

# Buellton Union School District

## 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

<b>School Name</b>	Buellton Union School District
<b>Street</b>	595 Second St.
<b>City, State, Zip</b>	Buellton, CA 93427
<b>Phone Number</b>	805.688.6992
<b>Principal</b>	Lisa Melby
<b>Email Address</b>	lmelby@buelltonusd.org
<b>School Website</b>	www.buelltonusd.org
<b>County-District-School (CDS) Code</b>	42691386119804

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

We are proud of our student achievement and our dedication to the social and emotional support of our students and staff. 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://buelltonusd.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 2022-23 school year, we built on our strengths and strategically addressed identified areas of unfinished learning as students returned from a year of virtual instruction. Our required educational plan goals are in concert: Local Control Accountability Plan, School Plan for Student Achievement, Expanded Learning Opportunity Plan, and Buellton School District Common Core Implementation Plan.

Our school goals are:

1. The school will foster a school climate that ensures safety, engagement and connectedness for students staff, families and community with special attention to the social and emotional needs of all students.(LCAP #1)
2. 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.
3. 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.

## 2023-24 School Description and Mission Statement

4. All EL students will receive the appropriate level of ELD instruction daily with research-based programs and strategies. EL students will demonstrate progress on the English Language Proficiency Assessment for California (ELPAC) with a minimum of one year's growth for one year's time.
5. 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 #4)
6. Provide staff with tools to provide social, emotional and behavioral support for students (MTSS). (LCAP #1)
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, 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 ~ 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
Kindergarten	76
Grade 1	50
Grade 2	66
Grade 3	42
Grade 4	62
Grade 5	54
Total Enrollment	350

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.1%
Male	56.9%
American Indian or Alaska Native	0.6%
Asian	2%
Black or African American	0.3%
Filipino	0.6%
Hispanic or Latino	49.4%
Two or More Races	3.1%
White	40.3%
English Learners	17.7%
Homeless	0.6%
Migrant	0.3%
Socioeconomically Disadvantaged	50.9%
Students with Disabilities	10.3%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.80	86.24	37.40	82.35	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.00	13.76	6.00	13.19	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.00	0.00	2.00	4.46	18854.30	6.86
<b>Total Teaching Positions</b>	21.80	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.30	86.69	30.80	77.00	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	2.50	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.30	6.65	6.40	16.18	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.30	6.65	1.30	3.33	11953.10	4.28
<b>Unknown</b>	0.00	0.00	0.30	0.95	15831.90	5.67
<b>Total Teaching Positions</b>	19.90	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	3.00	1.30
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>3.00</b>	<b>1.30</b>

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	1.00
Local Assignment Options	0.00	0.30
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>1.30</b>

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.1	5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.3	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 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 adopted the McGraw Hill Wonders English Language Arts and English Language Development in fall of 2021.

2021/22

- Year 9 Engage New York Math curriculum
- Year 6 of Wonders English/Language Arts (K-3) / Year 1 of Wonders English Language Arts (4-5)
- Grades 4 & 5 adopt TCI history and social science curriculum
- Piloted new science curriculum and adopted Carolina Building Blocks of Science in 2023/24 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	MacMillan/McGraw Hill Wonders - 2016	Yes	0%
Mathematics	Engage New York (Eureka Math) - 2018	Yes	0%
Science	Carolina Building Blocks of Science - 2023	Yes	0%
History-Social Science	Scott Foresman, 2007, grades 1-3, TCI History Alive! grades 4-5	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 Oak Valley Elementary 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. Site administration works daily 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
<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>	X			None
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			None
<b>Safety:</b> Fire Safety, Hazardous Materials	X			None
<b>Structural:</b> Structural Damage, Roofs	X			None
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	38	44	47	51	47	46
<b>Mathematics</b> (grades 3-8 and 11)	32	34	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
<b>All Students</b>	156	150	96.15	3.85	44.00
<b>Female</b>	68	65	95.59	4.41	55.38
<b>Male</b>	88	85	96.59	3.41	35.29
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	84	83	98.81	1.19	32.53
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	60	55	91.67	8.33	60.00
<b>English Learners</b>	32	31	96.88	3.12	6.45
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	93	90	96.77	3.23	30.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	20	19	95.00	5.00	10.53

## 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
<b>All Students</b>	156	151	96.79	3.21	34.44
<b>Female</b>	68	65	95.59	4.41	32.31
<b>Male</b>	88	86	97.73	2.27	36.05
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	84	84	100.00	0.00	23.81
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	60	55	91.67	8.33	45.45
<b>English Learners</b>	32	32	100.00	0.00	12.50
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	93	91	97.85	2.15	29.67
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	20	19	95.00	5.00	15.79

## 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
<b>Science</b> (grades 5, 8 and high school)	28.30	33.33	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
<b>All Students</b>	54	54	100.00	0.00	33.33
<b>Female</b>	24	24	100.00	0.00	33.33
<b>Male</b>	30	30	100.00	0.00	33.33
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	28	28	100.00	0.00	17.86
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	21	100.00	0.00	61.90
<b>English Learners</b>	15	15	100.00	0.00	6.67
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	34	34	100.00	0.00	23.53
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 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 5	100	98	98	98	90.7

## 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, 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](mailto: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	363	361	87	24.1
Female	160	158	38	24.1
Male	203	203	49	24.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	7	7	1	14.3
Black or African American	3	3	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	179	178	52	29.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	11	1	9.1
White	145	144	31	21.5
English Learners	68	68	16	23.5
Foster Youth	3	3	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	187	187	52	27.8
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	47	47	16	34.0

## 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	0.00	0.53	0.00	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	0	0
Female	0	0
Male	0	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	0	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	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 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. 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 assistants 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 TK-3. The separate TK / 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, 2023.

## D. Other SARC Information

## Information Required in the SARC

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

### 2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	2	
1	14	3		
2	20	2	1	
3	24	2		1
4	26		2	
5	29		2	
Other	6	2		

### 2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4		
1	12	4	1	
2	23		2	
3	29		2	1
4	18	1	2	
5	14	2	2	
Other	9	1		

### 2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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## 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	700

## 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	\$6,442	\$949	\$5,493	\$73,076
District	N/A	N/A	\$7,875	\$70,584
Percent Difference - School Site and District	N/A	N/A	-35.6	5.1
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	-18.2	-1.3

## Fiscal Year 2022-23 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)
- 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/cs/>.

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, 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, 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 (NWEA Map Growth, Lexiles, DIBELS).

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. Since returning to in person learning, we've made 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

Professional Development

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 Oak Valley Elementary 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.

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 as a School Leadership Team to discuss best practices and ways to improve as a school in key areas such and special education, English Learner Development, math interventions, social emotional learning, etc.

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