

Ballard School

BALLARD SCHOOL DISTRICT

2014-15 School Accountability Report Card

Serving Grades Kindergarten through Six

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2014-15 Board of Trustees

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Superintendent/Principal's Message

The historical "Little Red Schoolhouse" established the Ballard School District in 1883. It was the first school district in the Santa Ynez Valley. It remains the focal point of the unincorporated township of Ballard and symbolizes the spirit and tradition of American education. The campus is used by the community for cultural, social, and sporting activities.

Ballard School has a long tradition of educational excellence within the Santa Ynez Valley and Santa Barbara County. The outstanding professional staff provides a secure, nurturing environment and inspires learning experiences that prepare the students to meet the challenges of the 21st Century.

—Allan Pelletier
Superintendent/Principal

Mission Statement

The Mission of Ballard School as the 'Little Red Schoolhouse of the 21st Century' is to prepare our children to become productive citizens who excel in all aspects of their future.

Community & School Profile (School Year 2015-16)

Ballard School is located in the unincorporated township of Ballard, part of the picturesque Santa Ynez Valley. The valley is a beautiful community situated between the Santa Ynez and San Rafael Mountains. Known for its lush countryside, the region is home to many fine vineyards and ranches.

Ballard School is governed by the Ballard School District, providing comprehensive educational programs and services to the student population. The original "Little Red Schoolhouse" is still in use at Ballard School. Built in 1883, the Santa Barbara County historical landmark provides a focal point for school and community events.



School Enrollment & Attendance (School Year 2014-15)

Regular attendance at Ballard School is a necessary part of the learning process and is critical to academic success. Parents are advised of their responsibilities, including proper notification of when and why students are absent. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The chart illustrates the enrollment trend for the past three years.

Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
TK	-	-	3
K	15	16	15
1st	11	14	17
2nd	14	11	18
3rd	17	13	17
4th	17	17	20
5th	22	16	18
6th	21	17	17

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	0.8%
American Indian or Alaska Native	0.8%
Asian	2.3%
Hispanic or Latino	11.4%
White	84.8%
English Learners	1.5%
Socioeconomically Disadvantaged	1.5%
Students with Disabilities	12.9%

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.

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	100.0%	0.0%

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	9	9	9	9
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	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.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies				
	13-14	14-15	15-16	
Misassignments of Teachers of English Learners	0	0	0	
Misassignments of Teachers (other)	0	0	0	
Total Misassignments of Teachers	0	0	0	
Vacant Teacher Positions	0	0	0	

School Facilities (School Year 2015-16)

The "Little Red Schoolhouse" was built in 1883 on a 2.5-acre site and classes are still held there. An additional 5-acre parcel was later acquired and an administration building, three classrooms, restrooms, and playground were built in 1984. Two playgrounds and grassy fields create an exceptionally attractive park-like setting. The facility strongly supports teaching and learning through its ample classroom and playground space. Most recently, the school replaced the HVAC units and roofing for two classrooms.

Cleaning Process and Schedule

The district maintains high cleaning standards throughout the campus. Every room is cleaned and vacuumed daily and every restroom is cleaned and stocked daily by the custodian. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

Safety concerns are a priority in the maintenance of the campus. Site inspection is an ongoing process and necessary repairs are completed in a timely manner, with emergency repairs given the highest priority.

The chart shows the results of the most recent school facilities inspection. Facilities data collected in January 2016.

School Facility Conditions				
Date of Last Inspection: 04/21/2015				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Instructional Materials (School Year 2015-16)

Ballard School District held a public hearing on October 8, 2015 and determined that the school has sufficient and good quality textbooks, instructional materials, or 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. All textbooks and instructional materials used within the district are aligned with the Common Core State Standards and Frameworks and have been approved by the Board of Trustees. Ballard School follows the state Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area within a seven-year cycle. The most recent textbooks for Ballard School are listed in the chart. (Data collected in January, 2016).

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	English/Language Arts	Pearson Scott Foresman	2010	Yes	0.0%
K-5	Mathematics	Engage NY Math/Eureka Math	2015	Yes	0.0%
6th	Mathematics	Saxon	2008	Yes	0.0%
K-3	Science	Foss Science Kits - Standards Aligned	2007	Yes	0.0%
6th	Science	Holt	2007	Yes	0.0%
4th-5th	Science	Scott Foresman	2007	Yes	0.0%
K-5	Social Science/History	Scott Foresman	2006	Yes	0.0%
6th	Social Science/History	Teacher's Curriculum Institute	2006	Yes	0.0%

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program)

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science, for the most recent three-year period.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	95	100	100	95	100	100	59	60	56

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	100
School	100
White	100
Males	100
Females	100

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8) and math (grades 3-8).

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	82	82	44
Mathematics (Grades 3-8 and 11)	80	80	33

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.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight.

California Assessment of Student Performance and Progress - Grade 3													
Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	18	18	100	6	17	17	61	18	100	0	17	39	44
Male	18	11	61.1	9	18	18	55	11	61.1	0	18	27	55
Female	18	7	38.9	--	--	--	--	7	38.9	--	--	--	--
Asian	18	1	5.6	--	--	--	--	1	5.6	--	--	--	--
Hispanic or Latino	18	1	5.6	--	--	--	--	1	5.6	--	--	--	--
White	18	16	88.9	6	19	19	56	16	88.9	0	19	44	38

California Assessment of Student Performance and Progress - Grade 4													
Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	21	18	85.7	11	22	22	44	18	85.7	0	33	50	17
Male	21	8	38.1	--	--	--	--	8	38.1	--	--	--	--
Female	21	10	47.6	--	--	--	--	10	47.6	--	--	--	--
Asian	21	1	4.8	--	--	--	--	1	4.8	--	--	--	--
Hispanic or Latino	21	1	4.8	--	--	--	--	1	4.8	--	--	--	--
White	21	16	76.2	13	25	19	44	16	76.2	0	31	50	19
Two or More Races	21	0	0	--	--	--	--	0	0	--	--	--	--
Socioeconomically Disadvantaged	21	1	4.8	--	--	--	--	1	4.8	--	--	--	--
Students with Disabilities	21	4	19	--	--	--	--	4	19	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts						Mathematics			
				Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	20	19	95	0	5	42	53	19	95	0	16	16	68
Male	20	6	30	--	--	--	--	6	30	--	--	--	--
Female	20	13	65	0	0	38	62	13	65	0	23	15	62
Hispanic or Latino	20	1	5	--	--	--	--	1	5	--	--	--	--
White	20	18	90	0	6	39	56	18	90	0	17	17	67
English Learners	20	1	5	--	--	--	--	1	5	--	--	--	--
Students with Disabilities	20	7	35	--	--	--	--	7	35	--	--	--	--

California Assessment of Student Performance and Progress - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	20	16	80	0	13	31	56	16	80	0	13	69	19
Male	20	8	40	--	--	--	--	8	40	--	--	--	--
Female	20	8	40	--	--	--	--	8	40	--	--	--	--
Asian	20	1	5	--	--	--	--	1	5	--	--	--	--
Hispanic or Latino	20	1	5	--	--	--	--	1	5	--	--	--	--
White	20	14	70	0	14	36	50	14	70	0	14	71	14
Students with Disabilities	20	2	10	--	--	--	--	2	10	--	--	--	--

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2014-15)

In the spring of each year, Ballard School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). The results are displayed in the chart.

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.5%	26.3%	57.9%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

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 school site.

Contact Information

Parents who wish to participate in Ballard School's leadership teams, school committees, school activities, or become volunteers may contact Superintendent/Principal Allan Pelletier at (805) 688-4812.

Parent & Community Involvement (School Year 2015-16)

Parents and the community are very supportive of the education program at Ballard School. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Ballard School PTA
- Ballard Inn
- Parent and Community Volunteers
- Ballard Jamboree business, family and individual volunteers
- A variety of local service clubs including: Rotary, Vikings, the Santa Ynez Valley Foundation

The Ballard School PTA supports the school's music program and arts program. It also sponsors field trips, purchases library books, and provides additional equipment for the school. The support of parent volunteers, community members and local businesses instills students at Ballard School with a sense of pride in their school and connection to their community.

State Priority: School Climate

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

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

Discipline & Climate for Learning

A warm, nurturing atmosphere and an effective learning program provide the basis for Ballard School's discipline program. The entire school staff supports an environment that encourages well-behaved students who are focused on learning. Students learn self-discipline through consistent, fairly administered rules. School rules are shared with students in classrooms and shared with parents through registration packets sent home at the beginning of the school year. Newsletters throughout the school year keep parents informed regarding school policies, upcoming events, and student achievement. The small student population allows all members of the school community to get to know each student. Older students are encouraged to help younger students resolve problems and work together.

An emphasis on monthly character traits (Character Counts) and the Ballard Code set the behavioral standards at Ballard School. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as behavioral consequences to further develop personal growth.

Positive reinforcement rewards students for citizenship and achievement. Teachers present certificates to students at monthly assemblies to recognize positive behavior and academic accomplishment. Parents are welcomed to attend these assemblies and show their support for Ballard students.

Ballard School has not suspended or expelled any of its students for at least the past nine years; expulsions occur only when required by law or when all other alternatives are exhausted. By working together, the students, staff, and parents at Ballard School have created a warm, comfortable, family atmosphere where students are known for their academic endeavors and their outstanding behavior.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
District	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Enrichment Activities

The PTA and school work closely to provide a variety of in-school and before/after school enrichment activities and classes. In 2014-15 these included music instruction, field trips, assemblies, Arts Outreach, Homework Club, and Spanish, Science, Technology and Journalism classes.

Safe School Plan (School Year 2015-16)

Safety of students and staff is a primary concern of Ballard School. Many people visit the campus to see the historic Red Schoolhouse, in addition to observing classes and participating in school events. Ballard School welcomes visitors, but asks all visitors to sign in at the front office, to wear identification badges while on school grounds, to be respectful of the learning process, and to minimize classroom disruptions. Before and after school, teachers are assigned to supervise the arrival and departure of students. During recesses and lunch, instructional aides monitor campus activity on school grounds to ensure a safe and orderly environment. All teachers and many instructional aides are trained in CPR and the use of the school's AED.

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime, child abuse reporting procedures, disaster procedures, routine and emergency, policies related to suspension and expulsion, notification to teachers, sexual harassment policy, provision of a school-wide dress code, safe ingress and egress of pupils, parents, and school employees, safe and orderly school environment, and school rules and procedures.

School Site Council evaluates the plan annually and updates the plan as needed. The plan was updated and submitted for Board approval in the July, 2015 and reviewed with school staff at that time. A copy of the plan is available for public review at the school.

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.

Adequate Yearly Progress (AYP) (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA). Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district and state performance are displayed in the table.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		N/A		Yes	

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2015-16)	-	-
# of Title I Schools Currently In PI	-	0
% of Title I Schools Currently In PI	-	0.0%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
K	15	13	18	1	1	1	-	-	-	-	-	-
1	11	14	15	1	1	1	-	-	-	-	-	-
2	14	11	19	1	-	-	-	-	-	-	-	-
3	9	13	17	2	-	1	-	-	-	-	-	-
4	17	17	18	-	-	-	-	-	-	-	-	-
5	22	16	18	-	1	1	1	-	-	-	-	-
6	21	17	16	-	1	1	1	-	-	-	-	-

Counseling & Support Staff (School Year 2014-15)

It is the goal of Ballard School to assist students in their social and personal development, as well as academics. The entire staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or handling peer pressure. The superintendent/principal coordinates counseling and support services, which are provided by staff from the Santa Barbara County Office of Education.

To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs, including Literature-based Language Arts, Dibels assessment, Accelerated Reader, STAR assessments (early literacy, reading, math), classroom and instrumental music for all students, and after school tutoring and enrichment.

Student Study Teams develop and evaluate learning plans for students identified as needing additional assistance to achieve grade level proficiency. The school offers the reading intervention and acceleration program Reading Plus, for students who have been identified as needing additional assistance or enrichment. Reading Plus is available through our partnership with United Way.

Special Education services are provided through the Santa Ynez Valley Special Education Consortium for students who require specific assistance according to their Individual Education Plan. All students are provided with learning opportunities in the least restrictive environment possible.

A full time teacher on assignment supports regular and special education students in literacy and mathematics. The chart lists the support services offered to students at Ballard School. Currently, Ballard School does not have a counselor on site. Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	0.1
Garden Instructor	1	.25
Instructional Aides	7	3.5
Literacy Teacher	1	1.0
Music Teacher	2	.4
Nurse	1	0.15
Occupational Therapist	1	0.15
Psychologist	2	0.2
Resource Specialist	2	0.8
Speech and Language Specialist	1	0.15
Technology Teacher	1	.25

School Leadership

Leadership at Ballard School is a responsibility shared among the superintendent/principal, instructional staff, school board and parents. Superintendent/Principal Allan Pelletier has led the school for eight years. Mr. Pelletier has more than 25 years of experience in education, including previous positions as Superintendent, Director of Curriculum and Instruction, and elementary school principal. A philosophy of cooperative decision-making provides a supportive atmosphere for the dedicated staff. Weekly meetings to discuss school operations and program planning allow input from all staff members.

Staff members and 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. These include:

- School Site Council
- Student Study Teams
- Individual Education Plan (IEP) Teams
- Parent Teacher Association (PTA)

Library Information

The school's library is stocked with a large selection of books that are available for students to check out. An automated system tracks library inventory. The library also has a large screen multimedia presentation system. Students visit the library weekly with their classes. A full-time Literacy Intervention Teacher provides instruction on library usage and research techniques.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries throughout Santa Barbara County, which contain numerous computer workstations.

Computer Resources

Ballard School has adopted a one-to-one Macbook laptop program. Enough laptops have been acquired so every student in grades three through six have their own Macbook to use for school work. All classrooms are equipped with computers, projectors, document cameras and internet access. Students have access to Accelerated Reader and Reading Plus programs.

Staff Development

To acquire necessary knowledge, upgrade skills, and develop professionally, Ballard School's staff members are encouraged to attend workshops and conferences. Teachers regularly share expertise, based on advanced education or specialized training, with their colleagues. The district may combine staff development with other school districts or send representatives to off-site staff development. For the past three years, the school had two staff development days. For 2013-14, staff development topics included: bullying, Common Core Standards and Response to Intervention. Ballard also participated with other valley districts in the Valley Schools Conference and the Valley Teacher Networks.

District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, Ballard School receives state and federal funding for the following categorical funds and other support programs:

- Lottery
- Education Protection Account
- NCLB Title 1
- NCLB Title II
- California Clean Energy Jobs Act
- Common Core Standards Implementation

District Expenditures (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$17,577
From Supplemental/Restricted Sources	\$219
From Basic/Unrestricted Sources	\$17,358
District	
From Basic/Unrestricted Sources	\$17,358
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	224.6%

School Site Teacher Salaries (Fiscal Year 2013-14)

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts statewide.

Average Teacher Salaries	
School & District	
School	\$87,766
District	\$87,164
Percentage of Variation	0%
School & State	
All Elementary School Districts	\$59,180
Percentage of Variation	48.3%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education web site www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2013-14		
	District	State
Beginning Teachers	\$50,072	\$39,948
Mid-Range Teachers	\$84,817	\$57,401
Highest Teachers	\$98,639	\$73,183
Superintendent	\$138,776	\$112,657
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.0%	35.0%
Administrative Salaries	7.0%	7.0%

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, the county, and the state. 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).