

Buellton Union School District



Jonata Middle School

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

2008-09 School Accountability Report Card

Serving grades Sixth through Eighth

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Administration

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Principal

Tom Cooper,
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Member

Principal's Message

The Jonata Middle 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 STAR scores (Standardized Testing and Reporting), our API Scores (Academic Performance Index), and our AYP scores (Adequate Yearly Progress), 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 the 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 2008-09 school year, our goals include:

- * Provide focused, standards-based instruction to all students in all core subject areas.
- * Provide focused intervention to students reading below grade level and to students who are under performing in math.
- * 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.

--Kathy Fayram, Principal

School Mission Statement

Jonata Middle School's mission is to ensure that all students are motivated, successful learners who contribute to the global community. Success is developed through a 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 4,400 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 Middle 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 2008-09 school year, Jonata Middle School had an enrollment of 211 students in grades six through eight.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	1.9%
American Indian	0.0%
Asian	0.9%
Caucasian	56.4%
Filipino	0.0%
Hispanic or Latino	38.9%
Pacific Islander	0.5%
Multiple or No Response	1.4%

Discipline & Climate for Learning

Students at Jonata Middle 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 Middle 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 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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	45	50	43	54	67	52
Suspension Rate	19.6%	23.1%	20.4%	8.2%	10.1%	7.5%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

- Band
- Dances
- GATE
- Drug Free Club
- Native Bird Displays
- Associated Student Body (ASB)
- Seeking Success Program
- AVID
- Renaissance
- Open House
- Math Competition
- Field Trips
- Beach Day
- Community Concerts



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
- Citizenship Awards
- Buellton Pride Award
- Superintendent's Honor Roll
- School Service Recognition
- Academic Awards
- Attendance Awards
- Principal's Honor Roll
- Honor Roll

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 Middle 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 chart illustrates enrollment by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
6th	62	73	71
7th	83	63	72
8th	85	80	68

Class Size

Jonata Middle School maintained a schoolwide average class size of 22.4 students and a pupil-to-teacher ratio of 19.4:1 for the 2008-09 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:										
		1-20 Students			21-32 Students			33+ Students				
07	08	09	07	08	09	07	08	09	07	08	09	
English	22	22	27	6	8	2	3	7	10	1	-	-
Mathematics	24	20	23	5	5	3	2	5	5	2	-	-
Science	26	23	24	3	5	2	6	4	7	-	-	-
Social Science	26	24	23	1	3	3	7	6	5	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 benchmark assessments, 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.

Textbooks & Instructional Materials

Buellton Union School District held a public hearing on September 9th, 2009, 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 December 2009, are illustrated in the chart. During the 2008-09 school year, Buellton Union School District adopted McDougal Littell texts for Mathematics. The texts will be implemented during the 2009-10 school year.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English/ Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
6th-8th	English/ Language Arts	Scholastic, Inc.	2007	Yes	0.0%
6th-8th	History/Social Studies	Teacher's Curriculum Institute	2004	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2009	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2008	Yes	0.0%
6th-8th	Science	Holt, Rinehart & Winston	2001	Yes	0.0%

Library Information

The school's library, staffed by a part-time instructional assistant, 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 Middle School's library contains references for parents and professional materials for teachers.



Computer Resources

At Jonata Middle School (6-8), the media center includes a spacious library with over 5,000 titles. The Jonata Lab upgraded and replaced all of the computers in the lab. The lab consists of iMacs with the following software applications: Firefox (Internet Browser), Type to Learn 3, Scholastic Achievement Manager, Scholastic Reading Counts!, Scholastic Reading Inventory, Appworks 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.

Fourteen 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. Jonata Middle School offers remediation and additional ELD instruction and makes use of technology as appropriate to individual learning objectives.

Computer Resources			
	06-07	07-08	08-09
Computers	32	31	14
Students per computer	7.2	7.0	15.1
Classrooms connected to Internet	30	14	31

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public library located in the city of Buellton. For more information please call (805) 688-3115.

Data Sources

Data within the SARC was provided by the district, retrieved from the 2008-09 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.

Contact Information

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

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Jonata Middle 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 Middle 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 Middle 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
- Abdominal Strength,
- Upper Body Strength
- Body Composition
- Trunk Extension 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 2008-09 school year, 42.3% of all seventh graders at Jonata Middle School met the standards in all six fitness areas.

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, and eighth grade Science, for the most recent three-year period, is shown.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	60	68	67	61	63	61	43	46	50
Mathematics	54	62	55	60	63	57	40	43	46
Science	48	74	64	54	67	59	38	46	50
History/Social Science	57	56	49	57	56	49	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	43	39	36	30
Pacific Islander	*	*	*	*
Caucasian	82	66	81	61
Males	61	53	70	51
Females	73	57	58	47
Socioeconomically Disadvantaged	52	47	50	27
English Learners	31	31	21	17
Students with Disabilities	38	31	33	*
Migrant Education	*	*	*	*

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

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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	8	8	9	
Similar Schools Rank	10	9	10	
All Students				
Actual Growth	-27	34	-16	838
Socioeconomically Disadvantaged				
Actual Growth	-37	45	-2	783
Hispanic or Latino				
Actual Growth	-44	34	-24	757
Caucasian				
Actual Growth	-16	20	0	888
English Learners				
Actual Growth	-	-	-	-

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 (Academic Performance Index) 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.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	Yes	No	Yes	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	50.00%

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Teacher Assignment

Buellton Union School District recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Jonata School had 11 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	12	13	12	35
Without Full Credentials	1	0	0	0
Working Outside Subject	0	0	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 2009-10 school year, the most current available data are reported.

	Misassignments/Vacancies		
	07-08	08-09	09-10
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

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	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Professional Development

The district offered two staff development days during the 2008-09 school year. During the 2006-07 and 2007-08 school years the district offered three staff development days. Development days provide teachers with 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 (BTSAP). 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 counselor-to-pupil ratio is 1:211. The chart 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	0.5
Adaptive PE Specialist	1	0.5
Attendance Clerk	1	0.5
Band/Music Director	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
Library Media Specialist	1	0.5
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	3	0.5
Translator	1	0.5

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 People Helping People. Allan Hancock College provides English classes for parents.

Jonata School offers many programs to supplement the instructional program: after-school tutoring, AVID, and the Wheel Class. The Wheel Class at Jonata Middle School is designed for sixth grade students to help them successfully transition from the elementary school format to a middle school program. Students in upper grades were offered a study skills support class to assist them with developing strong study habits.

The AVID elective is designed to give students a foundation that will enable them to attend college following high school. AVID stands for Achievement Via Individual Determination; and the class is designed to teach students how to excel at school.

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 received differentiated instruction within the classroom and participated 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 sixth through eighth grade students to receive instruction in English Language Development.

Parent Involvement

Parents and the community are very supportive of the educational program at Jonata Middle 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), and the School Safety Committee.

School Facilities & Safety

Jonata Middle School's campus was constructed in 1962 and includes 21 classrooms, a library, computer lab, reading lab, counseling office, school office, playgrounds, and athletic courts. Students have access to a large playground that includes a soccer field, basketball courts, baseball and softball fields, tennis courts, and numerous court games on a blacktopped area.

The chart displays the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

School Facility Conditions				
Date of Last Inspection: 06/18/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Classroom 1 - Needs maintenance. Classroom 3 - Needs maintenance.
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			All Rooms - Tented for termites. 12/08/2008. Shop - Needs tenting.
Electrical	X			
Restrooms/Fountains	X			Restrooms - Some trim missing.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Classroom 14 - Mold in sills on north side. Classroom 15 - Mold in sills on north side. Classroom 16 - Mold in sills on north side.
External (Grounds, Windows, Doors, Gates, Fences)	X			School Exterior - West fence is open.

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 August of 2009. 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.

Facility Condition

School facilities are all up-to-date, clean, safe and provide adequate space for students and staff. At the time of publication 100% of the restrooms at Jonata Middle School were in good working order. In partnership with the City of Buellton, Buellton Union School District built a joint-use gymnasium facility which was completed during the 08-09 school year, on the Jonata School campus. The new gym facility including weight room is available for use by the district as well as to the community.

During the summer of 2009 renovations and upgrades to the school's campus took place, including: new window installation throughout all the old buildings, new floor installation in the Multi-Purpose room, and new paint on the exterior of all campus buildings.

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. For the 2009-10 school year, the district budgeted \$67,200 for the deferred maintenance program. This represents 0.95% of the District's general fund budget. The district's complete deferred maintenance plan is available for review at the district office.

Teacher & Administrative Salaries as a Percentage of Total Budget

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 www.cde.ca.gov.

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 information is based upon data from the 2007-08 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	\$64,655
District	\$58,926
Percentage of Variation	9.72%
School & State	
All Elementary School Districts	\$56,284
Percentage of Variation	14.87%

Average Salary Information Teachers - Principal - Superintendent 2007-08

	District	State
Beginning Teachers	\$38,054	\$38,481
Mid-Range Teachers	\$68,406	\$55,789
Highest Teachers	\$83,619	\$70,849
Elementary School Principals	\$92,965	\$88,862
Middle School Principals	\$92,965	\$94,015
High School Principals	-	\$97,594
Superintendent	\$130,000	\$110,994

Salaries as a Percentage of Total Budget

Teacher Salaries	38.0%	37.0%
Administrative Salaries	7.0%	7.0%



District Expenditures & Services Funded

Buellton Union School District spent an average of \$10,356 to educate each student (based on 2007-08 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	\$4,865
From Restricted Sources	\$4,249
From Unrestricted Sources	\$616
District	
From Unrestricted Sources	\$4,612
Percentage of Variation between School & District	86.64%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	88.82%

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
- Title II, Part A (Teacher Quality)
- Title V, Part A – Innovative Education Strategies
- Title III, Part A (LEP Students)
- Lottery
- Arts & Music Block Grant
- GATE
- Instructional Materials: English Language Learners
- Professional Development Block Grant
- School and Library Block Grant
- Title IV, Part A (SDFSC)
- School Safety Block Grant
- Title II, Part D – Enhancing Technology
- Economic Impact Aid
- English Language Acquisition
- Community Based Tutoring
- Supplement School Counseling
- Instructional Materials Fund Realignment
- Transportation
- Targeted Instructional Improvement Block Grant
- Peer Assistance and Review
- TUPE