



Buellton Union School District

Oak Valley Elementary School

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

2007-08 School Accountability Report Card

**Serving grades
Kindergarten through Fifth**

595 Second Street
Buellton, CA 93427
Ph: (805) 688-6992

Administration

Joel Williamson,
Principal

Tom Cooper,
Superintendent

School Board

Julie Everett,
President

Joyce Azevedo,
Clerk

Marcilo Sarquilla,
Member

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 STAR (Standardized Testing and Reporting) scores, API (Academic Performance Index) scores, and our AYP (Adequate Yearly Progress) scores, 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 2007-08 school year, our goals include:

- Develop a comprehensive Response to Intervention (RTI) program to serve at-risk students.
- 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 ensure optimal conditions for students to become academically proficient, socially balanced, and responsible young citizens. These conditions are defined as follows:

- A strong and appropriate learning environment reflecting high expectations within a standards-based curriculum.
- A program by which instructional decisions are based on student performance.
- A school atmosphere that reflects safety, responsibility, respect, 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 4,400 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. 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 2007-08 school year, 449 students were enrolled at Oak Valley Elementary School in grades kindergarten through fifth. Student body demographics are shown in the chart.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	1.3%
American Indian	1.6%
Asian	1.8%
Caucasian	53.5%
Filipino	0.2%
Hispanic or Latino	41.0%
Pacific Islander	0.2%
Multiple or No Response	0.4%

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. For the safety of all, Oak Valley has adopted a zero-tolerance policy that results in automatic suspension for fighting persistent bullying, and other behaviors which threaten the well-being of students. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	9	9	17	68	54	67
Suspension Rate	4.5%	2.1%	3.8%	10.3%	8.2%	10.1%
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. Oak Valley Elementary offers the following extracurricular and enrichment activities, clubs, and programs:

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

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:

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

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 chart illustrates the trend in enrollment for the last three years.

	Enrollment Trend by Grade Level		
	2005-06	2006-07	2007-08
K	-	72	77
1st	69	78	74
2nd	65	72	74
3rd	67	68	78
4th	-	71	75
5th	-	70	71



Class Size

Oak Valley Elementary School maintained a schoolwide average class size of 18.9 students and a pupil-to-teacher ratio of 18.7:1 for the 2007-08 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			
	06	07	08	06	07	08	06	07	08	06	07	08
K	-	18	19	-	4	5	-	-	-	-	-	-
1	20	18	17	2	4	4	1	-	-	-	-	-
2	19	18	17	3	3	4	-	-	-	-	-	-
3	20	17	17	3	3	4	-	-	-	-	-	-
4	-	24	25	-	-	-	-	3	3	-	-	-
5	-	23	24	-	-	-	-	3	3	-	-	-
K-3	20	19	20	1	2	1	-	-	-	-	-	-

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			
	2005-06	2006-07	2007-08
K	0%	100%	100%
1	67%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

Minimum Days & Instructional Minutes

For the 2007-08 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 2007-08 school year exceeded the state's requirements.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	43,885
1st	50,400	50,534
2nd	50,400	50,534
3rd	50,400	50,534
4th	54,000	54,160
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. The following programs have recently been added to Buellton Union School District's curriculum:

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

Textbooks & Instructional Materials

Buellton Union School District held a public hearing on September 21, 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 December 2008, for Oak Valley Elementary School are illustrated in the chart.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2005	Yes	0.0%
K-5	History/Social Studies	Scott Foresman	2007	Yes	0.0%
K-5	Mathematics	Saxon	2002	Yes	0.0%
K-5	Science	Foss Science Kits - Standards Aligned	2008	Yes	0.0%

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. Students receive computer-assisted instruction on a weekly basis. They receive training on the following computer software programs: word processing, graphics, Internet browsers, remedial/skill-building programs, math 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			
	05-06	06-07	07-08
Computers	47	70	72
Students per computer	4.3	6.2	6.2
Classrooms connected to Internet	47	23	24

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.



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.

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				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	8	7	8	
Similar Schools Rank	7	8	10	
All Students				
Actual Growth	-22	60	-8	835
Socioeconomically Disadvantaged				
Actual Growth	-	-	-44	759
Hispanic or Latino				
Actual Growth	-	60	-16	764
Caucasian				
Actual Growth	0	61	-7	888
English Learners				
Actual Growth	-	-	-14	744

Adequate Yearly Progress (AYP)

Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
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		
	06	07	08	06	07	08
All Students						
School	54	40	51	57	50	64
District	54	40	51	57	50	64
State	37	38	38	55	56	56
Males						
School	50	39	45	63	55	68
Females						
School	57	41	57	51	45	59
Socioeconomically Disadvantaged						
School	30	26	31	39	52	61
Hispanic or Latino						
School	32	26	31	32	44	56
Caucasian						
School	69	63	65	72	59	72
English Learners						
School	25	20	31	35	48	55

*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 (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.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# 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, and fifth grade Science, for the most recent three-year period, is shown.

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												
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08									
All Students																											
School	57	66	68	36	41	38	65	66	70	63	53	66	73	52	53	60	66	61	74	63	61	59					
District	57	66	68	36	41	38	75	65	66	57	70	63	53	66	73	52	53	60	71	66	61	55	74	63	45	61	59
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	55	65	68	31	37	34	65	63	64	64	57	65	74	53	55	59	68	66	69	64	69	64	56	67			
District	54	65	67	31	37	34	62	64	63	57	64	63	57	65	73	53	56	60	63	67	66	57	69	64	48	55	66
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	62	68	68	41	48	43	66	69	76	61	46	68	71	51	52	62	66	56	79	63	68	61	59				
District	61	68	69	41	48	43	86	66	69	55	76	62	46	67	71	52	52	62	78	66	56	52	79	63	41	68	51
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Socioeconomically Disadvantaged																											
School	38	50	38	13	32	14	31	53	68	32	35	54	50	39	45	50	50	43	76	45	68	36					
District	38	50	38	13	32	14	71	32	52	32	68	32	36	53	50	39	45	50	63	50	43	32	76	46	12	68	36
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
Hispanic or Latino																											
School	49	52	45	18	31	19	45	54	57	37	41	48	52	36	41	47	52	47	65	47	52	40					
District	49	51	45	18	31	20	69	45	54	30	56	37	41	48	52	36	41	47	65	51	47	30	65	46	17	52	40
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32
Caucasian																											
School	70	81	83	49	59	53	78	77	76	79	70	83	85	64	74	72	78	77	78	76	65	71					
District	71	80	83	49	59	54	79	78	77	78	76	79	71	83	85	64	74	72	72	78	78	72	79	76	65	66	71
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
English Learners																											
School	42	43	40	10	20	14	36	48	42	26	42	52	35	30	40	45	50	46	67	39	42	35					
District	42	43	40	10	20	13	81	37	48	28	42	26	42	52	35	30	40	45	72	50	47	33	67	39	12	41	34
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17

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

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
- 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 2007-08 school year, 28.1% 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 2007-08 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 only highly qualified credentialed teachers. For the 2007-08 school year, Valley Oak Elementary had 25 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	10	21	25	38
Without Full Credentials	1	3	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 2008-09 school year, the most current available data are reported.

	Misassignments/Vacancies		
	06-07	07-08	08-09
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

In 2007-08 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 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	0.5
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	2	1.0
Migrant Specialist	1	0.5
Nurse	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.



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, and the 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.

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.

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.

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.

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 December 2008. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

School Facility Conditions				
Date of Last Inspection: 02/06/2008				
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			

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. For the 2008-09 school year, the district budgeted \$34,400 for the deferred maintenance program. This represents .5 percent of the District's general fund budget. The district's complete deferred maintenance plan is available for review at the district office.



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 2006-07 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	\$69,248
District	\$66,392
Percentage of Variation	4%
School & State	
All Elementary School Districts	\$54,322
Percentage of Variation	9%

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		
2006-07		
	District	State
Beginning Teachers	\$38,054	\$37,322
Mid-Range Teachers	\$58,752	\$53,824
Highest Teachers	\$83,619	\$67,700
Elementary School Principals	\$92,965	\$85,507
Middle School Principals	\$92,965	\$91,421
Superintendent	\$132,500	\$104,993
Salaries as a Percentage of Total Budget		
Teacher Salaries	35.9%	37.6%
Administrative Salaries	7.3%	6.4%

District Expenditures & Services Funded

Buellton Union School District spent an average of \$9,830 to educate each student (based on 2006-07 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	\$10,911
From Restricted Sources	\$5,357
From Unrestricted Sources	\$5,554
District	
From Unrestricted Sources	\$7,029
Percentage of Variation between School & District	20.98%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	4.79%

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