

Ballard School

BALLARD SCHOOL DISTRICT



2425 School St., Ballard, CA 93463-9709
(805) 688-4812

Grades Kindergarten Through Six
Shirley Horacek, Principal
www.ballardschool.org

2004-2005 School Accountability Report Card

2004-05 Board of Trustees

Alice McCurdy, President
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Principal's Message

The historical "Little Red Schoolhouse" established the Ballard School District in 1883. It was the first school district in the Santa Ynez Valley. It remains the focal point of the unincorporated township of Ballard and symbolizes the spirit and tradition of American education. The campus is used by the community for cultural, social, and sporting activities.

Ballard School has a long tradition of educational excellence within the Santa Ynez Valley and Santa Barbara County. The outstanding professional staff provides a secure, nurturing environment and inspiring learning experiences that prepare the students to meet the challenges of the 21st Century.

--Shirley Horacek
Superintendent/Principal

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Mission Statement

The staff and community of the Ballard School District are dedicated to the premise that all children can learn. The students of Ballard School shall be nurtured through a positive atmosphere of trust and cooperation. Students will gain a life-long desire for learning, thus producing creative thinkers in our diverse and dynamic society.

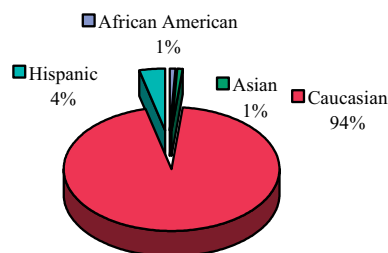
Community & School Profile

Ballard School is located in the unincorporated township of Ballard, part of the picturesque Santa Ynez Valley. The valley is a beautiful community situated between the Santa Ynez and San Rafael Mountains. Known for its lush countryside, the region is home to many fine vineyards and ranches.

The original "Little Red Schoolhouse" is still in use at Ballard School. Built in 1883, the Santa Barbara County historical landmark provides a focal point for school and community events.

Ballard School is governed by the Ballard School District. The school serves 131 students in grades kindergarten through six, providing comprehensive educational programs and services to the student population.

% of Student Enrollment by Ethnicity



Discipline & Climate for Learning

A warm, nurturing atmosphere and an effective learning program provide the basis for Ballard School's discipline program. The entire school staff supports an environment that encourages well-behaved students who are focused on learning. Students learn self-discipline through consistent, fairly administered rules. School rules are shared with students in classrooms and shared with parents through registration packets sent home at the beginning of the school year. Newsletters throughout the school year keep parents informed regarding school policies, upcoming events, and student achievement. The small student population allows all members of the school community to get to know each student. Older students are encouraged to help younger students resolve problems and work together.

The Ballard Code sets the behavioral standards at Ballard School. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as behavioral consequences to further develop personal growth.

Positive reinforcement rewards students for citizenship and achievement. Teachers present certificates to students at monthly assemblies to recognize positive behavior and academic accomplishment. Parents are welcomed to attend these assemblies and show their support for Ballard students.

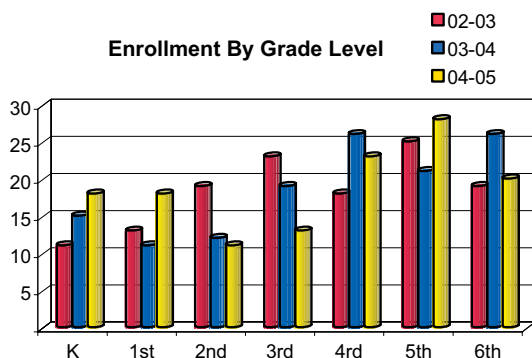
The STAR (Stop, Think, Act, Review) program encourages children to make positive decisions regarding their behavior. Each month, a STAR-skill student is recognized. The school also supports a strong "No Put Downs" policy to discourage bullying behavior.

Ballard School has not suspended or expelled any of its students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

By working together, the students, staff, and parents at Ballard School have created a warm, comfortable, family atmosphere where students are known for their academic endeavors and their outstanding behavior.

School Enrollment & Attendance

Schoolwide enrollment at the beginning of the 2004-05 school year was 131 students.



Regular attendance at Ballard School is a necessary part of the learning process and is critical to academic success. Parents are advised of their responsibilities, including proper notification of when and why students are absent. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Class Size

Ballard School maintained a schoolwide average class size of 22 students in the 2004-05 school year. The "Class Size Distribution" table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on two different class sizes.

	Class Size Distribution								
	Average Size			Containing:					
	03	04	05	1-20		21-32			
	03	04	05	03	04	05	03	04	05
K	0	15	18	0	1	1	0	0	0
1st	0	11	0	0	1	0	0	0	0
2nd	0	12	0	0	1	0	0	0	0
3rd	18	19	0	1	1	0	0	0	0
4th	18	26	0	1	0	0	0	1	0
5th	25	21	28	0	0	0	1	1	1
6th	19	26	20	1	0	1	0	1	0
1st-2nd	0	0	18	0	0	0	0	0	0
2nd-3rd	0	0	17	0	0	0	0	0	0
K-3	16	0	19	3	0	2	0	0	0
3rd-4th	0	0	27	0	0	0	0	0	1

The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. For the past three years, 100% of K-3 classrooms at Ballard School participated in CSR.

Instructional Time

During the 2004-05 school year, all instructional time offered at Ballard School exceeded state requirements. All students received instruction through the Arts Outreach program in addition to core subjects. Students in grades K-3 receive instruction in classroom music and students in grades four through six also receive instruction in instrumental music.

For the

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
K	36,000	39,960
1st-3rd	50,400	54,290
4th-6th	54,000	56,390

2004-05 school year, Ballard School offered 180 days of instruction comprised of 174 regular days and six minimum days. Minimum days were used for parent conferences. Each Thursday is an Early-Release Day. Students are dismissed from school earlier in the afternoon. Early-Release Days allow teachers to participate in staff development/collaboration and classroom planning.

School Facilities & Safety

The "Little Red Schoolhouse" was built in 1883 on a 2.5-acre site and classes are still held there. An additional 5-acre parcel was later acquired and an administration building, 3 classrooms, restrooms, and playground were built in 1984. Three additional classrooms, multipurpose room, and library have been added. Two playgrounds and grassy fields create an exceptionally attractive park-like setting. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of September 19, 2005.

Safety

Safety of students and staff is a primary concern of Ballard School. Many people visit the campus to see the historic Red Schoolhouse, in addition to observing classes and participating in school events. Ballard School welcomes visitors, but asks all visitors to sign in at the front office, to wear identification badges while on school grounds, to be respectful of the learning process, and to minimize classroom disruptions. Before and after school, teachers are assigned to supervise the arrival and departure of students. During recesses and lunch, instructional aides, trained in first aid and CPR, monitor campus activity on school grounds to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

School Site Council evaluates the plan annually and updates the plan as needed. The plan was updated and submitted for Board approval in April 2004 and reviewed with school staff in August 2005. A copy of the plan is available for public review at the school.

Maintenance and Repair

Safety concerns are a priority in the maintenance of the campus. Site inspection is an ongoing process and necessary repairs are completed in a timely manner, with emergency repairs given the highest priority. 100% of all toilets on school grounds are in good working order. As of September 19, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

Cleaning Process and Schedule

The District maintains high cleaning standards throughout the campus. Every room is cleaned and vacuumed daily and every restroom is cleaned and stocked daily by the

custodian. A summary of these standards is available at the school office or at the District office. The site administration team works daily with the custodial staff 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 State 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, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2004-05 school year, the District budgeted \$10,000 for the deferred maintenance program. This represents 1% of the District's general fund budget.

Deferred Maintenance Projects

For the 2004-05 school year, the District's governing board approved deferred maintenance projects at this school for exterior painting of specified classrooms. The District's complete deferred maintenance plan is available at the District office. This information was current as of September 19, 2005.

School Facility Conditions			
Date of Last Inspection: Sept. 2005			
Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

Student Achievement

To obtain accurate and valid measures of educational progress, Ballard School offers students multiple opportunities to demonstrate what they know and are able to do in the various disciplines of the school curriculum. Multiple measures of students achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, classroom observation, report card grades, and results of standardized tests. Ballard School District has implemented end-of-year assessments in Language Arts and Math and is developing assessments in spelling, reading fluency, and reading comprehension in order to identify students who may require additional assistance to meet grade level standards and further refine the instructional program to better meet students' needs.

No Child Left Behind

The federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet state academic achievement standards in English/Language Arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 24.4 % of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math.
- At least 95% of students must take state standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Ballard School met all of the 2005 AYP criteria. More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Adequate Yearly Progress

California Standards Test (CST)								
English/Language Arts								
Ballard Elementary								
Year Ending	Participation Rate				% Proficient & Advanced			
	04		05		04		05	
Target	95%				24.4%			
	Met	%	Met	%	Met	%	Met	%
All Students	Yes	99	Yes	100	Yes	85.2	Yes	89
Caucasian	Yes	100	Yes	100	Yes	85.8	Yes	89.7
Math								
Ballard Elementary								
Year Ending	Participation Rate				% Proficient & Advanced			
	04		05		04		05	
Target	95%				26.5%			
	Met	%	Met	%	Met	%	Met	%
All Students	Yes	99	Yes	100	Yes	78.4	Yes	93.4
Caucasian	Yes	100	Yes	100	Yes	79.7	Yes	94.3
Academic Performance Index (API)								
Ballard Elementary								
	04				05			
Target	Minimum score of 560 or 1 point increase							
	Met	Score		Met	Score			
Scores	Yes	920		Yes	948			

API School Results

	Base				Growth		
	2002	2003	2004		2003	2004	2005
All Students							
Percent Tested	100	100	99	Percent Tested	100	99	100
API Score	900	928	920	API Growth Score	917	931	948
Growth Target	A	A	A	Actual Growth	17	3	28
Statewide Rank	10	10	10	Eligible for Awards	Yes	No	Not
Similar Schools Rank	10	10	10	Eligible for II/USP	No	No	funded
Subgroups							
Caucasian							
Base API Score	906	933	921	API Growth Score	923	932	952
Growth Target	A	A	A	Actual Growth	17	-1	31

***Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.**

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

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.

California Standards Tests

The California Standards Tests (CST) is administered to all students in the spring to determine student performance in relation to the state content standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is a standardized test that compares a students or group of students with a "norm" group from around the country. Reading and Math results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to district and state level results. All students in grades two through eight are tested in reading, spelling, written expression, and language arts.

Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test (CST)																		
2003, 2004, 2005																		
Combined % of Students Scoring at Proficient and Advanced Levels																		
	Ballard Elementary									California								
	Language Arts			Math Standards			Science (5th)			Language Arts			Math Standards			Science (5th)		
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
Second Grade																		
All Students	95	85				93				36	36	42	53	51	56			
Females		83				92				40	39	45	51	50	55			
Males										33	32	39	54	52	58			
English Learners										19	18	23	37	38	43			
Non English Learners	95	92				100	100			47	45	53	61	59	65			
SED ^A										23	22	28	41	40	45			
Non SED	95	92				100	100			55	54	62	70	68	73			
Caucasian	95	92				100	100			54	53	61	71	67	73			
Third Grade																		
All Students	80	76	100			96	90	100		33	30	31	46	48	54			
Females	81					100				37	33	35	43	47	54			
Males		73					91			30	28	29	47	50	56			
English Learners										13	11	12	30	32	40			
Non English Learners	79	76	100			96	90	100		44	41	43	53	57	63			
SED ^A										20	17	17	34	36	44			
Non SED	79	76	100			96	90	100		53	49	52	62	65	71			
Caucasian	79	76	100			96	90	100		52	48	51	61	64	70			
Fourth Grade																		
All Students	90	82	96			84	75	96		39	40	47	45	45	50			
Females	100	84	91			92	79	100		43	43	52	46	45	51			
Males			100				92			35	36	44	46	45	50			
English Learners										15	15	19	29	26	32			
Non English Learners	89	81	96			84	74	96		50	51	60	54	54	59			
SED ^A										24	25	32	33	32	38			
Non SED	89	85	96			84	73	96		59	60	69	62	61	67			
Caucasian	89	85	96			84	73	96		59	59	68	61	61	65			
Fifth Grade																		
All Students	88	82	89			60	50	89	60	44	36	40	43	35	38	44	24	28
Females	100	86	90			62	50	85	50	45	39	44	46	35	38	45	22	26
Males	75					58					31	36	39	35	36	43	26	32
English Learners											9	12	13	15	17	22	4	6
Non English Learners	88	82	89			60	50	89	59	44	45	51	54	42	45	53	31	37
SED ^A											20	24	28	22	25	32	11	14
Non SED	88	82				60	50		59		54	60	64	50	53	61	41	48
Caucasian	91	81	92			64	52	88	57	46	54	60	63	49	51	58	42	49
Sixth Grade																		
All Students	74	91	76			63	91	91			36	36	38	34	35	40		
Females		100	85				100	85			38	39	41	34	34	39		
Males		83					83				33	33	35	35	36	41		
English Learners											6	6	7	10	11	13		
Non English Learners	74	92	76			63	92	90			46	45	48	42	43	48		
SED ^A											19	20	22	19	22	26		
Non SED	74		76			63	91	90			54	54	58	51	51	57		
Caucasian	78	95	75			67	95	95			56	56	58	52	51	58		

^ASED - Socioeconomically Disadvantaged

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

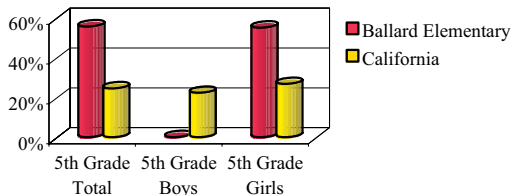
CAT/6 Norm Referenced Test																						
2004-05																						
% At or Above 50th Percentile																						
Subject Area	Reading						Math															
	2		3		4		2		3		4											
	03	04	05	03	04	05	03	04	05	03	04	05										
All Students																						
Ballard Elementary	89	92	90	100	84	85	88	82	84	92	100	92	96	90	91	95	89	84	95	84	100	
California	46	47	34	35	50	35	36	40	41	45	46	57	59	52	54	85	48	49	49	50	51	53
Subgroups																						
Females	92	100					92	95	85	79	92	92	100				92	89	85	93		100
Males			91				92		92		92			100					83			100
Caucasian	93	92	91	90	100	84	88	91	81	89	91	100	100	95	90	91	95	88	86	95	83	100

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, Ballard School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. 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). To protect student privacy, scores are not disclosed when the number of students is 10 or less.

**% of Students in Healthy Fitness Zone
2004-05**



Textbooks & Instructional Materials

Ballard School District held a Public Hearing on April 13 2005, and determined that the school has sufficient and good quality textbooks, instructional materials, or 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. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Trustees.

Ballard School follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area within a seven-year cycle.

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
K-6th	Math	Saxon	2001
K-6th	Social Studies	McGraw-Hill	2002
K-6th	Language Arts	MacMillan/McGraw Hill	1997
6th		McDougal-Littell	2003
K	Science	Harcourt Brace	2005
1,2,5,6		MacMillan/McGraw Hill	2005
3,4		Discovery Works	2005

The school's library is stocked with a large selection of books that are available for students to check out. An automated system tracks library inventory. Students visit the library weekly with their classes. A part-time library technician provides instruction on library usage and research techniques.

All classrooms are equipped with computers and connected to the internet.

	Computer Resources		
	02-03	03-04	04-05
Computers	42	42	44
Students per computer	3.0	3.1	3.0
Classrooms connected to Internet	7	8	8

Counseling & Other Support Services

It is the goal of Ballard School to assist students in their social and personal development, as well as academics. The entire staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or handling peer pressure. The principal coordinates counseling and support services, which are provided by staff from the Santa Barbara County Office of Education.

Ballard School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The educational program is structured so that all students receive instruction appropriate to their learning level. The goal of every member of the school community is to educate, nurture and assist the whole child. To ensure the success of every student, teachers used a variety of instructional techniques and supplemental instructional materials and programs during the 2004-05 school year, including schoolwide thematic planning, Literature-based Language Arts, Reading Counts. Artist of the Month, PTA-sponsored After School Science Program, Classroom & Instrumental Music for all students, and after school tutoring.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Psychologist	1	0.10
Nurse	1	0.15
Speech/Language Therapist	1	0.15
Resource Specialist	1	0.20
Occupational Therapist	1	as needed
Adaptive P.E. Instructor	1	as needed

Student Study Teams develop and evaluate learning plans for students identified as needing additional assistance to achieve grade level proficiency.

Special Education services are provided through Santa Barbara County Office of Education for students who require specific assistance according to their Individual Education Plan. All students are provided with learning opportunities in the least restrictive environment possible.

Teacher Assignment

Ballard School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, Ballard School had six fully credentialed teachers.

	Teacher Credential Status		
	03	04	05
Fully Credentialed	7	7	6
Emergency Credentials	0	0	0
Interns	0	0	0
Waivers	0	0	0
Total Teachers	7	7	6
Average Years Teaching	13.9	14.9	12.0
Average Years in District	8.4	9.4	9.0

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated

to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

Misassignments/Vacancies			
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific federal credential requirements by the 2005-06 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. At the start of the 2004-05 school year, 100% of core academic classes at Ballard School were taught by NCLB-compliant teachers.

Teacher Education Levels 2004-05	
	Ballard Elementary
Doctorate	0.0%
Master's Degree +30*	16.7%
Master's Degree	0.0%
Bachelor's Degree +30*	66.7%
Bachelor's Degree	16.7%
Less Than Bachelor's	0.0%
None Reported	0.0%

**Indicates additional hours above and beyond degree.*

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Teachers are evaluated annually. Evaluations are conducted by the superintendent/principal who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria include:

- Student Progress Toward Established Standards of Expected Student Achievement
- Instructional Techniques and Strategies
- Adherence to Curricular Objectives
- Establishment of a Suitable Learning Environment

Substitute Teachers

The District may occasionally experience problems finding qualified substitute teachers. On a rare occasion when a substitute is not available for an absent teacher, the administrator fills the role of a substitute. Substitutes must have a bachelor's degree and have successfully passed the California Basic Education Skills Test (CBEST). Most are also fully credentialed.

Ballard School District has no difficulty recruiting qualified teachers. The District's beautiful location, its outstanding reputation, and its students' high level of achievement attracts prospective teachers from throughout the state. To recruit qualified substitutes, the District advertises in local newspapers.

Training & Curriculum Improvement

All training and curriculum development at Ballard School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Because there is only a teaching staff of six, curriculum and staff development decisions are made by the entire staff working directly with the superintendent/principal.

Staff development has focused on aligning instruction and assessments to state standards, as well as developing a standards-based report card. Reading, writing, and language arts have been the focus of staff development and curriculum improvement at Ballard School. Teachers meet regularly to share information and review student work samples. Because of the small student population, all teachers are familiar with each student and can individualize instruction to meet specific needs.

To acquire necessary knowledge, upgrade skills, and develop professionally, Ballard School's staff members are encouraged to attend workshops and conferences. Teachers regularly share expertise, based on advanced education or specialized training, with their colleagues. The District may combine staff development with other schools districts or send representatives to off-site staff development.

Ballard School District assists new teachers with building classroom skills and instructional techniques by offering Beginning Teacher Support and Assessment (BTSA), a state-sponsored two-year program designed for first- and second-year credentialed teachers. The District also has available a Peer Assistance and Review (PAR) program to increase the classroom performance of veteran teachers. Currently, no instructors are participating in this program.

School Leadership

Leadership at Ballard School is a responsibility shared between the superintendent/principal, instructional staff, school board and parents. Superintendent/Principal Horacek has led the school for 15 years, backed by 30 years of experience in education. A philosophy of cooperative decision-making provides a supportive atmosphere for the dedicated staff. Weekly meetings to discuss school operations and program planning allow input from all staff members.

Staff members and parents 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.

- School Site Council
- Student Study Teams
- Individual Education Plan (IEP) Teams

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year. For the 2004-05 school year, Ballard School spent an average of \$7,203 to educate each student (based on 2003-04 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

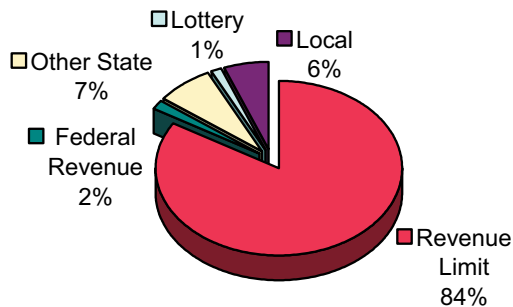
Current Expense of Education Per Student* 2003-04		
Statewide Average		
All Elementary		
Ballard	School Districts	All Districts
\$7,203	\$6,643	\$6,919

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

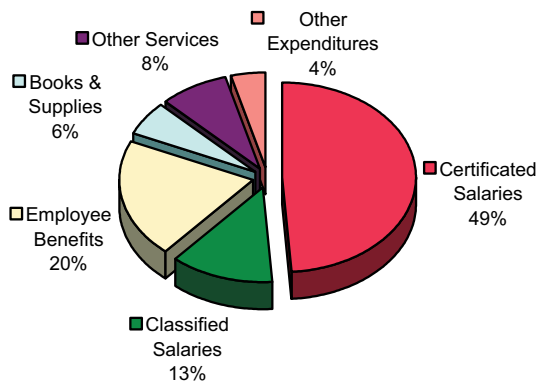
In addition to Basic Aid funding, Ballard School receives state and federal categorical funding for special programs. For the 2003-04 school year, the District received approximately \$897 per student in federal and state aid for the following categorical, special education, and support programs:

- Economic Impact Aid
- Peer Assistance and Review
- Class Size Reduction
- Instructional Materials
- School Improvement Program

District Revenue



District Expenditures



Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from unified school districts having from 1,500 to 4,999 average daily attendance throughout the State.

Average Salary Information Teachers - Principal - Superintendent 2003-04		
	Ballard Elementary	State Average
Beginning Teachers	\$33,571	\$34,395
Mid-Range Teachers	\$58,572	\$50,164
Highest Teachers	\$66,133	\$60,406
Superintendent*		
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.61%	41.50%
Administrative Salaries	9.37%	6.10%

**Principal/Superintendent is a combined position. For single site districts, the state does not require disclosure of Superintendents salaries.*

Community Involvement

Parents and the community are very supportive of the education program at Ballard School. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Ballard School PTA
- Santa Ynez Valley Republican Women Federated
- Ballard Inn
- Parent Volunteers

The Ballard School PTA funds the school's music program and half of the arts program. It also sponsors field trips, purchases library books, and provides additional equipment for the school. The support of parent volunteers, community members and local businesses instills students at Ballard School with a sense of pride in their school and connection to their community.

Contact Information

Parents who wish to participate in Ballard School's leadership teams, school committees, school activities, or become volunteers may contact Superintendent/Principal Shirley Horacek at (805) 688-4812.

School Awards

