

Oak Valley Elementary

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.

2021-22 School Contact Information

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

2021-22 District Contact Information

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

2021-22 School Overview

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://oakvalleyelem.org/>) or in the front office of our school.

At the beginning of each school year, administrators and staff within Buellton Union School District reflect on our body of work and student achievement. We establish goals and objectives to meet and exceed students' needs. Each year we review our programs and implementation to increase the academic and social-emotional success of our students and staff. This analysis is based on formative and summative assessment data and multiple measures. For this 2021-22 school year, we are building on our strengths and strategically addressing identified areas of unfinished learning as students return 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.
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

2021-22 School Overview

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

- A strong and appropriate learning environment reflecting high expectations within a standards-based curriculum.

- A program by which instructional decisions are based on student performance.

- A school atmosphere that reflects safety, responsibility, respect, kindness, connectedness, and recognition.

- A commitment to expanding our resources and opportunities in the areas of science, technology, engineering, and math.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	45
Grade 2	63
Grade 3	56
Grade 4	55
Grade 5	59
Total Enrollment	352

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.6
Asian	0.9
Black or African American	0.3
Hispanic or Latino	51.7
Two or More Races	3.7
White	36.1
English Learners	22.4
Foster Youth	0.9
Homeless	0.3
Socioeconomically Disadvantaged	46.3
Students with Disabilities	12.2

A. Conditions of Learning

State Priority: Basic

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

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

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

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)	18.8	86.2	37.4	82.3	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.0	13.8	6.0	13.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	0.0	0.0	12115.8	4.4
Unknown	0.0	0.0	2.0	4.5	18854.3	6.9
Total Teaching Positions	21.8	100.0	45.4	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	3.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.3

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 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
- Pilot new science curriculum and adopt in 2022/23 school year

Year and month in which the data were collected

12/2020

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	Foss Science Kits -Standards Aligned, 2008 + Mystery Science (2018)	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.

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

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

Year and month of the most recent FIT report

12/16/2021

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			None
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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

NWEA Map Growth Student Groups	NWEA Map Growth Total Enrollment	NWEA Map Growth Number Tested	NWEA Map Growth Percent Tested	NWEA Map Growth Percent Not Tested	NWEA Map Growth Percent At or Above Grade Level
All Students	178	166	93	7	51
Female	78	73	94	6	51
Male	100	93	93	7	52
American Indian or Alaska Native	--	--	--	--	--

Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	92	84	91	9	31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	65	64	98	2	82
English Learners	45	42	93	7	5
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	74	74	100	0	27
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	18	69	31	28

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA Map Growth Student Groups	NWEA Map Growth Total Enrollment	NWEA Map Growth Number Tested	NWEA Map Growth Percent Tested	NWEA Map Growth Percent Not Tested	NWEA Map Growth Percent At or Above Grade Level
All Students	178	171	96	4	31
Female	78	74	95	5	30
Male	100	97	97	3	32
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	92	86	93	7	16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	65	64	98	2	52
English Learners	45	44	98	2	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	74	74	100	0	11

Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	21	81	19	0

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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. Even though the Covid-19 pandemic has created challenges for parent volunteerism, we have found ways for families to stay connected and support our learning community.

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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	384	375	31	8.3
Female	172	164	15	9.1
Male	212	211	16	7.6
American Indian or Alaska Native	2	2	2	100.0
Asian	3	3	0	0.0
Black or African American	1	1	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	193	188	21	11.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	14	14	1	7.1
White	144	140	4	2.9
English Learners	93	93	9	9.7
Foster Youth	5	5	1	20.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	173	173	23	13.3
Students Receiving Migrant Education Services	3	3	1	33.3
Students with Disabilities	54	52	3	5.8

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.35	0.00	2.51	0.17	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.68	2.25	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 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 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, obtain a visitor's badge which must be worn at all times while on campus, and check out at the office upon leaving. Parents and community are updated every fall as to the secure campus procedures, including locked gates during school hours, and direct drop-off and pick-up with students K-3. The separate Kindergarten entrance and play area provides greater security.

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

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

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	22	1	3	
1	24		2	
2	21	2	1	
3	28		2	
4	28		3	
5	26		3	
6				
Other	7	2		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	21	2	2	
1	26		3	
2	24		2	
3	36		1	1
4	28		2	
5	23	1	2	
6				
Other	16	2	2	

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	
6				
Other	6	2		

2020-21 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	704

2020-21 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)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$67,801
Percent Difference - School Site and District	N/A	N/A	-35.6	7.5
State			\$8,444	\$72,352
Percent Difference - School Site and State	N/A	N/A	-42.3	1.0

2020-21 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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$42,013	\$47,265
Mid-Range Teacher Salary	\$75,524	\$69,813
Highest Teacher Salary	\$92,378	\$91,237
Average Principal Salary (Elementary)	\$119,326	\$113,466
Average Principal Salary (Middle)	\$119,326	\$115,186
Average Principal Salary (High)	\$0	\$0
Superintendent Salary	\$175,000	\$131,359
Percent of Budget for Teacher Salaries	26%	30%
Percent of Budget for Administrative Salaries	6%	7%

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 (ADEPT, SRI Lexiles, DIBELS, easyCBM Math).

Much of our professional development plan is devoted to increasing our Google capabilities. In addition to a focus on technology, we have elected to focus on the mental wellness of students and staff. The district is in year 2 of a 3-year collaborative effort to meet the social and emotional needs of our students and staff. The implementation plan is comprised of two inter-related pieces. First, professional development will help all BUSD teaching and support staff develop an understanding of Social Emotional Learning (SEL) and its importance in healthy student development in the school setting. Second, staff will develop a consistent implementation and training plan across both sites. Additionally, the district has a lead teacher on each site devoted facilitating professional development and curriculum implementation. Specifically, these lead teachers are exploring ways to implement the Next Generation Science Standards (NGSS) as well as continue to build social & emotional supports for students. Lead teachers at both sites are consulting with County Office to begin the roll out of Next Generation Science Standards. The district continues to join with other valley school districts to provide a comprehensive year-long professional development program with consultation from the County Office for all teachers in instructional strategies for the implementation of the Common Core Standards in English Language Arts and Math and technology.

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

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

Subject	2019-20	2020-21	2021-22
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Number of school days dedicated to Staff Development and Continuous Improvement	4	4	5
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Buellton Union School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school’s local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs’ federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

NWEA Map Growth Student Groups	NWEA Map Growth Total Enrollment	NWEA Map Growth Number Tested	NWEA Map Growth Percent Tested	NWEA Map Growth Percent Not Tested	NWEA Map Growth Percent At or Above Grade Level
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All Students	372	357	96	4	56
Female	178	170	96	4	55
Male	194	187	96	4	57
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	173	160	92	8	35
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	159	156	98	2	78
English Learners	57	54	95	5	6
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	149	148	99	1	34
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	54	44	81	19	20

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA Map Growth Student Groups	NWEA Map Growth Total Enrollment	NWEA Map Growth Number Tested	NWEA Map Growth Percent Tested	NWEA Map Growth Percent Not Tested	NWEA Map Growth Percent At or Above Grade Level
All Students	372	362	97	3	30
Female	178	171	96	4	26
Male	194	191	98	2	35
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	173	163	94	6	14
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	159	156	98	2	49
English Learners	57	56	98	2	2

Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	149	149	100	0	11
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	54	47	87	13	2

*At or above the grade-level standard in the context of the local assessment administered.