



Buellton Union School District

Oak Valley Elementary School

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

2006-07 School Accountability Report Card

**Serving grades
Kindergarten through Fifth**

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Administration

Joel Williamson,
Principal

Tom Cooper,
Superintendent

School Board

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Jon Macaluso,
Member

Terry Schrepel,
Member

Principal's Message

The Oak Valley SARC (School Accountability Report Card) is designed to provide annual information to the community, parents, and staff on topics specified by the California Department of Education. This document is one measure of school accountability. 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 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 Oak Valley 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:

- Continue to increase parent and community participation through our School Site Council (SSC), English Language Advisory Committee (ELAC), and District English Language Advisory Committee (DELAC)
- Refine implementation of the ExCEL (Excellence, a Commitment to Every Learner) program in language arts at all grade levels
- Use student assessment data to improve student performance
- Provide focused instruction in language arts and math with research-based practices
- Provide opportunities for students, staff, parents, and community members to engage in BEST practices and to "be safe, respectful, and responsible"

Oak Valley staff, students, parents, and the Buellton community all contribute to the education of our student body. Working together, we can continue to be successful in our endeavors to create a confident, capable generation of tomorrow.

--Joel Williamson, Principal

School Mission Statement

The Mission of Oak Valley Elementary School is to insure optimal conditions for students to become academically proficient, socially balanced, and responsible young citizens. These conditions are defined as follows:

- A strong and appropriate learning environment reflecting high expectations within a standards-based curriculum.
- A program by which instructional decisions are based on student performance.
- A school atmosphere that reflects safety, responsibility, respect, and recognition.
- A commitment to visual and performing arts.

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. 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.

Oak Valley Elementary is a neighborhood school located in Buellton, about one mile west of US Highway 101. At the beginning of the 2006-07 school year, 431 students were enrolled at Oak Valley Elementary School in grades kindergarten through fifth. Student body demographics are shown at right.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	1.2%
American Indian	1.2%
Asian	1.6%
Caucasian	52.2%
Filipino	0.2%
Hispanic	43.2%
Pacific Islander	0.2%
Multiple or No Response	0.2%

Discipline & Climate for Learning

Students at Oak Valley Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and the student handbook.

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	4	9	9	54	68	54
Suspension Rate	2.09%	4.48%	2.09%	8.97%	10.27%	8.17%
Expulsions	0	0	0	2	0	0
Expulsion Rate	0.00%	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. Oak Valley Elementary offers the following extracurricular and enrichment activities, clubs, and programs:

- Movement
- Music
- Field Trips
- Dance
- Art
- Tennis
- Open House
- GATE
- Gymnastics
- Club Y: (supervised after-school YMCA program)

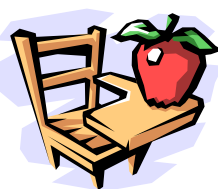
Certificates, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Assemblies are held every six weeks and recognize the following activities and honors:

- Superintendent's Award
- Principal's Award
- Academic Awards
- Attendance Awards
- Honor Roll
- Lunch with the Principal
- Citizenship Awards
- Progress Awards

School Enrollment & Attendance

School districts receive financial support from the State of California 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 Oak Valley Elementary. 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 the trend in enrollment for the last three years.

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
K	60	79	72
1st	59	69	78
2nd	68	65	72
3rd	64	67	68
4th	65	73	71
5th	75	64	70



Class Size

Oak Valley Elementary School maintained a schoolwide average class size of 19.5 students and a pupil-to-teacher ratio of 18.3:1 for the 2006-07 school year. The table below indicates the average class size per grade level, 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		
	05	06	07	05	06	07	05	06	07	05	06	07
K	20	20	18	3	5	4	-	-	-	-	-	-
1st	18	20	18	3	2	4	-	1	-	-	-	-
2nd	20	19	18	2	3	3	-	-	-	-	-	-
3rd	19	20	17	3	3	3	-	-	-	-	-	-
4th	29	25	24	-	-	-	-	-	3	-	-	-
5th	28	21	23	-	-	-	-	-	3	-	-	-
K-3	20	20	19	1	1	2	-	-	-	-	-	-

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. The table illustrates the percentage of classrooms that successfully met the CSR requirements for the past three years.

CSR Participation			
	2004-05	2005-06	2006-07
K	100%	100%	100%
1st	100%	66%	100%
2nd	100%	100%	100%
3rd	100%	100%	100%
K-3	100%	100%	100%

Minimum Days & Instructional Minutes

For the 2006-07 school year, Oak Valley Elementary School offered 180 days of instruction, consisting of 139 regular days and 41 modified days. The district has implemented an early release day each Monday, which allows teachers to participate in extensive training and collaboration. Minimum days are also used for parent conferences. Oak Valley Elementary 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
K	36,000	43,885
1st-3rd	50,400	50,534
4th-5th	54,000	54,160

Curriculum Improvement

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.

Each year new programs and changes are realized throughout the district, improving the classroom experience for all students. During the 2006-07 school year, teachers implemented new strategies and students were introduced to new materials and programs. The following programs have recently been added to Buellton Union School District's curriculum:

- Multi-age Classroom (1-3)
- Reaching Coaches
- New Science Materials
- New Social Studies Materials
- Accelerated Math
- After-school ELD Program

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 Oak Valley Elementary School are illustrated below. *In the 2007-08 school year, Oak Valley Elementary School began using Scott Foresman texts for Social Studies. Foss Science Kits will be implemented in the 2008-09 school year.*

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	English/ Language Arts	Houghton Mifflin	2005	Yes
K-5	History/Social Studies	Scott Foresman	2007	Yes
K-5	Mathematics	Saxon	2002	Yes
K-5	Science	Foss Science	2008	Yes

Library Information

The school's library is stocked with over 7,000 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 checkout of materials.

Computer Resources

Oak Valley Elementary has a computer lab with 32 computers for student use. In addition to the computers in the lab, classrooms have one to six Internet-accessible computers. High speed Internet access is available throughout the campus. All students receive computer-assisted instruction on a weekly basis. Students receive training on the following computer software programs: word processing, graphics, Internet browsers, remedial/skill-building programs, and language development programs. Teachers integrate technology resources into regular classroom instruction and are provided with a laptop computer for communication services, curriculum development, and classroom management.

Computer Resources			
	04-05	05-06	06-07
Computers	47	47	70
Students per computer	4.1	4.3	6.2
Classrooms connected to Internet	12	23	23

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.

Parent & Community Involvement

Parents and the community are very supportive of the educational program at Oak Valley Elementary. Parents are encouraged to participate by volunteering in the library and classrooms. The Academic Volunteer Program has provided over 50 parent and community members to assist at the school in a variety of ways every year. 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 to 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
- School Safety Committee



Contact Information

Parents who wish to participate in Valley Oak Elementary's leadership teams, school committees, school activities, or become a volunteer may contact the school office at (805) 688-6992.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Oak Valley Elementary 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, Oak Valley Elementary School administers its own standards-based benchmark assessments in Language Arts 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 a Writing Assessment which is administered three times each year at all grade levels to all students.

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, students in grades three and seven are tested as per state law. 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	7	8	7	
Similar Schools Rank	8	7	8	
All Students				
Actual Growth	18	-22	60	846
Socioeconomically Disadvantaged				
Actual Growth	-	-	-	806
Hispanic				
Actual Growth	-	-	60	783
Caucasian				
Actual Growth	-5	0	61	898

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	

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
Reading			Math			
3			3			
05	06	07	05	06	07	
All Students						
School	48	54	40	70	57	50
District	48	54	40	70	57	50
State	36	37	38	55	55	56
Males						
School	41	50	39	59	63	55
Females						
School	56	57	41	81	51	45
Socioeconomically Disadvantaged						
School	35	30	26	70	39	52
Hispanic						
School	36	32	26	64	32	44
Caucasian						
School	54	69	63	73	72	59
English Learners						
School	44	25	20	72	35	48

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 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.

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 fifth grade Science, for the most recent three-year period, is shown below.

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 (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Math									Science								
	2			3			4			5			2			3			4			5			5		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students																											
School	55	57	66	51	36	41	57	75	65	68	57	70	51	53	66	66	52	53	57	71	66	67	55	74	56	45	61
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
School	56	54	65	50	31	37	51	62	64	61	57	64	62	57	65	56	53	56	57	63	67	62	57	69	56	48	55
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
School	54	61	68	53	41	48	66	86	66	73	55	76	41	46	67	75	52	52	58	78	66	71	52	79	54	41	68
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Socioeconomically Disadvantaged																											
School	34	38	50	35	13	32	20	71	32	54	32	68	33	36	53	55	39	45	36	63	50	50	32	76	29	12	68
State	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22
Hispanic																											
School	39	49	51	36	18	31	34	69	45	50	30	56	26	41	48	50	36	41	41	65	51	46	30	65	27	17	52
State	28	33	35	17	22	23	32	35	37	27	29	30	44	47	48	43	46	48	38	43	46	33	36	37	14	18	23
Caucasian																											
School	62	71	80	59	49	59	74	79	78	78	78	76	64	71	83	73	64	74	68	72	78	79	72	79	71	65	66
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
English Learners																											
School	26	42	43	45	10	20	31	81	37	43	28	42	26	42	52	61	30	40	48	72	50	52	33	67	22	12	41
State	23	27	30	12	15	15	19	24	24	13	13	14	43	45	46	40	41	42	32	36	39	22	24	25	6	7	11

Physical Fitness

In the spring of each year, Oak Valley Elementary School is required by the state to administer a physical fitness test to all students in grade five. 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 2006-07 school year, 34.9% of all fifth graders at Oak Valley Elementary School met the standards in all six fitness areas.

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.

Teacher Assignment

Buellton Union School District recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Valley Oak Elementary had 21 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	9	10	21	33
Without Full Credentials	0	1	3	4
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 2007-08 school year, the most current available data are reported.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	1	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

In 2006-07 the district offered three staff development days when teachers participated 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 (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 1:431. The chart below indicates the counseling and support staff available to all students at Oak Valley Elementary.

	Number of Staff	Full Time Equivalent
Academic Volunteer Coordinator	1	0.5
Adaptive PE Specialist	1	0.5
Attendance Clerk	1	0.5
Band/Music Director	1	0.5
Computer Lab Aide	1	0.7
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	2	1.0
Migrant Specialist	1	0.5
Nurse	1	0.4
Physical Education Teacher	1	0.2
Psychologist	1	0.4
Resource Specialist	1	1.0
SIP Instructional Assistant	6	0.5
Special Day Class (SDC) Teacher	1	1.0
Speech Therapist	1	0.5
Title I Aides	8	0.5
Title I Coordinator	1	0.5
Translator	1	0.5

Oak Valley Elementary School uses all available resources in the community to assist students in their emotional and academic development. Resources include the Family Resource Center (FRC), supported through Healthy Start and Allan Hancock College that provides English classes for parents. The FRC also serves as liaison between Oak Valley and community services for parents and children.

Oak Valley Elementary 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.

Oak Valley Elementary also offers a Gifted and Talented Education (GATE) program to students who qualify. GATE students received instruction on a push-in and pull-out basis.

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 kindergarten through fifth grade students to receive instruction in English Language Development.



School Facilities & Safety

The safety of students and staff is a primary concern of Oak Valley Elementary. The school complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, 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 dropoff and pickup from school, sexual harassment policy, and dress code policy. Oak Valley Elementary reviews the plan annually and updates it as needed. The plan is currently undergoing extensive revisions to accommodate the increasing student population at Oak Valley Elementary. A copy of the safety plan is available to the public at the school office.

To ensure student safety, teachers and 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.



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 and superintendent work continually with the custodial staff of two part-time and three full-time custodians to develop cleaning schedules to ensure a clean and safe 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.

Age & Condition of Facilities

Oak Valley Elementary's campus was constructed in 2002 and includes 21 classrooms, a library, computer lab, Title I lab, counseling office, school office, district administration offices, playgrounds, and athletic courts. School facilities are all up-to-date, clean, safe and provide adequate space for students and staff. The Oak Valley Elementary campus completed Phase II of its expansion in the summer of 2006. This project added nine additional classrooms, a dedicated music room, covered walkways and eating areas, an Art/Science building, and a larger library and computer lab.

At the time of publication 100% of the restrooms at Oak Valley Elementary were in good working order. The chart below displays the results of the most recent school facilities inspection provided by the district in May 2008.

School Facility Conditions				
Date of Last Inspection: 02/06/2008				
Overall Summary of School Facility Conditions: Good				
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		Remodel July 2008
Sewer	x			
Roofs (observed from the ground, inside/outside the building)	x			
Playground/School Grounds	x			
Overall Cleanliness	x			

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	\$31,140
District	\$53,616
Percentage of Variation	41.9%
School & State	
All Elementary School Districts	\$54,130
Percentage of Variation	42.5%

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	\$7,102
From Restricted Sources	\$736
From Unrestricted Sources	\$6,366
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	28.8%

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)

