



# Oak Valley Elementary School

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

Hans Rheinschild, Principal

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<http://www.oakvalleyelem.org/>

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Buellton Union School District

595 Second Street

Buellton, CA. 93427

(805) 686-2767

[www.buelltonusd.org](http://www.buelltonusd.org)

### District Governing Board

Joyce Azevedo

Mark Ream

Ken Stevens

Elaine Alvarado

Marcilo Sarquilla

### District Administration

Randal Haggard

**Superintendent**

Hans Rheinschild

**Principal**

Oak Valley ES

Hans Rheinschild

**Principal**

Jonata School

Rebecca Holmes

**Business Manager**

### School Description

We are proud of our CAASPP achievement, exceeding state and county averages at every grade level 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 Oak Valley Single 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/>).

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 2016-17 school year, we are building on our strengths and strategically addressing our identified needs. Our required educational plan goals are in concert: Local Control Accountability Plan, Single Plan for Student Achievement, District Title III Plan, 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 California English Language Development Test (CELDT) 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)

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, science, 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 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. Working together, we can continue to be successful in our endeavors to create a confident, capable generation of tomorrow.

- Hans Rheinschild, 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 and recognition.
- A commitment to expanding our resources and opportunities in the areas of science, technology, engineering, math and visual arts.

### 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	80
Grade 1	66
Grade 2	67
Grade 3	59
Grade 4	57
Grade 5	64
<b>Total Enrollment</b>	<b>393</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0
Asian	0.8
Filipino	0
Hispanic or Latino	43.3
Native Hawaiian or Pacific Islander	0
White	48.6
Two or More Races	4.8
Socioeconomically Disadvantaged	32.8
English Learners	22.6
Students with Disabilities	8.7
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Oak Valley Elementary School	14-15	15-16	16-17
With Full Credential	21	21	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Buellton Union School District	14-15	15-16	16-17
With Full Credential	♦	♦	34
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Oak Valley Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

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 McMilian/McGraw Hill Treasure with plans to adopt Wonders materials.

Fall 2016:

- Year 3 Engage New York Math curriculum and Edcaliber curriculum management system was updated and rolled out in August.
- Additional Writing Pathways Grade Level curriculum materials was purchased for each teacher K-5, additional 2014 texts for Academic Language Instruction were purchased to support our English Language Learners in grades 3-5 and additional curriculum-aligned materials were purchased for the expansion of the Response-to-Intervention Program for ELA and Math Support.

Fall 2016:

- Year 1 of ELA/ELD Wonders adoption (K-3)

Textbooks and Instructional Materials Year and month in which data were collected: 12/2016	
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 - Math 2014 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman, 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Facilities Inspection Results and Repair Status

School facilities are all up-to-date, clean, and 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 summer of 2016, the District installed LED lighting 27 of 36 rooms in the school and connecting District office with the remainder of the rooms being replaced during the 2016-17 school-year. 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 new gym facility, including weight room, 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. The District Maintenance Supervisor is proactive and conducts inspections at school sites on a continual basis. 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 of three part-time and two full-time custodians to develop cleaning schedules to ensure a clean and safe school. The removal of graffiti takes place prior to the start of school daily if needed.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 09/10/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			None
<b>Interior:</b> Interior Surfaces	X			None
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			None
<b>Electrical:</b> Electrical	X			None
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Outdoor drinking fountains all repaired, Vapor Hydration Station added Spring 2014
<b>Safety:</b> Fire Safety, Hazardous Materials	X			None
<b>Structural:</b> Structural Damage, Roofs	X			Roof Maintenance complete 101-114
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Portable rooms 113-114 require paint/doors, Kinder gate secured
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	68	68	64	73	44	48
Math	58	60	53	62	34	36

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	77	88	82	78	77	77	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.8	21.5	43.1

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	66	65	98.5	81.5
Male	41	40	97.6	87.5
Female	25	25	100.0	72.0
Hispanic or Latino	30	30	100.0	70.0
White	28	28	100.0	100.0
Socioeconomically Disadvantaged	23	23	100.0	69.6

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	62	59	95.2	57.6
	4	58	58	100.0	63.8
	5	66	65	98.5	81.5
Male	3	31	29	93.5	55.2
	4	34	34	100.0	50.0
	5	41	40	97.6	85.0
Female	3	31	30	96.8	60.0
	4	24	24	100.0	83.3
	5	25	25	100.0	76.0
Hispanic or Latino	3	20	19	95.0	52.6
	4	26	26	100.0	42.3
	5	30	30	100.0	70.0
White	3	36	34	94.4	61.8
	4	29	29	100.0	82.8
	5	28	28	100.0	96.4
Socioeconomically Disadvantaged	3	13	13	100.0	61.5
	4	21	21	100.0	33.3
	5	23	23	100.0	69.6
Students with Disabilities	4	11	11	100.0	9.1

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 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	62	60	96.8	59.3
	4	58	58	100.0	56.9
	5	66	65	98.5	64.6
Male	3	31	30	96.8	58.6
	4	34	34	100.0	44.1
	5	41	40	97.6	77.5
Female	3	31	30	96.8	60.0
	4	24	24	100.0	75.0
	5	25	25	100.0	44.0

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	20	20	100.0	57.9
	4	26	26	100.0	23.1
	5	30	30	100.0	46.7
White	3	36	34	94.4	61.8
	4	29	29	100.0	86.2
	5	28	28	100.0	82.1
Socioeconomically Disadvantaged	3	13	13	100.0	53.9
	4	21	21	100.0	19.1
	5	23	23	100.0	47.8
Students with Disabilities	4	11	11	100.0	27.3

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 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.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

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), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), School Site Council (SSC), School Safety Committee, 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 Hans Rheinschild, Principal, at: hrheinschild@buelltonusd.org.

#### State Priority: School Climate

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

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

#### School Safety Plan

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. Starting the Summer 2015, a before-school district registration procedures has all family contact information up-to-date starting day 1 of school, and the reverse-911 call/email system current.



To ensure student safety, teachers and instructional aides supervise students at all times before, during, and after school. Additional aide support has been added to control traffic at critical drop off and pick up times. 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 Fall 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 December, 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.2	0.2	0.2
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.0	1.1	1.1
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

#### 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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement	Year 3	
Number of Schools Currently in Program Improvement	1	
Percent of Schools Currently in Program Improvement	50.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0.2
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.5
Social Worker	0.0
Nurse	0.6
Speech/Language/Hearing Specialist	.6
Resource Specialist	1.5
Other	0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	22	23	23	1	1	1	3	3	3			
1	21	22	22		1	1	3	2	2			
2	24	21	21		1	1	3	2	2			
3	23	21	21		2	2	3	1	1			
4	21	22	22	1			2	3	3			
5	31	30	30				3	2	2			
Other		2	2		1	1						

### Professional Development provided for Teachers

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, one on site and one held in the Santa Inez Valley for "Valley-wide Professional Development." 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, including: Wonders E/LA implementation, Academic and English Language Development, ELA/ELD standards and curriculum, SBAC Interim Assessments, curriculum overviews for Reading and Language Arts (Wonders), Engage New York Math and Edcaliber curriculum management system, Common Core Math Practices, Writing Pathways Curriculum, Reading Intervention, ST Math, Performance Assessments, Response to Intervention, Assessments (ADEPT, SRI Lexiles DIBELS, easyCBM Math) as well as meeting with grade level colleagues within the valley. The district Technology Leadership Committee has participated in a multiple-day training with Alan November "Who Owns the Learning" and in a Digital Leadership Series. Math/Tech site leadership were trained on Edcaliber, year 2 for deeper implementation of the Engage New York Math program. Monthly, all teachers participate in our technology professional development collaborative.

This 2016-17 year, the district has a lead teacher on each site devoted facilitating professional development and curriculum implementation. Specifically, the use of Instructional Rounds with a focus on site-based instructional needs will be an area of focus for all staff. Additionally, all students in grades K-5 are utilizing ST Math (Mind Research) which is an online conceptual math program that is centered on spatial-temporal thinking. 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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,881	\$41,085
Mid-Range Teacher Salary	\$69,114	\$59,415
Highest Teacher Salary	\$85,350	\$75,998
Average Principal Salary (ES)	\$103,593	\$100,438
Average Principal Salary (MS)	\$103,593	\$101,868
Average Principal Salary (HS)		
Superintendent Salary	\$40,000	\$116,069
Percent of District Budget		
Teacher Salaries	35%	33%
Administrative Salaries	6%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5570	\$404	\$5,166	\$65,689
District	♦	♦	\$2,896	\$66,065
State	♦	♦	\$5,677	\$60,985
Percent Difference: School Site/District			78.4	-0.6
Percent Difference: School Site/ State			-9.0	7.7

\* Cells with ♦ do not require data.

**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)

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.