



Jonata Middle School

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

Hans Rheinschild, Principal
hrheinschild@buelltonusd.org
www.jonatams.org

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Buellton Union School District

301 Second Street
Buellton, CA. 93427
(805) 686-2767
www.buelltonusd.org

District Governing Board

Elaine Alvarado

Elysia Lewis

Andrew Morgan

Marcilo Sarquilla

Jessie Skidmore

District Administration

Randal Haggard
Superintendent

Hans Rheinschild
Principal

Oak Valley Elementary School

Hans Rheinschild
Principal
Jonata Middle School

Lisa Melby
Assistant Principal

School Description

Principal's Message

The Jonata Middle School is proud to be a 2019 California Distinguished School - the only secondary school in Santa Barbara County to receive this award! Our 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 2019-2020 school year, our goals include:

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

Provide targeted interventions to students who are under-performing in math.

Provide a stronger focus on reading and language arts instruction by implementing a 90 minute English block class.

Provide a seven period instructional day for grades 6 through 8.

Provide a tutorial period for students in need of extra supports.

Provide enrichment classes for students such as art, music, and photography.

Provide access to the core curriculum in a variety of hands-on and traditional instructional settings.

Provide "Renaissance" system of positive rewards.

Pilot new science curriculum and adopt new science curriculum in March of 2020.

Provide social and emotional education through the Second Step program.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	58
Grade 7	60
Grade 8	65
Total Enrollment	183

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.5
Asian	1.1
Hispanic or Latino	41.5
Native Hawaiian or Pacific Islander	1.1
White	47.5
Two or More Races	4.9
Socioeconomically Disadvantaged	39.3
English Learners	4.9
Students with Disabilities	13.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for Jonata Middle School	17-18	18-19	19-20
With Full Credential	9	9	10
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Buellton Union School	17-18	18-19	19-20
With Full Credential	♦	♦	32
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Jonata Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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: 10/2019

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, 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

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.

During the summer of 2013 both Jonata and Oak Valley school sites installed Solar as a renewable energy source funded by a local school bond. The first year of production has proven to provide the District 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 summers of 2016-2017, the District installed LED lighting in classrooms and support facilities. The average energy savings to date is 82.45% over previous lighting.

In partnership with the City of Buellton, the Buellton Union School District built a joint-use gymnasium facility which was completed during the 2008-09 school year, on the Jonata School campus. The gym facility, including weight room, learning centers, and a student Zone is available for use by the district as well as to the community.

Safety concerns are the number one priority of the Maintenance and Operations Department. Repairs necessary to keep the school 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 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 closely with the custodial staff to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/9/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Fair	Roof repair planned in 2020
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None
Overall Rating	Exemplary	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	83	76	70	67	50	50
Math	75	70	61	57	38	39

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	178	176	98.88	75.57
Male	99	97	97.98	73.20
Female	79	79	100.00	78.48
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	79	77	97.47	61.04
Native Hawaiian or Pacific Islander	--	--	--	--
White	81	81	100.00	90.12
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	71	97.26	63.38
English Learners	40	38	95.00	44.74
Students with Disabilities	24	24	100.00	33.33
Students Receiving Migrant Education Services	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	178	175	98.31	70.29
Male	99	96	96.97	69.79
Female	79	79	100.00	70.89
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	79	76	96.20	59.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	81	81	100.00	81.48
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	70	95.89	55.71
English Learners	40	38	95.00	36.84
Students with Disabilities	24	22	91.67	13.64
Students Receiving Migrant Education Services	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

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 up to date on district and school programs and topics. 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), District English Learner Advisory Committee (DELAC), School Site Council (SSC), District Advisory Council (DAC), Wellness Committee and Technology Committee.

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (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 of Jonata Middle School. The school complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, earthquake and lockdown drills are conducted on a regular basis throughout the school year. Our annual district-wide disaster drill simulation helps our safety teams stay current with best practice. Additionally, lead teachers are CPI-trained in Crisis Prevention and Intervention. We also use Parent Square for school and district-wide emergency communications.

To ensure student safety, teachers and instructional aides supervise students at all times before, during, and after school. Our full-time district counselor provides social-emotional support for students as needed. All visitors are required to check in at the school office upon arrival, submit their drivers license using the Raptor Visitor System, obtain a visitor's badge which must be worn at all times while on campus, and check out at the office upon leaving. Parents and community are updated every fall as to the secure campus procedures, including locked gates during school hours, and direct drop-off and pick-up.

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. Jonata Middle reviews the plan annually in and updates it as needed. A copy of the safety plan is available to the public at the school office.

The School Safety Plan was last reviewed and updated in February, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.6	0.0	5.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.0	1.0	2.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	610.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	20	3	4	1	24	1	4		31		3	1
Mathematics	15	6	5		18	3	4		25	1	4	
Science	22	3	3	1	28		5		28	1	3	1
Social Science	22	3	3	1	29		4		29	1	3	1

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

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 Committee continues to drive the district's use of best practices in technology integration in the classroom.

The implementation of Next Generation Science Standards (NGSS) and the Multi-Tiered System of Supports (MTSS) will be developed at each school site. 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. In Oct., 2019, all teachers in the Buellton Union School District attended a full-day professional developing on students' mental health and social & emotional development and well-being.

Staff development is based on the needs of the students and the changing demands of instruction. In the 2016-2017 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 to support our Gold Ribbon Award winning math intervention program. 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 attended workshops on NGSS and technology in the classroom.

All core subject teachers teachers meet in PLC groups for one day in the fall and one full 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 attend the CPM conference for 2 days to learn about math RtI and various math strategies. 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,781	\$45,252
Mid-Range Teacher Salary	\$78,163	\$65,210
Highest Teacher Salary	\$89,669	\$84,472
Average Principal Salary (ES)	\$101,591	\$107,614
Average Principal Salary (MS)	\$101,591	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$142,576	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	31%
Administrative Salaries	7%	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 <https://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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,760	\$447	\$5,313	\$75,256
District	N/A	N/A	\$3,907	\$67,483.00
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	30.5	10.6
School Site/ State	-29.1	17.4

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.