



Jonata Middle School

301 Second Street • Buellton, CA 93427 • (805) 688-4222 • Grades 6-8

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Buellton Union School District

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District Governing Board

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Ken Stevens
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District Administration

Randal Haggard
Superintendent
Hans Rheinschild
Principal

Oak Valley Elementary School

Hans Rheinschild
Principal
Jonata Middle School

Rebecca Holmes
Business Manager

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.

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 2016-2017 school year, our goals include:

Provide focused, standards-based instruction to all students in all core subject areas.

Provide focused intervention to students who are under-performing.

Provide a seven-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.

Additional information about Jonata and the Buellton Union School District may be found on our website (www.jonatams.org). On this site, access is also provided to the Parent Portal. Parents may check on student grades and attendance through the portal.

Parents, staff, students, and the Buellton community are actively involved in the success of Jonata Middle 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.

- Hans Rheinschild, Principal

Jonata Middle 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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	57
Grade 7	95
Grade 8	67
Total Enrollment	219

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.9
Asian	1.4
Filipino	0
Hispanic or Latino	47.9
Native Hawaiian or Pacific Islander	0.5
White	44.3
Two or More Races	3.7
Socioeconomically Disadvantaged	41.1
English Learners	9.1
Students with Disabilities	8.7
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Jonata Middle School	14-15	15-16	16-17
With Full Credential	12	14	13
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	
Buellton Union School District	14-15	15-16	16-17
With Full Credential	♦	♦	34
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Jonata Middle School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Buellton Union School District held a public hearing on September 11, 2014, 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. During the 2014-15 school year, Buellton Union School District adopted College Preparatory Mathematics (CPM), 2013, for Mathematics. The texts were implemented during the 2014-15 school year.

Textbooks and Instructional Materials Year and month in which data were collected: 12/2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt, Rinehart & Winston, 2003 Scholastic Inc., 2007 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Mathematics	College Preparatory Mathematics, 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Holt, Rinehart & Winston, 2007 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
History-Social Science	Teacher's Curriculum Institute, 2005 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School facilities are all up-to-date, clean, safe, and provide adequate space for students and staff.

In partnership with the City of Buellton, the Buellton Union School District built a joint-use gymnasium facility that was completed during the 2008-09 school year, on the Jonata Middle 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 2013, both Jonata and Oak Valley school sites installed solar power systems. These provide a renewable energy source and were funded by a local school bond. The first year of production has proven to provide the District with over a 90% payback.

During the summer of 2014, the District installed filtered, chilled water fountains with refill water bottle technology, saving thousands of bottles going to landfills.

During the summer of 2015, the District installed LED lighting throughout 75% of the school greatly reducing energy costs, energy use and lighting maintenance.

During the summer of 2016, the District increased the installation of LED lights to 99% of the school.

Safety concerns are the number one priority of the Maintenance and Operations Department. The District Maintenance Supervisor is proactive and conducts inspections at school sites on a continual basis. Repairs necessary to keep the schools in good 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's scheduled maintenance program ensures that all classrooms and facilities are well-maintained and provide a suitable learning environment.

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 two 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 or on an as needed basis.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 09/10/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			Jonata kitchen roof repaired and walls painted 6/14
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			None
Electrical: Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			#2 restroom at Jonata not used, however needs new sink valves
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Front entry gate added 09/2015
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	60	78	64	73	44	48
Math	49	63	53	62	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	79	65	72	78	77	77	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	21.3	22.3	50

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	67	65	97.0	72.3
Male	31	30	96.8	73.3
Female	36	35	97.2	71.4
Hispanic or Latino	31	30	96.8	56.7
White	29	28	96.6	85.7
Socioeconomically Disadvantaged	27	26	96.3	53.9

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	55	53	96.4	81.1
	7	94	94	100.0	77.7
	8	67	66	98.5	75.8
Male	6	23	21	91.3	76.2
	7	49	49	100.0	73.5
	8	31	30	96.8	70.0
Female	6	32	32	100.0	84.4
	7	45	45	100.0	82.2
	8	36	36	100.0	80.6
Hispanic or Latino	6	29	29	100.0	69.0
	7	39	39	100.0	66.7
	8	31	31	100.0	61.3
White	6	22	20	90.9	95.0
	7	48	48	100.0	89.6
	8	29	28	96.5	89.3
Socioeconomically Disadvantaged	6	23	22	95.7	68.2
	7	34	34	100.0	61.8
	8	27	27	100.0	59.3

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	55	53	96.4	66.0
	7	94	94	100.0	61.7
	8	94	94	100.0	61.7
Male	6	23	21	91.3	66.7
	7	49	49	100.0	59.2
	8	49	49	100.0	59.2
Female	6	32	32	100.0	65.6
	7	45	45	100.0	64.4
	8	45	45	100.0	64.4
Hispanic or Latino	6	29	29	100.0	55.2
	7	39	39	100.0	48.7
	8	39	39	100.0	48.7
White	6	22	20	90.9	80.0
	7	48	48	100.0	75.0
	8	48	48	100.0	75.0
Socioeconomically Disadvantaged	6	23	22	95.7	59.1
	7	34	34	100.0	47.1
	8	34	34	100.0	47.1

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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 in 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), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), School Site Council (SSC), Wellness Committee and Technology Committee.

For more information on how to become involved, please contact Hans Rheinschild, Principal, at (805) 688-4222 extension 2238 or email hrheinschild@buelltonusd.org.

State Priority: School Climate

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

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

School Safety Plan

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, earthquake, and lockdown 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 December, 2016.

To ensure student safety, instructional aides and/or teachers 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.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	3.1	2.7	2.7
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.0	1.1	1.1
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		50.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.2
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.5
Social Worker	0.00
Nurse	0.40
Speech/Language/Hearing Specialist	0.40
Resource Specialist	0.00
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	22	18	18	2	4	4	4	3	3			
Mathematics	14	15	15	8	7	7	1	1	1			
Science	26	30	30	1			3	3	3	1	1	1
Social Science	26	30	30	1			4	4	4			

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Strategic Professional Development provides each teacher with a variety of professional growth opportunities as site and district leads in curriculum, teaching strategies and methodologies, technology and assessment.

All new teachers are supported by the Santa Barbara County Teacher Induction Program, formerly "BTSA" the state-sponsored Beginning Teacher Support and Assessment Program. Participating new teachers are provided with support from the district, the Santa Barbara County Office of Education, and monthly seminars. All teachers participate in two full professional development days, one on site and one held in the Santa Inez Valley for "Valley-wide Professional Development." Throughout the year teachers meet and collaborate in Professional Learning Communities (PLC's) on early release Mondays. In addition, teachers attend workshops on various topics related to the implementation plan for LCAP and the Common Core Standards as well as meet with grade level colleagues within the valley. The district Technology Leadership Committee has participated in a multiple-day training with Alan November "Who Owns the Learning" and in a Digital Leadership Series and continues to drive the district's use of best practices in technology integration in the classroom.

This 2016-17 year, the district has a lead teacher on each site devoted facilitating professional development and curriculum implementation. Specifically, the use of Instructional Rounds with a focus on site-based instructional needs will be an area of focus for all staff. Lead teachers at both sites are consulting with County Office to begin the roll out of Next Generation Science Standards. The district continues to join with other valley school districts to provide a comprehensive year-long professional development program with consultation from the County Office for all teachers in instructional strategies for the implementation of the Common Core Standards in English Language Arts and Math and technology.

Staff development is based on the needs of the students and the changing demands of instruction. In the 2014-2015 school year, the focus was mathematics training to support English Learners and facilitating the transition to the Common Core State Standards using the new adoption of College Preparatory Math (CPM). Teachers attended trainings on many topics including: Statistics, Transformational Geometry, Patrick Callahan math workshops, Language and Common Core Writing and Mathematics. Our annual staff development day(s) and All-Valley Collaboration Days provided teachers with additional support in mathematics and literacy teaching strategies and methodologies with regard to the Common Core State Standards. Additionally, teachers have been sent to workshops on utilizing common core meets digital literacy, close reading and technology in the classroom.

ELA and Math teachers met in PLC groups during 2014-2015 one day in the Fall and one day in the Spring to plan and make pacing plans aligned with Common Core State Standards; as well as to look at data to plan further instruction. Math teachers also attended the CPM conference for 2 days to learn about math RtI and various math strategies in Feb. 2016. They will also attend this conference in 2017. Math teachers also used 1.5 PD days during the summer of 2016 to learn about Dreambox, Number Talks, and other components for the math Success intervention classes. ELA teachers attended a Reading Plus PD in the Spring of 2016.

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 Induction Program. Participating new teachers are provided with support from the district, the Santa Barbara County Office of Education, and monthly seminars.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,881	\$41,085
Mid-Range Teacher Salary	\$69,114	\$59,415
Highest Teacher Salary	\$85,350	\$75,998
Average Principal Salary (ES)	\$103,593	\$100,438
Average Principal Salary (MS)	\$103,593	\$101,868
Average Principal Salary (HS)		
Superintendent Salary	\$40,000	\$116,069
Percent of District Budget		
Teacher Salaries	35%	33%
Administrative Salaries	6%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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 III, Part A (LEP Students)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4826	\$191	\$4,635	\$66,722
District	♦	♦	\$2,896	\$66,065
State	♦	♦	\$5,677	\$60,985
Percent Difference: School Site/District			60.0	1.0
Percent Difference: School Site/ State			-18.4	9.4

* Cells with ♦ do not require data.