

Buellton Union School District



Jonata Middle School

*"Where Staff, Students,
& Community Strive for
Excellence in Education."*

2006-07 School Accountability Report Card

Serving grades Sixth through Eighth

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Administration

Patricia Garrett,
Principal

Tom Cooper,
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Principal's Message

The Jonata School Accountability Report Card (SARC) is a document designed to provide annual information to the community, parents, and staff on topics specified by the California Department of Education. This document is one measure of school accountability. It includes the Buellton Union School District's expectations for students and staff and outlines how we will meet those expectations at our school sites. We encourage our parents and community to check our AYP scores (Adequate Yearly Progress), STAR scores (Standardized Testing and Reporting), and our API scores (Academic Performance Index), which are reported in local newspapers and posted on the website of the California Department of Education (<http://www.cde.ca.gov>). From time to time, there are also news articles in the local paper regarding programs and events at Jonata School. Additional information about Oak Valley, Jonata, and Buellton Union School District can be found on our website (<http://buellton.ca.schoolwebpages.com>).

At the beginning of each school year, administrators and staff within Buellton Union School District establish goals and objectives to increase the success of its students and staff. For the 2006-07 school year, our goals include:

- Provide focused, standards-based instruction to all students in all core subject areas.
- Implement and monitor language arts text adoption
- Provide a 7-period instructional day for grades six through eight
- Provide access to the core curriculum in a variety of hands-on and traditional instructional settings.
- Provide opportunities for students, staff, parents, and community members to engage in BEST practices and to "be safe, respectful, and responsible"
- Provide "Renaissance," a system of positive rewards.

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

--Patricia Garrett, Principal

School Mission Statement

Jonata School's mission is to ensure that all students are motivated, successful learners who contribute to the global community. Success is developed through strong academic learning environment that is enhanced by student creativity and independent development. Students are provided a variety of challenging learning experiences under the guidance of a committed, professional, nurturing staff, supportive parents, and community.

District & School Profile

The City of Buellton is located on U.S. Highway 101, nestled in the beautiful Santa Ynez Valley, situated in the center of Santa Barbara County. Approximately 4,000 residents live in the city, which covers an expanding geographical area. Buellton enjoys a coastal climate with mild, dry summers and cool, moderately wet winters.

Historically, Buellton's primary economic base has been tourism, ranching, and agriculture. Cattle and horse ranches, apple orchards, and vineyards line local highways to the nearby Danish city of Solvang, the town of Santa Ynez, and the communities of Ballard and Los Olivos. For over fifty years, Buellton has attracted travelers and visitors to the famous Andersen's Split Pea Soup Restaurant. Due to its strategic location within the county, the city of Buellton provides the community easy access to employment, shopping, and cultural events.

Buellton Union School District is an elementary school district educating students in grades kindergarten through eight with a traditional calendar system. The district is comprised of two schools: Jonata Middle School and Oak Valley Elementary School.

The educational programs at the schools are tailored to meet the needs of a diverse and changing population. The schools set high expectations and offer a wide range of programs and services. Both schools are dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

Jonata School is located in a safe, rural community within the Santa Ynez Valley. The 10-acre campus is situated in a neighborhood with beautiful views of the surrounding mountains and a pleasant coastal climate that enhances yearlong outdoor activities. At the beginning of the 2006-07 school year, Jonata School had an enrollment of 230 students in grades six through eight. Student body demographics are shown at right.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	0.9%
American Indian	0.9%
Asian	2.2%
Caucasian	60.0%
Filipino	0.9%
Hispanic	35.2%

Discipline & Climate for Learning

Students at Jonata School are guided by specific rules and classroom expectations that promote safety, respect, and responsibility. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks. At the beginning of each school year, Jonata School requires each student and their parents to read and sign the School Discipline Plan. This plan clearly outlines the Assertive and Positive Discipline programs, detention policy, grounds for suspension and expulsion, and the dress code. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

The table below illustrates total suspensions for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	50	59	45	54	68	54
Suspension Rate	12.17%	12.80%	19.57%	8.97%	10.27%	8.17%
Expulsions	2	0	0	2	0	0
Expulsion Rate	0.49%	0.00%	0.00%	0.33%	0.00%	0.00%

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Jonata School offers the following extracurricular and enrichment activities, clubs, and programs:

- Jazz Band
- Field Trips
- Renaissance
- GATE
- Community Concerts
- Math Competition
- Concerts by School Music Dept.
- Associated Student Body (ASB)
- Club Y (supervised after-school YMCA program)
- Marching Band
- Dances
- Beach Days
- Open House
- Drug Free Club
- Native Bird Displays
- Young Author's Club



Certificates, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Assemblies are held for grades six through eight at the end of each trimester. Jonata School offers the following awards and recognition for students:

- Principal's Award
- Academic Awards
- Attendance Awards
- Progress Awards
- Superintendent's Honor Roll
- School/Community Service Recognition
- Lunch with the Principal
- Citizenship Awards
- Buellton Pride Award
- Principal's Honor Roll
- Honor Roll

Minimum Days & Instructional Minutes

For the 2006-07 school year, Jonata School offered 180 days of instruction, consisting of 139 regular days and 41 modified days. Minimum days were used for parent conferences and staff development. In addition to minimum days, the district has implemented an early release day each Monday, which allows teachers to participate in extensive training and collaboration. Jonata School's instructional minutes for the 2006-07 school year exceeded the state's minimum requirements.

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
6th-8th	54,000	58,198

School Enrollment & Attendance

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. More importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Jonata School. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The adjacent chart illustrates enrollment by grade level for the past three school years.

	Enrollment Trend by Grade Level		
	2004-05	2005-06	2006-07
6th	75	83	62
7th	75	84	83
8th	61	78	85

Class Size

Jonata School maintained a schoolwide average class size of 24.7 students and a pupil-to-teacher ratio of 19.1:1 for the 2006-07 school year. The table indicates the average class size by subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	05	06	07	1-20 Students			21-32 Students			33+ Students		
English	24	27	22	3	1	6	6	8	3	-	1	1
Mathematics	23	26	24	3	2	5	6	6	2	-	1	2
Science	26	27	26	1	3	3	7	6	6	-	-	-
Social Science	26	28	26	1	-	1	6	9	7	1	-	1

Curriculum Development

Buellton Union Elementary School District has taken a "focused" approach to curriculum assessment. Teachers within the same grade level and/or subject area meet regularly to evaluate, monitor, and discuss issues related to school curriculum as well as to ensure the district's programs meet state and district standards. Results from state STAR testing, district curriculum-based measurement testing, and teacher testing are examples of the various tools used to measure and discuss curriculum strategies, student progress, and training needs.

The progress and recommendations from each grade level and/or subject area are reported to the principal and superintendent routinely.

During the 2006-07 school year, teachers implemented new strategies and students were introduced to new materials and programs. The following programs were added to Buellton Union School District's curriculum for grades sixth through eighth:

- Social Science Textbook Adoption
- Accelerated Math
- New Language Arts Materials
- Adoption of districtwide Matrix of Curriculum Review



Textbooks & Instructional Materials

Buellton Union School District held a public hearing on September 12, 2007, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of *Williams vs. The State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California.

All district textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks, as of May 2008, for Jonata School are illustrated below. In the 2007-08 school year, Jonata School will begin using Scott Foresman texts for Social Studies.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
6th-8th	English/ Language Arts	Holt, Rinehart & Winston	2005	Yes
6th-8th	English/ Language Arts	Scholastic, Inc.	2007	Yes
6th-8th	History/Social Studies	Holt, Rinehart & Winston	2001	Yes
6th-8th	History/Social Studies	Scott Foresman	2007	Yes
6th-8th	History/Social Studies	Teacher's Curriculum Institute	2007	Yes
6th-8th	Mathematics	McDougal Littell	2001	Yes
6th-8th	Mathematics	Saxon	2002	Yes
6th-8th	Science	Holt, Rinehart & Winston	2001	Yes

Library Information

The school's library is stocked with over 6,000 books and reference materials. Students visit the library regularly and may browse, read, and select books for checking out. The library uses a computerized bar code system to allow for easy check in and check out of materials. A portion of Jonata School's library contains references for parents and professional materials for teachers.

Additional Internet Access & Public Libraries

In addition to the computers at the school, students have access to the computers and Internet at the Buellton Library. For more information please call (805) 688-3115.

Computer Resources

At Jonata School (6-8), the media center includes a spacious library with over 5,000 titles. The Jonata Lab consists of 31 iMacs with the following software applications: Firefox (Internet Browser), Type to Learn 3, Scholastic Achievement Manager, Scholastic Reading Counts!, Scholastic Reading Inventory, Appleworks 6, Microsoft Office Suite, iLife '08, and Apple Remote Desktop 3. The lab also contains printers, a projector, and two TV's connected via S-Video to the teacher workstation.

Six additional iMac computers form the mini-lab in the library for student use during lunch recess and at Jonata's "Study Corner" after school tutoring program. Study Corner operates from 1:40-2:30 p.m. on Mondays and 3:15-4:00 p.m. each Tuesday, Wednesday and Thursday. Study Corner after school homework help is supervised by a credentialed teacher and volunteers. Four additional networked library workstations are dedicated for electronic book cataloging and searching.

Combining the library and computer lab into one facility is in keeping with the district's philosophy that both electronic and print media are important sources of information. This arrangement also allows both the library and computer lab to be available to students and the community at the same time, without the need to separately staff each facility during periods of lighter use.

Each classroom is equipped with a networked iMac or better and a laptop for teacher use. Many classrooms have mini-labs of three to six computers. Since these are networked to the same server as the lab computers, students may continue a project begun in the lab while in the classroom and vice-versa. In addition to supporting the regular curriculum, mini labs serve for special needs and remediation. Two intensive reading intervention classes are held daily in classrooms that are equipped with a mini lab of eight MacBooks and Read 180 skills-specific software. Both Jonata Middle School and Oak Valley Elementary School offer remediation and additional ELD instruction and make use of technology as appropriate to individual learning objectives.

Computer Resources

	04-05	05-06	06-07
Computers	157	157	157
Students per computer	2.6	2.9	1.5
Classrooms connected to Internet	23	23	23

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Jonata School. These measures track students' actual progress and provide a continuous evaluation of the effectiveness of the instructional program. In addition to classroom assessments, and as a supplement to state testing, Jonata School administers its own standards-based benchmark assessments in Language Arts and Math six times annually to all grade levels. The benchmark grade level assessment tool is used to evaluate a student's progress compared to established district grade level standards. The district also utilizes the Santa Barbara County Office of Education's Title III Writing Assessment which is administered three times each year at all grade levels to students identified as Limited English Proficient (LEP).

Physical Fitness

In the spring of each year, Jonata School is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Body Composition
- Abdominal Strength
- Trunk Extension Strength
- Upper Body Strength
- Flexibility

Students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). For the 2006-07 school year, 48.2% of all seventh graders at Jonata School met the standards in all six fitness areas.

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The CAT-6 chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	8	8	8	
Similar Schools Rank	8	10	10	
All Students				
Actual Growth	27	14	-27	818
Socioeconomically Disadvantaged				
Actual Growth	32	23	-37	730
Hispanic				
Actual Growth	39	28	-44	736
Caucasian				
Actual Growth	20	6	-16	871
English Learners				
Actual Growth	-	19	-	-

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

Federal Intervention Program

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 (API or 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.



CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
All Students						
School	67	60	63	67	70	76
District	67	60	63	67	70	76
State	46	46	47	49	50	51
Males						
School	56	60	56	69	65	72
Females						
School	74	60	68	65	75	79
Socioeconomically Disadvantaged						
School	45	47	43	48	53	43
Hispanic						
School	46	48	42	51	59	46
Caucasian						
School	89	70	78	78	77	91
English Learners						
School	48	43	*	48	48	*

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

Adequate Yearly Progress

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 by 2014. 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 English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.

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 and district performance are displayed in the AYP chart.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

California Standards Test

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 combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Science, and Social Science for the most recent three-year period, is shown below. *Summative scores are not available for eighth grade Math. For results on course specific tests, please see <http://star.cde.ca.gov>.*

California Standards Test (CST)																				
Combined % of Students Scoring at Proficient and Advanced Levels																				
	Language Arts						Math						Science		Social Science					
	6		7		8		6		7		8		8							
	05	06	07	05	06	07	05	06	07	05	06	07	06	07	05	06	07			
All Students																				
School	54	66	48	71	61	75	46	66	56	45	58	45	60	68	64	48	48	46	56	57
State	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	38	42	31	34	35
Males																				
School	50	56	52	66	53	66	39	60	59	43	59	52	59	65	61	43	56	42	57	62
State	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39	41	45	33	36	36
Females																				
School	57	72	43	74	68	81	54	71	53	49	57	39	60	70	66	51	40	50	54	53
State	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38	34	41	30	31	33
Socioeconomically Disadvantaged																				
School	44	35	22	55	44	52	12	39	46	37	26	26	41	53	38	21	40	12	36	46
State	22	26	27	28	28	31	22	25	26	26	28	28	23	27	27	23	29	17	19	20
Hispanic																				
School	39	37	25	54	52	50	11	47	45	32	30	25	46	59	46	29	32	21	38	45
State	22	26	28	28	28	32	23	25	26	26	29	29	23	28	27	23	28	17	20	21
Caucasian																				
School	65	83	62	86	66	87	62	82	65	58	72	59	69	75	73	63	58	57	68	67
State	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54	55	60	47	51	52
English Learners																				
School	33	29	20	52	43	*	8	41	24	19	29	27	43	52	*	18	29	8	41	35
State	7	8	9	9	9	10	6	6	6	13	14	14	11	13	13	9	12	5	6	6

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

Teacher Assignment

Buellton Union School District recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Jonata School had 12 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	21	22	12	33
Without Full Credentials	0	2	1	4
Working Outside Subject	0	1	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

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 year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2007-08 school year, the most current available data are reported.

Data Sources

Data within the SARC was provided by the district, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community members may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	3	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	3	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

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" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By:	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
School	100.00%	0.00%
District	100.00%	0.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

Professional Development



The district offers three staff development days annually when teachers may participate in a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Teachers who require help with improving skills are given as much support as needed to ensure their continued professional development. New teachers take part in the state-sponsored Beginning Teacher Support and Assessment Program (BTSA). Participating new teachers are provided with support from the district, the Santa Barbara County Office of Education, and monthly seminars.

Counseling & Support Staff

It is the goal of Buellton Union School District to assist students in their social and personal development as well as in academics. District and county resources provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. Qualified, credentialed personnel provide counseling and support services. The academic counselor to pupil ratio at Jonata School is 1:230. Jonata School uses all available resources in the community to assist students in their emotional and academic development. Resources include the Family Resource Center, supported through Healthy Start and Allan Hancock College that provides English classes for parents.

Jonata School offers many programs to supplement the instructional program: after-school tutoring, Title I reading lab, and Accelerated Math. Students in upper grades were offered a study skills support class to assist them with developing strong study habits.

Jonata School offers a Special Education Program to assist students with learning difficulties and special needs. The Special Education Program is led by a team of experts and is compliant with the State's Comprehensive Plan for Special Education.

Jonata also offers a Gifted and Talented Education (GATE) program to students who qualify through testing. Testing is conducted at the request of a parent or upon teacher recommendation. The district utilizes the Otis Lennon Academic Ability Tests for GATE placement. GATE students receive differentiated instruction within the classroom and participate in additional enrichment activities.

The State of California provides funding for additional programs including English Language Development and migrant assistance for students at all grade levels. On a weekly basis, a migrant specialist works with select students. English Learners are identified through the California English Language Development Test and home language surveys.

The English Development program enables qualifying fourth through eighth grade students to receive instruction in English Language Development.

The chart below indicates the counseling and support staff available to all students at Jonata School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	0.2
School Counselor	1	0.4
Adaptive PE Specialist	1	0.5
Attendance Clerk	1	0.5
Band/Music Director	1	0.5
Communication Liason	1	0.5
Computer Lab Aide	1	0.5
Counselor	1	0.4
EIA/LEP Instructional Assistant	3	0.5
EIA/LEP Instructional Coordinator	1	0.5
Healthy Start Representative	1	0.5
Librarian/library media teacher	2	1.0
Migrant Specialist	1	0.5
Nurse	1	0.4
Psychologist	1	0.4
Resource Specialist	1	1.0
SIP Instructional Assistant	2	0.5
Speech Therapist	1	0.5
Title I Aides	8	0.5
Title I Coordinator	1	0.5
Translator	1	0.5

School Facilities & Safety

The safety of students and staff is a primary concern at Jonata School. The school complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and earthquake drills are conducted on a regular basis throughout the school year.

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. The school site safety plan was last updated in 1997 and is in the process of being updated at the time of publication. A copy of the safety plan is available to the public at the school office.

To ensure student safety, instructional aides supervise students at all times before, during, and after school. 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.

Age & Condition of Facilities

Jonata School's campus was constructed in 1962 and includes 32 classrooms, a library, computer lab, Title I lab, bilingual lab, reading lab, counseling office, school office, district administration offices, playgrounds, and athletic courts. Students have access to a large playground that includes a soccer field, basketball courts, baseball and softball fields, tennis courts, a Thorson fitness course and numerous court games on a blacktopped area.

School facilities are all up-to-date, clean, safe and provide adequate space for students and staff. In partnership with the City of Buellton, Buellton Union School District will build a joint-use gymnasium facility on the Jonata School campus. The new gym facility will be available for use to the district as well as to the community. It is scheduled to become operational in May 2008.

At the time of publication 100% of the restrooms at Jonata School were in good working order. The chart below displays the results of the most recent school facilities inspection.

School Facility Conditions				
Date of Last Inspection: 02/06/08				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates/Fences (Interior and Exterior)	x			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	x			
Hazardous Materials (Interior and Exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (Interior and Exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (Inside and Outside)	x			
Restrooms	x			
Sewer	x			
Roofs (observed from the ground, inside/outside the building)	x			
Playground/School Grounds	x			
Overall Cleanliness	x			

Maintenance & Repair

Safety concerns are the number one priority of the Maintenance and Operations department. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and 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 administers a scheduled maintenance program to ensure that all classrooms and facilities are well-maintained and provide a suitable learning environment.

Cleaning Process & Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school or district office. The principal works daily with the custodial staff of two part-time and three full-time custodians to develop cleaning schedules to ensure a clean and safe school. The removal of graffiti takes place prior to the start of school.



Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. The district's complete deferred maintenance plan is available for review at the district office.

Parent Involvement

Parents and the community are very supportive of the educational program at Jonata School. Parents are encouraged to participate by volunteering in the library and classrooms. The school welcomes parents to become active members on one or more of the many committees and councils, as well as attending school board meetings to stay abreast of district and school issues. Parents may participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. The following committees and councils are available for parental participation: Parent, Teacher & Student Association (PTSA), Band Boosters, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), School Site Council (SSC), GATE Parent Advisory Committee, and the School Safety Committee.



Contact Information

Parents who wish to participate in Jonata School's leadership teams, school committees, school activities, or become a volunteer may contact the school office at (805) 688-4222.

School Site Teacher Salaries

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 elementary school districts having less than 1,000 average daily attendance throughout the State. The following information is based upon data from the 2005-06 school year.

The table illustrates the average teacher salary at the school and compares it to district and state levels.

Average Teacher Salaries	
School & District	
School	\$46,530
District	\$53,616
Percentage of Variation	13.2%
School & State	
All Elementary School Districts	\$54,130
Percentage of Variation	14.0%

Teacher & Administrative Salaries as a Percentage of Total Budget

The table below 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 www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2005-06		
	District	State
Beginning Teachers	\$35,190	\$36,760
Mid-Range Teachers	\$63,258	\$52,816
Highest Teachers	\$75,680	\$64,666
Elementary School Principals	\$78,887	\$83,075
Middle School Principals	\$79,484	\$86,138
Superintendent	\$120,000	\$98,053
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.9%	38.5%
Administrative Salaries	7.1%	6.4%

District Expenditures & Services Funded

Buellton Union School District spent an average of \$7,594 to educate each student (based on 2005-06 audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. This calculation is required by law annually and compared with other districts statewide.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,950
From Restricted Sources	\$1,037
From Unrestricted Sources	\$4,913
District	
From Unrestricted Sources	\$5,640
Percentage of Variation between School & District	12.9%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	0.6%

In addition to general state funding, Buellton Union School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I, Part A
- School Safety Block Grant
- Title II, Part A (Teacher Quality)
- Economic Impact Aid
- Title III, Part A (LEP Students)
- Peer Assistance and Review
- Title IV, Part A (SDFSC)
- TUPE
- Title V, Part A (Innovative)

