of students and staff is a primary concern of Jonata Middle School. 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. In coordination with districts in Santa Barbara county, we follow the Standard Response Protocol (SRP). The SRP provides consistent, clear, shared language and actions among all students, staff and first responders, that can be applied in any emergency. Our annual district-wide disaster drill simulation helps our safety teams stay current with best practice. Additionally, lead staff 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, submit their drivers license using the Raptor Visitor System, 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.

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. Jonata Middle 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, 2023.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27		4	1
Mathematics	23	1	5	
Science	27		4	1
Social Science	27		4	1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	2	4	
Mathematics	16	5	3	
Science	18	3	4	
Social Science	18	3	4	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	0	4	0
Mathematics	24	1	4	0
Science	30	0	4	0
Social Science	30	0	4	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	338

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,948	\$780	\$6,168	\$79,847
District	N/A	N/A	\$7,845	\$70,584
Percent Difference - School Site and District	N/A	N/A	-23.9	13.9
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	-6.7	7.5

Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, 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)
- Elementary and Secondary School Emergency Relief Funds (ESSER)
- CARES Act Funds
- In-Person Instruction Grant
- Expanded Learning Grant

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,711	\$48,481
Mid-Range Teacher Salary	\$78,576	\$73,129
Highest Teacher Salary	\$96,111	\$99,406
Average Principal Salary (Elementary)	\$119,372	\$117,381
Average Principal Salary (Middle)	\$119,372	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$173,621	\$138,991
Percent of Budget for Teacher Salaries	25.22%	29.34%
Percent of Budget for Administrative Salaries	6.24%	5.99%

Professional Development

Strategic Professional Development provides each teacher with a variety of professional growth opportunities as site and district leads in curriculum, social emotional learning, 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 Mondays. In addition, teachers attend workshops on various topics related to the implementation plan for LCAP and the Common Core Standards as well as meet with grade level colleagues within the valley. The district Technology Committee continues to drive the district's use of best practices in technology integration and computer science implementation in the classroom.

The implementation of Next Generation Science Standards (NGSS) and the Multi-Tiered System of Supports (MTSS) will be developed at each school site. 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. In Oct., 2019, all teachers in the Buellton Union School District attended a full-day professional developing on students' mental health and social & emotional development and well-being.

Professional Development

Staff development is based on the needs of the students and the changing demands of instruction. During the Covid 19 pandemic, much of our professional development plan was devoted to increasing our Google capabilities to create an innovative virtual educational experience for students. Currently, we are making the mental wellness of students and staff our highest priority. 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. During the 2022-23 school year, we will roll out SEL curriculum for all students at Jonata Middle School. Additionally, the district has committed to an improvement plan around mathematics instruction in response to the needs of our students. In partnership with SBCEO, all teachers will receive professional development specific to math intervention, effective instructional approaches, and the use of i-Ready, a math diagnostic assessment and intervention/enrichment tool.

All core subject teachers meet in PLC groups for one day in the fall and one full day in the spring to plan and make pacing plans aligned with Common Core State Standards as well as to look at data to plan further instruction. Math teachers also attend the CPM conference for 2 days to learn about math RtI and various math strategies. Jonata teachers have also attended workshops on NGSS and technology in the classroom.

Teachers who require help with improving skills are given as much support as needed to ensure their continued professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	3