

Carmel Creek Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Carmel Creek Elementary School
Street	4210 Carmel Center Road
City, State, Zip	San Diego, CA 92130
Phone Number	(858) 794-4400
Principal	John Galipault
Email Address	johngalipault@sbsd.net
School Website	www.sbsd.k12.ca.us/cc/
County-District-School (CDS) Code	37 68387 6112353

2023-24 District Contact Information

District Name	Solana Beach School District
Phone Number	(858) 794-7100
Superintendent	Jodee Brentlinger
Email Address	jodeebrentlinger@sbsd.net
District Website	www.sbsd.net

2023-24 School Description and Mission Statement

District Mission Statement

Where learners find their voice, share their gifts, and advance the world

District Vision Statement

Inspiring wonder and discovery in learning and life

Welcome to Carmel Creek School, home of the Cougars! Carmel Creek relies on our school plan for student achievement to guide our educational efforts.

Carmel Creek is a unique school housing an outstanding educational program in grades K-3. The school has a proud history of student success, which is a tribute to the extraordinary efforts of the teachers, support staff, parents, and our children.

Carmel Creek is also the recipient of the 2023 California Distinguished School Award.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	73
Grade 1	96
Grade 2	78
Grade 3	114
Total Enrollment	361

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	52.9%
Male	47.1%
Asian	41.3%
Filipino	0.3%
Hispanic or Latino	9.1%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	12.5%
White	34.9%
English Learners	18.3%
Socioeconomically Disadvantaged	12.2%
Students with Disabilities	9.7%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.50	90.61	140.60	93.74	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.90	9.34	9.20	6.15	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.10	0.11	18854.30	6.86
Total Teaching Positions	20.40	100.00	150.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.50	91.13	141.60	92.15	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	1.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	2.00	8.87	9.00	5.90	15831.90	5.67
Total Teaching Positions	22.50	100.00	153.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.90	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.90	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.4	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Solana Beach School District held a Public Hearing on September 14, 2023, and determined that each school within the district has sufficient and good quality textbooks, and instructional materials, 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 materials are available for parent examination at the school site or district office.

The table displays information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (Grades K-5) and McGraw Hill StudySync (Grade 6); 2021	Yes	0%
Mathematics	Supplemental Materials: Great Minds™ - Eureka Math™ 2014	Yes	0%
Science	Supplemental Materials: Accelerate Learning™ STEMscopes™ 2015	Yes	0%
History-Social Science	Houghton Mifflin/Harcourt - California Reflections; 2006	Yes	0%

School Facility Conditions and Planned Improvements

Carmel Creek School provides a safe, clean environment for students, staff, and volunteers. Carmel Creek School was built in 1994 and a 12-classroom addition was completed in 1998. The school buildings span 58,810 square feet, consisting of 33 permanent classrooms, one portable classroom, a library, a staff room, a multi-purpose room, a computer lab, and a playground. The facility strongly supports teaching and learning through its building and playground space. The chart shows the results of the most recent school facilities inspection.

Year and month of the most recent FIT report

6/05/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		FORMICA IS BROKEN ON SINK COUNTER, PAINT IS CHIPPING ON SKYLIGHT FRAME, CEILING TILES ARE LOOSE, CARPET IS WORN THROUGHOUT OFFICE AREA, RUBBER MOLDING IS MISSING AT BASE OF WALL, WALLPAPER IS TORN, PAINT IS CHIPPING ON SKYLIGHT FRAME . WILL BE REPAIRED.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			DRINKING FOUNTAIN HANDLE IS NOT WORKING PROPERLY, SINK FAUCET IS LOOSE AT BASE
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	78	79	86	84	47	46
Mathematics (grades 3-8 and 11)	78	85	80	81	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	116	112	96.55	3.45	79.46
Female	64	63	98.44	1.56	79.37
Male	52	49	94.23	5.77	79.59
American Indian or Alaska Native	0	0	0	0	0
Asian	48	46	95.83	4.17	84.78
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	76.92
White	46	45	97.83	2.17	82.22
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100.00	0.00	63.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	23.08

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	116	114	98.28	1.72	85.09
Female	64	64	100.00	0.00	82.81
Male	52	50	96.15	3.85	88.00
American Indian or Alaska Native	0	0	0	0	0
Asian	48	47	97.92	2.08	97.87
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	84.62
White	46	46	100.00	0.00	80.43
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100.00	0.00	72.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	15.38

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	N/A	N/A	72.93	71.80	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Our Parent Teacher Organization (PTO) and the Solana Beach Schools Foundation (SBSF) provide substantial financial and volunteer support to our school. Both organizations support efforts to enhance enrichment programs, intervention programs, CCN (Carmel Creek News), social emotional/leadership programs, the garden, STREAM and Discovery labs (e.g., art, music, physical education, research, engineering, science, digital citizenship, robotics and coding). Our English Language Advisory Committee (ELAC) offers a volunteer opportunity for our parents to advise staff on programs and services to enhance the development of the school plan for English language learner achievement. School Site Council (SSC) is a group of staff and parents working together to monitor the school plan for student achievement.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Carmel Creek office at (858) 794-4400.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	390	387	46	11.9
Female	203	202	19	9.4
Male	187	185	27	14.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	166	165	16	9.7
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	34	34	9	26.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	51	50	4	8.0
White	131	130	17	13.1
English Learners	79	79	19	24.1
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	50	50	10	20.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	48	48	11	22.9

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.51	0.26	0.19	0.37	0.42	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.26	0
Female	0	0
Male	0.53	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.76	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Staff and student safety and campus security during the school day continue to be a top priority. Perimeter gates are kept locked during the school day, with a single point of ingress/egress. All visitors and volunteers must check in using our visitor management system. Staff are required to wear an identification badge at all times while on school grounds. Surveillance cameras, which are not actively monitored, are installed in each ingress and egress area. Certificated staff, classified staff, and administrators provide supervision before and after school, during lunch and recess periods. Development of the Comprehensive School Safety Plan is a collaborative effort between schools and the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff with 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 students, parents, and school employees including tactical information; safe and orderly school environment; school rules and procedures; hate crimes policies and procedures; and bullying prevention policies and procedures. The school evaluates the plan annually and updates it as needed. Comprehensive School Safety Plans are reviewed and approved by the Board of Education by March 1st of each year. The plan was last updated and reviewed with school staff in the Fall of 2023.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3		
1	20	5		
2	20	4		
3	18	4		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4		
1	20	4		
2	18	6		
3	16	4		
Other	19	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4		
1	17	5		
2	20	3	1	
3	18	6		

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	N/A

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0.875
Psychologist	0.5
Social Worker	0.14
Nurse	0.25
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	3
Other	0.14

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,964	\$3,099	\$8,865	\$91,875
District	N/A	N/A	\$9377	\$96,772
Percent Difference - School Site and District	N/A	N/A	-5.6	-5.2
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	15.3	4.0

Fiscal Year 2022-23 Types of Services Funded

- Special Education
- Federal Special Education

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,007	\$54,046
Mid-Range Teacher Salary	\$96,772	\$84,515
Highest Teacher Salary	\$121,281	\$110,867
Average Principal Salary (Elementary)	\$151,559	\$136,841
Average Principal Salary (Middle)	N/A	\$141,477
Average Principal Salary (High)	N/A	\$137,985
Superintendent Salary	\$230,300	\$217,473
Percent of Budget for Teacher Salaries	35.73%	32.43%
Percent of Budget for Administrative Salaries	5.64%	5.62%

Professional Development

Staff members build teaching skills and concepts throughout the year by participating in conferences, workshops, and collaborative work. The Solana Beach School District offered two districtwide professional learning days at the start of the school 2022-23 year. Additional professional learning is offered throughout the school year. Teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Due to the impact of COVID-19, the District expanded its professional learning support to virtual options. A focus on maximizing the use of digital platforms to support teaching strategies to engage and further student learning in these new platforms has been an area of focus. In addition, professional learning around data and assessment and SEL have been targeted areas of professional learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Skyline School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Skyline School
Street	606 Lomas Santa Fe Drive
City, State, Zip	Solana Beach, CA 92075
Phone Number	(858) 794-3600
Principal	Harlan Klein
Email Address	harlanklein@sbsd.net
School Website	https://www.sbsd.k12.ca.us/domain/8
County-District-School (CDS) Code	37-68387-6040455

2023-24 District Contact Information

District Name	Solana Beach School District
Phone Number	(858) 794-7100
Superintendent	Jodee Brentlinger
Email Address	jodeebrentlinger@sbsd.net
District Website	www.sbsd.net

2023-24 School Description and Mission Statement

District Mission Statement

Where learners find their voice, share their gifts, and advance the world

District Vision Statement

Inspiring wonder and discovery in learning and life

Welcome to Skyline School, home of the Sea Otters! Skyline is a unique school housing two outstanding educational programs, a 4th-6th grade general education program, and the Solana Beach School District's Global Education K-6 program. Skyline has strong educational and social-emotional learning programs that emphasize a positive and supportive environment with clear and consistent standards for behavior. The students at Skyline School demonstrate high academic achievement in their classwork and through their standardized test scores, in addition to developing their character and effective habits. Skyline consistently ranks at or near the top in county and state achievement. Skyline is also the recipient of the 2023 California Distinguished School Award. This recognition was achieved through the hard work of our students, our dedicated teachers and

2023-24 School Description and Mission Statement

staff, and our active, involved parents, guardians, and wider community.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	25
Grade 1	25
Grade 2	25
Grade 3	27
Grade 4	103
Grade 5	117
Grade 6	105
Total Enrollment	427

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4%
Male	53.6%
American Indian or Alaska Native	0.2%
Asian	1.4%
Black or African American	0.2%
Hispanic or Latino	21.3%
Two or More Races	8.7%
White	64.4%
English Learners	7%
Homeless	0.7%
Socioeconomically Disadvantaged	16.4%
Students with Disabilities	12.2%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.60	95.94	140.60	93.74	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.06	9.20	6.15	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.10	0.11	18854.30	6.86
Total Teaching Positions	24.60	100.00	150.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.90	94.71	141.60	92.15	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	1.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	1.10	5.24	9.00	5.90	15831.90	5.67
Total Teaching Positions	22.10	100.00	153.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Solana Beach School District held a Public Hearing on September 14, 2023, and determined that each school within the district has sufficient and good quality textbooks, and instructional materials, 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 materials are available for parent examination at the school site or district office.

The table displays information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (Grades K-5) and McGraw Hill StudySync (Grade 6); 2021	Yes	0%
Mathematics	Supplemental Materials: Great Minds™ - Eureka Math™ 2014	Yes	0%
Science	Supplemental Materials: Accelerate Learning™ STEMscopes™ 2015	Yes	0%
History-Social Science	Houghton Mifflin/Harcourt - California Reflections 2006	Yes	0%

School Facility Conditions and Planned Improvements

Re-constructed in 2018, Skyline has 33 classrooms on a 10-acre campus. The school consists of twenty-five (25) K-6 classrooms, three (3) special education learning centers, one library/media center, one art room, one music room, one computer lab, one science/STREAM lab, one stage/theater, office complex, staff room, day care facility, serving kitchen, hard court play areas and a joint-use field, and solar panels. The facility strongly supports teaching and learning through its building and playground spaces. The chart shows the results of the most recent school facilities inspection.

Year and month of the most recent FIT report

6/06/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			WATER DAMAGE ON WALL IN HALLWAY. WILL BE REPAIRED.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	83	82	86	84	47	46
Mathematics (grades 3-8 and 11)	69	77	80	81	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	350	349	99.71	0.29	82.23
Female	163	163	100.00	0.00	84.66
Male	187	186	99.47	0.53	80.11
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	76	75	98.68	1.32	70.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	39	39	100.00	0.00	89.74
White	228	228	100.00	0.00	84.65
English Learners	19	18	94.74	5.26	50.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	63	62	98.41	1.59	56.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	44	100.00	0.00	43.18

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	350	348	99.43	0.57	76.72
Female	163	162	99.39	0.61	75.93
Male	187	186	99.47	0.53	77.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	76	74	97.37	2.63	59.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	39	39	100.00	0.00	82.05
White	228	228	100.00	0.00	81.58
English Learners	19	18	94.74	5.26	27.78
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	63	61	96.83	3.17	47.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	44	100.00	0.00	38.64

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	66.97	69.83	72.93	71.80	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	116	100.00	0.00	69.83
Female	53	53	100.00	0.00	67.92
Male	63	63	100.00	0.00	71.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	25	25	100.00	0.00	44.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	66.67
White	73	73	100.00	0.00	78.08
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	21	21	100.00	0.00	38.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	38.89

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	91	91	97	96	97
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Our Parent Teacher Association (PTA) and the Solana Beach Schools Foundation (SBSF) provide substantial financial and volunteer support to our school, supporting enrichment programs such as STREAM (Science, Technology, Research, Engineering, Art, and Mathematics), art, technology, and supplemental physical education. Our parents, guardians, and community are actively involved in the decision-making process by participating in the School Site Council (SSC), Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), and other opportunities such as volunteering and responding to surveys to provide feedback toward achieving school goals and improving the home/school connection.

Parents, guardians, and/or community members who wish to become a volunteer or participate on school-oriented teams, committees, and/or in-school activities should contact the Skyline School office at (858) 794-3600.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	438	436	29	6.7
Female	207	205	11	5.4
Male	231	231	18	7.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	6	6	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	93	93	7	7.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	40	39	3	7.7
White	281	280	18	6.4
English Learners	32	32	5	15.6
Foster Youth	0	0	0	0.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	80	80	5	6.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	64	64	1	1.6

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.22	0.68	0.19	0.37	0.42	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.68	0
Female	0.48	0
Male	0.87	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.15	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.36	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.56	0

2023-24 School Safety Plan

Staff and student safety and campus security during the school day continue to be a top priority. Perimeter gates are locked during the school day, with a single point of ingress/egress. All visitors and volunteers must check in using our visitor management system. Staff are required to wear an identification badge at all times while on school grounds. Surveillance cameras, which are not actively monitored, are installed in each ingress and egress area. Certificated staff, classified staff, and administrators provide supervision before and after school, during lunch and recess periods. The development of the Comprehensive School Safety Plan is a collaborative effort between schools and the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff with 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 students, parents, and school employees including tactical information; safe and orderly school environment; school rules and procedures; hate crimes policies and procedures; and bullying prevention policies and procedures. The school evaluates the plan annually and makes updates as needed. Comprehensive School Safety Plans are reviewed and approved by the Board of Education by March 1st of each year. The plan was last updated and reviewed with school staff in the Fall of 2023.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1		
1	20	2		
2	18	1		
3	25		1	
4	26		5	
5	25		5	
6	21		6	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1		
1	20	1		
2	18	2		
3	21		1	
4	23		5	
5	22		5	
6	24		5	
Other	21	3	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1		
1	0	0		
2	0	0		
3	0	0		
4	26		3	
5	24		4	
6	27		3	
Other	21	2	5	

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	N/A

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0.53
Psychologist	0.5
Social Worker	0.14
Nurse	0.33
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	3
Other	0

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,856	\$1,796	\$9,059	\$103,651
District	N/A	N/A	\$9,377	\$96,772
Percent Difference - School Site and District	N/A	N/A	-3.4	6.9
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	17.4	16.0

Fiscal Year 2022-23 Types of Services Funded

- Special Education
- Federal Special Education
- Title I
- Academic Intervention, including support for English Learners

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,007	\$54,046
Mid-Range Teacher Salary	\$96,772	\$84,515
Highest Teacher Salary	\$121,281	\$110,867
Average Principal Salary (Elementary)	\$151,559	\$136,841
Average Principal Salary (Middle)	N/A	\$141,477
Average Principal Salary (High)	N/A	\$137,985
Superintendent Salary	\$230,300	\$217,473
Percent of Budget for Teacher Salaries	35.73%	32.43%
Percent of Budget for Administrative Salaries	5.64%	5.62%

Professional Development

Staff members build teaching skills and concepts throughout the year by participating in conferences, workshops, and collaborative work. The Solana Beach School District offered two districtwide professional learning days at the start of the school 2023-24 year. Additional professional learning is offered throughout the school year. Teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies and methodologies, technology integration, assessment, and social-emotional learning.

Professional Development

Due to the impact of COVID-19, the District expanded its professional learning support to virtual options. A focus on maximizing the use of digital platforms to support teaching strategies to engage and further student learning in these new platforms has been an area of focus. In addition, professional learning around data and assessment and SEL have been targeted areas of professional learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Solana Highlands School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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).

California School Dashboard



The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Solana Highlands School
Street	3520 Long Run Drive
City, State, Zip	San Diego, CA 92130
Phone Number	(858) 794-4300
Principal	Lindsey Conley
Email Address	lindseyconley@sbsd.net
School Website	https://www.sbsd.k12.ca.us/Domain/10
County-District-School (CDS) Code	37-68387-6106140

2023-24 District Contact Information

District Name	Solana Beach School District
Phone Number	(858) 794-7100
Superintendent	Jodee Brentlinger
Email Address	jodeebrentlinger@sbsd.net
District Website	www.sbsd.net

2023-24 School Description and Mission Statement

District Mission Statement

Where learners find their voice, share their gifts, and advance the world

District Vision Statement

Inspiring wonder and discovery in learning and life

Welcome to Solana Highlands Elementary School, home of the Dolphins! Solana Highlands is a kindergarten through sixth-grade school in the Solana Beach School District. Solana Highlands is a special place committed to excellence and employing a student-centered approach that is palpable when one walks through the front doors. Our combination of excellent facilities, supportive parents, extraordinary teachers, and enthusiastic students is a formula for success and one that we are incredibly proud of.

School Mission Statement

2023-24 School Description and Mission Statement

The mission of Solana Highlands Elementary School is to provide a safe, nurturing, and dynamic learning environment where all students will maximize their potential intellectually, physically, socially, and emotionally. Teachers and staff will engage students in relevant learning experiences through the use of effective methods of instruction, assessment, and social-emotional learning. Students will become critical thinkers and responsible, confident citizens prepared for a promising, rewarding, fulfilling future.

Solana Highlands is also the recipient of the 2023 California Distinguished School Award.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	75
Grade 2	66
Grade 3	74
Grade 4	45
Grade 5	50
Total Enrollment	373

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.8%
Male	55.2%
American Indian or Alaska Native	0.3%
Asian	31.6%
Filipino	0.3%
Hispanic or Latino	8.8%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	10.5%
White	46.4%
English Learners	18.2%
Homeless	1.3%
Socioeconomically Disadvantaged	9.7%
Students with Disabilities	6.4%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.20	93.25	140.60	93.74	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	6.75	9.20	6.15	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.10	0.11	18854.30	6.86
Total Teaching Positions	18.50	100.00	150.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.30	89.64	141.60	92.15	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.18	3.00	1.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	1.00	5.18	9.00	5.90	15831.90	5.67
Total Teaching Positions	19.30	100.00	153.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.20	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.20	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.2	6.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Solana Beach School District held a Public Hearing on September 14, 2023, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, 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 materials are available for parent examination at the school site or district office.

The table displays information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (Grades K-5) and McGraw Hill StudySync (Grade 6); 2021	Yes	0%
Mathematics	Supplemental Materials: Great Minds™ - Eureka Math™ 2014	Yes	0%
Science	Supplemental Materials: Accelerate Learning™ STEMscopes™ 2015	Yes	0%
History-Social Science	Houghton Mifflin/Harcourt - California Reflections 2006	Yes	0%

School Facility Conditions and Planned Improvements

Solana Highlands provides a safe, clean environment for students, staff, and volunteers. Solana Highlands School was built in 1987 and the school buildings span 59,307 square feet, consisting of 33 permanent classrooms, a library, a staff room, a multi-purpose room, STREAM lab, and a playground. In 2017, the building was modernized. The school resurfaced its blacktop and Peaceful Playgrounds was painted on the playground. The visual reminder helps student engagement and aides conflict resolution. In the summer of 2013, gates were installed around the complete perimeter of the school. The facility strongly supports teaching and learning through its classroom and playground space. The chart shows the results of the most recent school facilities inspection.

Year and month of the most recent FIT report

06/05/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			FORMICA IS BROKEN ON SINK CABINET, CEILING TILE AT VENT IS LOOSE, CEILING TILE FRAME IS LOOSE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			ETHERNET OUTLET IS LOOSE ON WALL
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			BOTH EXTERIOR DRINKING FOUNTAINS HAVE LOW FLOW, SINK FAUCET HAS LOW FLOW,

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	85	84	86	84	47	46
Mathematics (grades 3-8 and 11)	83	76	80	81	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	178	164	92.13	7.87	83.54
Female	81	72	88.89	11.11	86.11
Male	97	92	94.85	5.15	81.52
American Indian or Alaska Native	0	0	0	0	0
Asian	55	44	80.00	20.00	88.64
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100.00	0.00	66.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	89.47
White	87	84	96.55	3.45	83.33
English Learners	25	12	48.00	52.00	66.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	21	84.00	16.00	85.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	47.06

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	178	176	98.88	1.12	76.14
Female	81	79	97.53	2.47	73.42
Male	97	97	100.00	0.00	78.35
American Indian or Alaska Native	0	0	0	0	0
Asian	55	53	96.36	3.64	83.02
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100.00	0.00	53.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	84.21
White	87	87	100.00	0.00	74.71
English Learners	25	24	96.00	4.00	41.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	24	96.00	4.00	66.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	35.29

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	N/A	63.64	72.93	71.80	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	55	100.00	0.00	63.64
Female	25	25	100.00	0.00	64.00
Male	30	30	100.00	0.00	63.33
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	54.55
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	63.64
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.00	0.00	81.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	96	93	93	96
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Our Parent Teacher Association and the Solana Beach Schools Foundation provide substantial financial and volunteer support to our school, which includes enrichment programs, technology, science, art, and physical education.

Our School Site Council allows parents to participate in a school-level group, alongside staff, that is charged with improving academic achievement and social emotional well being through the compliant and efficient use of selected funds.

Our Playground Pals volunteer program allows parents to facilitate structured playground games and activities.

Contact Information

Parents who wish to participate in school committees, parent groups, school activities, or become volunteers may contact the school office at (858) 794-4300.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	410	404	29	7.2
Female	190	186	11	5.9
Male	220	218	18	8.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	139	135	4	3.0
Black or African American	0	0	0	0.0
Filipino	3	3	1	33.3
Hispanic or Latino	35	35	5	14.3
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	41	40	3	7.5
White	183	182	16	8.8
English Learners	84	80	3	3.8
Foster Youth	0	0	0	0.0
Homeless	9	9	3	33.3
Socioeconomically Disadvantaged	50	50	8	16.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	29	29	3	10.3

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.27	0.24	0.19	0.37	0.42	0.20	3.17	3.6
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.24	0
Female	0.53	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.44	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Staff and student safety and campus security during the school day remain top priorities. Perimeter gates are kept locked during the school day, with a single point of ingress/egress. All visitors and volunteers must check in using our visitor management system. Staff are required to wear an identification badge at all times while on school grounds. Surveillance cameras, which are not actively monitored, are installed in each ingress and egress area. Certificated staff, classified staff, and administrators provide supervision before and after school, during lunch and recess periods. Development of the Comprehensive School Safety Plan is a collaborative effort between schools and the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff with 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 students, parents, and school employees including tactical information; safe and orderly school environment; school rules and procedures; hate crimes policies and procedures; and bullying prevention policies and procedures. The school evaluates the plan annually and updates it as needed. Comprehensive School Safety Plans are reviewed and approved by the Board of Education by March 1st of each year. The plan was last updated and reviewed with school staff in the Fall of 2023.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3		
1	15	5		
2	19	5		
3	18	5		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3		
1	17	3		
2	22		3	
3	17	4		
4	23		3	
Other	16	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		3	
1	19	4		
2	23		3	
3	18	4		
4	25		2	
5	28		2	

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	N/A

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0.6
Psychologist	0.5
Social Worker	0.14
Nurse	0.25
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	0

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,141	\$1,352	\$10,789	\$101,188
District	N/A	N/A	\$9,377	\$96,772
Percent Difference - School Site and District	N/A	N/A	14.0	4.5
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	34.6	13.6

Fiscal Year 2022-23 Types of Services Funded

- Special Education
- Federal Special Education

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,007	\$54,046
Mid-Range Teacher Salary	\$96,772	\$84,515
Highest Teacher Salary	\$121,281	\$110,867
Average Principal Salary (Elementary)	\$151,559	\$136,841
Average Principal Salary (Middle)	N/A	\$141,477
Average Principal Salary (High)	N/A	\$137,985
Superintendent Salary	\$230,300	\$217,473
Percent of Budget for Teacher Salaries	35.73%	32.43%
Percent of Budget for Administrative Salaries	5.64%	5.62%

Professional Development

Staff members build teaching skills and concepts throughout the year by participating in conferences, workshops, and collaborative work. The Solana Beach School District offered two districtwide professional learning days at the start of the school 2022-23 year. Additional professional learning is offered throughout the school year. Teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Due to the impact of COVID-19, the District expanded its professional learning support to virtual options. A focus on maximizing the use of digital platforms to support teaching strategies to engage and further student learning in these new platforms has been an area of focus. In addition, professional learning around data and assessment and SEL have been targeted areas of professional learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Solana Pacific School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Solana Pacific School
Street	3901 Townsgate Drive
City, State, Zip	San Diego, CA 92130
Phone Number	(858) 794-4500
Principal	Elisa Fregoso
Email Address	elisafregoso@sbsd.net
School Website	https://www.sbsd.k12.ca.us/Domain/13
County-District-School (CDS) Code	37-68387-0105825

2023-24 District Contact Information

District Name	Solana Beach School District
Phone Number	(858) 794-7100
Superintendent	Jodee Brentlinger
Email Address	jodeebrentlinger@sbsd.net
District Website	www.sbsd.net

2023-24 School Description and Mission Statement

District Mission Statement

Where learners find their voice, share their gifts, and advance the world

District Vision Statement

Inspiring wonder and discovery in learning and life

Welcome to Solana Pacific School, home of the Sandpipers! Solana Pacific is one of seven schools in the Solana Beach School District. We rely on our mission and vision statement along with our school plan to guide our educational efforts. Solana Pacific is a fourth through sixth-grade school and has a proud history of student success, which is a tribute to the extraordinary efforts of the teachers, support staff, parents, and our students.

Solana Pacific earned the California Distinguished Schools Award in 2014, 2018, and again in 2023. Our students and staff are committed to Sandpiper PRIDE (Personal Best, Responsible and Safe Citizens, Innovative Learners, Demonstrate Respect, and Encourage and Include Others)!

The mission of Solana Pacific is to provide child-centered education of the highest quality by utilizing the resources of the school, home, and community. We emphasize an integrated curriculum in a positive, inclusive and safe environment. We are committed to developing compassionate children who are confident, competent, life-long learners.

School Emphases:

We want each child who attends Solana Pacific School to . . .

- Develop a life-long love of learning while developing leadership skills
- Participate in a variety of integrated learning experiences
- Become an avid reader, capable writer, and effective communicator
- Acquire effective study skills and learning strategies

2023-24 School Description and Mission Statement

- Celebrate the diversity in our school and community
- Utilize technology to enhance daily learning
- Learn to accept responsibility for his or her own actions and be kind to others
- Acquire increasing initiative for his/her own learning
- Grow in his or her ability to value and protect the environment

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	111
Grade 5	144
Grade 6	183
Total Enrollment	438

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5%
Male	53.4%
Asian	35.6%
Black or African American	0.5%
Filipino	1.1%
Hispanic or Latino	9.4%
Two or More Races	9.8%
White	40.6%
English Learners	8.4%
Homeless	0.2%
Socioeconomically Disadvantaged	11.6%
Students with Disabilities	11.6%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.90	90.54	140.60	93.74	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.90	8.69	9.20	6.15	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.10	0.73	0.10	0.11	18854.30	6.86
Total Teaching Positions	21.90	100.00	150.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.60	92.53	141.60	92.15	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	1.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	1.60	7.42	9.00	5.90	15831.90	5.67
Total Teaching Positions	22.30	100.00	153.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.90	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.90	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.4	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Solana Beach School District held a Public Hearing on September 14, 2023, and determined that each school within the district has sufficient and good quality textbooks, and instructional materials, 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 materials are available for parent examination at the school site or district office.

The table displays information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (Grades K-5) and McGraw Hill StudySync (Grade 6); 2021	Yes	0%
Mathematics	Supplemental Materials: Great Minds™ - Eureka Math™ 2014	Yes	0%
Science	Supplemental Materials: Accelerate Learning™ STEMscopes™ 2015	Yes	0%
History-Social Science	Houghton Mifflin/Harcourt - California Reflections 2006	Yes	0%

School Facility Conditions and Planned Improvements

Solana Pacific School provides a safe, clean environment for students, staff, and volunteers. Built in 2004, Solana Pacific is situated on 9.6 acres. The school buildings span 79,069 square feet, consisting of 32 permanent classrooms, a library, a staff room, a multi-purpose room, a computer lab, and a playground. In the fall of 2013, additional fencing and window coverings were added to enhance safety and security on school grounds. The facility strongly supports teaching and learning through its classroom and playground space. In 2017, a parking lot solar canopy array was added to the facility. The chart shows the results of the most recent school facilities inspection.

Year and month of the most recent FIT report

06/05/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			CEILING TILE TRIM IS LOOSE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			ONE FAUCET IS NOT WORKING
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	87	83	86	84	47	46
Mathematics (grades 3-8 and 11)	81	81	80	81	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	445	427	95.96	4.04	82.90
Female	209	202	96.65	3.35	90.10
Male	236	225	95.34	4.66	76.44
American Indian or Alaska Native	0	0	0	0	0
Asian	160	151	94.38	5.62	90.07
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	38	100.00	0.00	73.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	59	59	100.00	0.00	86.44
White	181	172	95.03	4.97	77.91
English Learners	32	22	68.75	31.25	22.73
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	57	56	98.25	1.75	73.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	51	94.44	5.56	41.18

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	445	438	98.43	1.57	80.59
Female	209	206	98.56	1.44	80.10
Male	236	232	98.31	1.69	81.03
American Indian or Alaska Native	0	0	0	0	0
Asian	160	158	98.75	1.25	91.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	38	100.00	0.00	60.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	59	58	98.31	1.69	87.93
White	181	177	97.79	2.21	73.45
English Learners	32	32	100.00	0.00	46.88
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	57	56	98.25	1.75	66.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	51	94.44	5.56	37.25

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	73.84	72.14	72.93	71.80	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	145	142	97.93	2.07	71.83
Female	62	61	98.39	1.61	72.13
Male	83	81	97.59	2.41	71.60
American Indian or Alaska Native	0	0	0	0	0
Asian	48	48	100.00	0.00	72.92
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	12	100.00	0.00	58.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	21	100.00	0.00	90.48
White	62	59	95.16	4.84	67.80
English Learners	12	12	100.00	0.00	25.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	12	92.31	7.69	83.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	13	86.67	13.33	46.15

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99	99	99	99	99
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Solana Pacific's Parent Teacher Organization and the Solana Beach Schools Foundation provide substantial financial and volunteer support to our school, supporting programs such as STREAM (science, technology, research, engineering, art and mathematics), the school garden, physical education, clubs during the school day, and other enrichment opportunities. Many volunteer opportunities are available before, during, and after school with student enrichment opportunities, committee involvement and school community building events. School committees such as the PTO, SBSF, SSC and ELAC always welcome new members. Our parents are important and valued members of our Solana Pacific School team.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Solana Pacific School at (858) 794-4500.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	460	456	41	9.0
Female	217	215	13	6.0
Male	243	241	28	11.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	168	168	10	6.0
Black or African American	2	2	0	0.0
Filipino	5	5	1	20.0
Hispanic or Latino	41	41	6	14.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	46	46	5	10.9
White	185	181	19	10.5
English Learners	55	54	2	3.7
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	60	60	7	11.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	58	58	7	12.1

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.34	0.39	0.65	0.19	0.37	0.42	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.65	0
Female	0	0
Male	1.23	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.6	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.44	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.17	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.45	0

2023-24 School Safety Plan

Staff and student safety and campus security during the school day continue to be a top priority. Perimeter gates are kept locked during the school day, with a single point of ingress/egress. All visitors and volunteers must check in using our visitor management system. Staff are required to wear an identification badge at all times while on school grounds. Surveillance cameras, which are not actively monitored, are installed in each ingress and egress area. Certificated staff, classified staff, and administrators provide supervision before and after school, during lunch and recess periods. Development of the Comprehensive School Safety Plan is a collaborative effort between schools and the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff with 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 students, parents, and school employees including tactical information; safe and orderly school environment; school rules and procedures; hate crimes policies and procedures; and bullying prevention policies and procedures. The school evaluates the plan annually and updates it as needed. Comprehensive School Safety Plans are reviewed and approved by the Board of Education by March 1st of each year. The plan was last updated and reviewed with school staff in the Fall of 2023.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
4	21	3	5	
5	26		7	
6	24		8	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
4	23		5	
5	22		7	
6	22		8	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
4	25		4	
5	23		6	
6	28		7	

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	N/A

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0.6
Psychologist	0.5
Social Worker	0.14
Nurse	0.25
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2.5
Other	0

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,029	\$2,561	\$7,467	\$93,621
District	N/A	N/A	\$9,377	\$96,772
Percent Difference - School Site and District	N/A	N/A	-22.7	-3.3
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-1.9	5.9

Fiscal Year 2022-23 Types of Services Funded

- Special Education
- Federal Special Education

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,007	\$54,046
Mid-Range Teacher Salary	\$96,772	\$84,515
Highest Teacher Salary	\$121,281	\$110,867
Average Principal Salary (Elementary)	\$151,559	\$136,841
Average Principal Salary (Middle)	N/A	\$141,477
Average Principal Salary (High)	N/A	\$137,985
Superintendent Salary	\$230,300	\$217,473
Percent of Budget for Teacher Salaries	35.73%	32.43%
Percent of Budget for Administrative Salaries	5.64%	5.62%

Professional Development

Staff members build teaching skills and concepts throughout the year by participating in conferences, workshops, and collaborative work. The Solana Beach School District offered two districtwide professional learning days at the start of the school 2022-23 year. Additional professional learning is offered throughout the school year. Teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Due to the impact of COVID-19, the District expanded its professional learning support to virtual options. A focus on maximizing the use of digital platforms to support teaching strategies to engage and further student learning in these new platforms has been an area of focus. In addition, professional learning around data and assessment and SEL have been targeted areas of professional learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Solana Ranch School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Solana Ranch School
Street	13605 Pacific Highlands Ranch Pkwy.
City, State, Zip	San Diego, CA 92130
Phone Number	(858) 350-6600
Principal	Angela Tremble
Email Address	angelatremble@sbsd.net
School Website	https://www.sbsd.k12.ca.us/Domain/858
County-District-School (CDS) Code	37-68387-0129049

2023-24 District Contact Information

District Name	Solana Beach School District
Phone Number	(858) 794-7100
Superintendent	Jodee Brentlinger
Email Address	jodeebrentlinger@sbsd.net
District Website	www.sbsd.net

2023-24 School Description and Mission Statement

District Mission Statement

Where learners find their voice, share their gifts, and advance the world

District Vision Statement

Inspiring wonder and discovery in learning and life

Welcome to Solana Ranch School, home of the Hawks! Solana Ranch is a kindergarten through sixth grade school and one of seven schools in the Solana Beach School District. Solana Ranch relies on our District and school mission statements along with our school plan to guide our educational efforts.

School Mission Statement

The mission of Solana Ranch is to inspire greatness in tomorrow's leaders by providing a dynamic learning environment where all students maximize their potential intellectually, physically, socially, and emotionally. Teachers, staff, and parents create a rigorous and nurturing school environment that is focused on creating the leaders of tomorrow, a school that is cohesive in its desire to provide the very best education for its students, and most importantly, the overall success of each and every child! All students have opportunities to engage in relevant, creative, collaborative, and hands-on learning experiences in all curriculum areas, with a focus on Leadership and STREAM (Science, Technology, Research, Engineering, Art, and Math), through the use of the most current and effective methods of instruction, resources, and assessment. As a result, students will become critical thinkers, responsible, globally aware, and confident citizens who are prepared for a promising, rewarding, and fulfilling future.

Solana Ranch is also the recipient of the 2023 California Distinguished School Award.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	58
Grade 1	68
Grade 2	65
Grade 3	74
Grade 4	72
Grade 5	105
Grade 6	72
Total Enrollment	514

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
Asian	51%
Black or African American	0.2%
Filipino	0.6%
Hispanic or Latino	7.8%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	9.1%
White	27.2%
English Learners	11.5%
Socioeconomically Disadvantaged	6.4%
Students with Disabilities	8.2%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.20	95.61	140.60	93.74	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	4.39	9.20	6.15	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.10	0.11	18854.30	6.86
Total Teaching Positions	28.40	100.00	150.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.30	93.33	141.60	92.15	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.07	3.00	1.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	1.10	3.57	9.00	5.90	15831.90	5.67
Total Teaching Positions	32.50	100.00	153.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.20	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.20	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.7	3.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Solana Beach School District held a Public Hearing on September 14, 2023, and determined that each school within the district has sufficient and good quality textbooks, and instructional materials, 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 materials are available for parent examination at the school site or district office.

The table displays information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (Grades K-5) and McGraw Hill StudySync (Grade 6); 2021	Yes	0%
Mathematics	Supplemental Materials: Great Minds™ - Eureka Math™ 2014	Yes	0%
Science	Supplemental Materials: Accelerate Learning™ STEMscopes™ 2015	Yes	0%
History-Social Science	Houghton Mifflin/Harcourt - California Reflections 2006	Yes	0%

School Facility Conditions and Planned Improvements

Solana Ranch provides a safe, clean environment for students, staff, and volunteers. Constructed in 2014, Solana Ranch has 34 classrooms on a 11.3-acre campus. In 2018, four relocatable classrooms were added to Solana Ranch to accommodate growth. The school consists of thirty (30) K-6 classrooms, two (2) special education classrooms, one library/media center, one art room, one music room, one computer room, one resource specialist area, one science/STREAM lab, one stage/multipurpose room, office complex, teacher preparation and tutoring/pull out rooms, day care facility, serving kitchen, hard court play areas, bus access, vehicle service drive and a parking lot with an 85 space parking capacity, and solar panels. The chart shows the results of the most recent school facilities inspection.

Year and month of the most recent FIT report

06/05/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			LIGHTING IS DIM
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety:	X			

School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			METAL WEATHER STRIPPING IS BENT OUT ON DOOR FRAME/ INJURY HAZARD, THERMOSTAT COVER IS LOOSE,

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	93	91	86	84	47	46
Mathematics (grades 3-8 and 11)	91	92	80	81	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	327	318	97.25	2.75	90.57
Female	156	153	98.08	1.92	92.16
Male	171	165	96.49	3.51	89.09
American Indian or Alaska Native	0	0	0	0	0
Asian	169	165	97.63	2.37	95.76
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	27	26	96.30	3.70	73.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	40	100.00	0.00	95.00
White	89	85	95.51	4.49	83.53
English Learners	13	6	46.15	53.85	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	19	95.00	5.00	84.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	32	94.12	5.88	56.25

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	327	324	99.08	0.92	92.28
Female	156	155	99.36	0.64	90.32
Male	171	169	98.83	1.17	94.08
American Indian or Alaska Native	0	0	0	0	0
Asian	169	169	100.00	0.00	98.22
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	27	26	96.30	3.70	80.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	40	100.00	0.00	92.50
White	89	87	97.75	2.25	83.91
English Learners	13	12	92.31	7.69	75.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.00	0.00	80.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	32	94.12	5.88	62.50

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	84.72	78.10	72.93	71.80	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	107	105	98.13	1.87	78.10
Female	49	48	97.96	2.04	85.42
Male	58	57	98.28	1.72	71.93
American Indian or Alaska Native	0	0	0	0	0
Asian	57	57	100.00	0.00	87.72
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	84.62
White	28	26	92.86	7.14	57.69
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Solana Ranch, with its Parent Teacher Organization and the Solana Beach Schools Foundation, provides substantial financial and volunteer support to our school, supporting enrichment programs such as STREAM (science, technology, research, engineering, art, and mathematics).

Many volunteer opportunities are available before, during, and after school through student club programs, academic enrichment opportunities (e.g. Math Olympiad, and History Club), classroom support and community building events (Movie Night, Ice Cream Social, Family Heritage Night, Pancake Breakfast, Spaghetti Dinner, etc.).

Our parents are also actively involved in our School Site Council (SSC) meetings which help develop, monitor, and annually evaluate/revise the School Plan for Student Achievement (SPSA). These groups support the decision-making process by participating in school events and our Parent Teacher Organization (PTO).

Parents interested in participating in volunteer opportunities at our school site, or have questions, may contact the school site directly at (858) 350-6600.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	541	532	42	7.9
Female	263	259	21	8.1
Male	278	273	21	7.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	275	272	13	4.8
Black or African American	3	1	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	43	43	8	18.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	49	49	5	10.2
White	147	143	15	10.5
English Learners	61	61	5	8.2
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	42	42	7	16.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	57	7	12.3

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.33	0.51	0.18	0.19	0.37	0.42	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.18	0
Female	0	0
Male	0.36	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Staff and student safety and campus security during the school day continue to be a top priority. Perimeter gates are kept locked during the school day, with a single point of ingress/egress. All visitors and volunteers must check in using our visitor management system. Staff are required to wear an identification badge at all times while on school grounds. Surveillance cameras, which are not actively monitored, are installed in each ingress and egress area. Certificated staff, classified staff, and administrators provide supervision before and after school, during lunch and recess periods. Development of the Comprehensive School Safety Plan is a collaborative effort between schools and the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff with 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 students, parents, and school employees including tactical information; safe and orderly school environment; school rules and procedures; hate crimes policies and procedures; and bullying prevention policies and procedures. The school evaluates the plan annually and updates it as needed. Comprehensive School Safety Plans are reviewed and approved by the Board of Education by March 1st of each year. The plan was last updated and reviewed with school staff in the Fall of 2023.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	1	
1	21	3	1	
2	22	5		
3	19	4		
4	23		4	
5	22		5	
6	25		4	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3		
1	18	4		
2	16	5		
3	17	4		
4	24		4	
5	24		3	
6	21	1	4	
Other	18	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3		
1	17	4		
2	17	4		
3	18	4		
4	24		3	
5	27		4	
6	25		3	

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	N/A

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1.2
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0.14
Nurse	0.25
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2.5
Other	0

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,579	\$1,207	\$9,373	\$91,636
District	N/A	N/A	\$9,377	\$96,772
Percent Difference - School Site and District	N/A	N/A	0.0	-5.5
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	20.8	3.7

Fiscal Year 2022-23 Types of Services Funded

- Special Education
- Federal Special Education

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,007	\$54,046
Mid-Range Teacher Salary	\$96,772	\$84,515
Highest Teacher Salary	\$121,281	\$110,867
Average Principal Salary (Elementary)	\$151,559	\$136,841
Average Principal Salary (Middle)	N/A	\$141,477
Average Principal Salary (High)	N/A	\$137,985
Superintendent Salary	\$230,300	\$217,473
Percent of Budget for Teacher Salaries	35.73%	32.43%
Percent of Budget for Administrative Salaries	5.64%	5.62%

Professional Development

Staff members build teaching skills and concepts throughout the year by participating in conferences, workshops, and collaborative work. The Solana Beach School District offered two districtwide professional learning days at the start of the school 2023-24 year. Additional professional learning is offered throughout the school year. Teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies³

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Solana Santa Fe School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Solana Santa Fe School
Street	6570 El Apajo
City, State, Zip	Rancho Santa Fe, CA 92067
Phone Number	(858) 794-4700
Principal	Matthew Frumovitz
Email Address	matthewfrumovitz@sbsd.net
School Website	https://www.sbsd.k12.ca.us/Domain/11
County-District-School (CDS) Code	37-68387-6111181

2023-24 District Contact Information

District Name	Solana Beach School District
Phone Number	(858) 794-7100
Superintendent	Jodee Brentlinger
Email Address	jodeebrentlinger@sbsd.net
District Website	www.sbsd.net

2023-24 School Description and Mission Statement

District Mission Statement

Where learners find their voice, share their gifts, and advance the world

District Vision Statement

Inspiring wonder and discovery in learning and life

Welcome to Solana Santa Fe Elementary School, home of the Coyotes! Solana Santa Fe is one of seven schools in the Solana Beach School District. We rely on our mission and vision statement along with our school plan to guide our educational efforts. Solana Santa Fe is a kindergarten through sixth grade school and has a proud history of student success, which is a tribute to the extraordinary efforts of the teachers, support staff, and parents.

School Mission Statement

Solana Santa Fe School provides and maintains a positive, nurturing, and collaborative educational environment where mutual trust and respect presides. Students are empowered to think critically, communicate effectively, acquire academic excellence, appreciate learning, develop socially, emotionally, and physically, become technically proficient, and function as responsible and productive citizens in a rapidly changing global society.

To Fulfill Our Mission:

Students will master the grade-level standards, deepen their understanding of the curriculum through increased active student engagement, differentiated instruction, and the integration of 21st century learning skills: communication, collaboration, creativity, and critical thinking.

2023-24 School Description and Mission Statement

School Emphasis:

We want our students to:

- Be safe
- Be responsible
- Be respectful

We are committed to educating and inspiring the whole child.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	43
Grade 1	49
Grade 2	38
Grade 3	56
Grade 4	36
Grade 5	46
Grade 6	59
Total Enrollment	327

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5%
Male	49.2%
Asian	23.9%
Black or African American	1.2%
Filipino	0.6%
Hispanic or Latino	11%
Two or More Races	10.4%
White	49.8%
English Learners	7%
Homeless	0.6%
Socioeconomically Disadvantaged	12.5%
Students with Disabilities	10.7%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.20	96.36	140.60	93.74	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	3.64	9.20	6.15	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.10	0.11	18854.30	6.86
Total Teaching Positions	17.80	100.00	150.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.70	87.71	141.60	92.15	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.94	3.00	1.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	1.00	6.29	9.00	5.90	15831.90	5.67
Total Teaching Positions	16.80	100.00	153.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.60	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.60	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Solana Beach School District held a Public Hearing on September 14, 2023, and determined that each school within the district has sufficient and good quality textbooks, and instructional materials, 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 materials are available for parent examination at the school site or district office.

The table displays information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (Grades K-5) and McGraw Hill StudySync (Grade 6); 2021	Yes	0%
Mathematics	Supplemental Materials: Great Minds™ - Eureka Math™ 2014	Yes	0%
Science	Supplemental Materials: Accelerate Learning™ STEMscopes™ 2015	Yes	0%
History-Social Science	Houghton Mifflin/Harcourt - California Reflections 2006	Yes	0%

School Facility Conditions and Planned Improvements

Solana Santa Fe provides a safe, clean environment for students, staff, and volunteers. Built in 1993, with eight relocatable classrooms added in 1997, Solana Santa Fe School is situated on five acres. The school buildings span 46,292 square feet, consisting of a fine arts building, 18 permanent classrooms, nine portable classrooms, a library, a staff room, a multipurpose room, a computer lab, and a playground. The facility strongly supports teaching and learning through its classroom and playground space. The chart shows the results of the most recent school facilities inspection.

Year and month of the most recent FIT report

06/05/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			CEILING TILE IS LOOSE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural:	X			

School Facility Conditions and Planned Improvements

Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	81	82	86	84	47	46
Mathematics (grades 3-8 and 11)	73	75	80	81	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	200	198	99.00	1.00	81.82
Female	95	94	98.95	1.05	81.91
Male	104	103	99.04	0.96	81.55
American Indian or Alaska Native	0	0	0	0	0
Asian	43	41	95.35	4.65	95.12
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	72.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	92.00
White	103	103	100.00	0.00	76.70
English Learners	12	11	91.67	8.33	45.45
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	23	100.00	0.00	78.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	41.38

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	200	199	99.50	0.50	74.87
Female	95	95	100.00	0.00	70.53
Male	104	103	99.04	0.96	78.64
American Indian or Alaska Native	0	0	0	0	0
Asian	43	42	97.67	2.33	92.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	48.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	92.00
White	103	103	100.00	0.00	69.90
English Learners	12	12	100.00	0.00	33.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	23	100.00	0.00	47.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	31.03

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	66.67	71.11	72.93	71.80	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	47	47	100.00	0.00	72.34
Female	25	25	100.00	0.00	80.00
Male	22	22	100.00	0.00	63.64
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	31	100.00	0.00	67.74
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Our Parent Teacher Organization (PTO) and the Solana Beach Schools Foundation provide financial and volunteer support to our school, which includes enrichment programs, technology, STREAM, art, music, and physical education. Parents interested in volunteer opportunities related to the PTO can contact the PTO President at ssfptopresident@hotmail.com.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Solana Santa Fe School at (858) 794-4700.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	348	346	52	15.0
Female	176	176	31	17.6
Male	171	169	21	12.4
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	85	85	9	10.6
Black or African American	4	4	2	50.0
Filipino	2	2	0	0.0
Hispanic or Latino	39	39	6	15.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	37	37	4	10.8
White	171	169	29	17.2
English Learners	26	26	4	15.4
Foster Youth	0	0	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	44	43	7	16.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	49	49	12	24.5

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.60	0.29	0.19	0.37	0.42	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.29	0
Female	0.57	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.58	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.04	0

2023-24 School Safety Plan

Staff and student safety and campus security during the school day continue to be a top priority. Perimeter gates are kept locked during the school day, with a single point of ingress/egress. All visitors and volunteers must check in using our visitor management system. Staff are required to wear an identification badge at all times while on school grounds. Surveillance cameras, which are not actively monitored, are installed in each ingress and egress area. Certificated staff, classified staff, and administrators provide supervision before and after school, during lunch and recess periods. Development of the Comprehensive School Safety Plan is a collaborative effort between schools and the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff with 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 students, parents, and school employees including tactical information; safe and orderly school environment; school rules and procedures; hate crimes policies and procedures; and bullying prevention policies and procedures. The school evaluates the plan annually and updates it as needed. Comprehensive School Safety Plans are reviewed and approved by the Board of Education by March 1st of each year. The plan was last updated and reviewed with school staff in the Fall of 2023.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2		
1	17	3		
2	18	2		
3	15	3		
4	21	2	1	
5	23	1	3	
6	21	1	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2		
1	21		1	
2	21	1	1	
3	19	1		
4	23		2	
5	24		2	
6	22		2	
Other	19	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2		
1	21	1	1	
2	20	2		
3	19	3		
4	23		1	
5	25		1	
6	23		2	
Other	22	1	2	

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	N/A

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	0.6875
Psychologist	0.5
Social Worker	0.14
Nurse	0.33
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2
Other	0

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,670	\$2,051	\$9,619	\$99,741
District	N/A	N/A	\$9,377	\$96,772
Percent Difference - School Site and District	N/A	N/A	2.5	3.0
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	23.4	12.2

Fiscal Year 2022-23 Types of Services Funded

- Special Education
- Federal Special Education

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,007	\$54,046
Mid-Range Teacher Salary	\$96,772	\$84,515
Highest Teacher Salary	\$121,281	\$110,867
Average Principal Salary (Elementary)	\$151,559	\$136,841
Average Principal Salary (Middle)	N/A	\$141,477
Average Principal Salary (High)	N/A	\$137,985
Superintendent Salary	\$230,300	\$217,473
Percent of Budget for Teacher Salaries	35.73%	32.43%
Percent of Budget for Administrative Salaries	5.64%	5.62%

Professional Development

Staff members build teaching skills and concepts throughout the year by participating in conferences, workshops, and collaborative work. The Solana Beach School District offered two districtwide professional learning days at the start of the school 2022-23 year. Additional professional learning is offered throughout the school year. Teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Due to the impact of COVID-19, the District expanded its professional learning support to virtual options. A focus on maximizing the use of digital platforms to support teaching strategies to engage and further student learning in these new platforms has

Professional Development

been an area of focus. In addition, professional learning around data and assessment and SEL have been targeted areas of professional learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Solana Vista School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Solana Vista School
Street	780 Santa Victoria Avenue
City, State, Zip	Solana Beach, CA 92075
Phone Number	(858) 794-3700
Principal	Tami Benane
Email Address	tamibenane@sbsd.net
School Website	https://www.sbsd.k12.ca.us/Domain/9
County-District-School (CDS) Code	37-68387-6070882

2023-24 District Contact Information

District Name	Solana Beach School District
Phone Number	(858) 794-7100
Superintendent	Jodee Brentlinger
Email Address	jodeebrentlinger@sbsd.net
District Website	www.sbsd.net

2023-24 School Description and Mission Statement

District Mission Statement

Where learners find their voice, share their gifts, and advance the world

District Vision Statement

Inspiring wonder and discovery in learning and life

Welcome to Solana Vista Elementary, a kindergarten through third grade school located in the beautiful community of Solana Beach. At Solana Vista we have made it our mission to build a strong foundation for our students' lifelong success. It is our vision that all students will have learning experiences that will help them to become caring, responsible, productive citizens.

Our school is a wonderful example of an entire community working together to provide an exemplary education for all of its students. At Solana Vista, we believe in nurturing the growth of all students' unique and special gifts by fostering academic success and independence, encouraging a love of learning, celebrating each child's individual talents, and supporting students' social and emotional development. Solana Vista has developed a strong, compassionate spirit that can be found in all aspects of our school community. From the high level of parent involvement, to the caring nature of our students and continuous collaboration among staff, Solana Vista has created a welcoming environment that focuses on the needs of the whole child.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	64
Grade 1	75
Grade 2	71
Grade 3	71
Total Enrollment	281

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	44.1%
Male	55.9%
Asian	1.8%
Black or African American	0.4%
Hispanic or Latino	28.5%
Two or More Races	6%
White	61.6%
English Learners	14.6%
Homeless	3.2%
Socioeconomically Disadvantaged	26.7%
Students with Disabilities	14.2%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.80	93.11	140.60	93.74	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	6.89	9.20	6.15	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.10	0.11	18854.30	6.86
Total Teaching Positions	18.10	100.00	150.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.90	94.43	141.60	92.15	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	1.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	1.00	5.57	9.00	5.90	15831.90	5.67
Total Teaching Positions	17.90	100.00	153.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.20	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.20	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Solana Beach School District held a Public Hearing on September 14, 2023, and determined that each school within the district has sufficient and good quality textbooks, and instructional materials, 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 materials are available for parent examination at the school site or district office.

The table displays information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (Grades K-5) and McGraw Hill StudySync (Grade 6); 2021	Yes	0%
Mathematics	Supplemental Materials: Great Minds™ - Eureka Math™ 2014	Yes	0%
Science	Supplemental Materials: Accelerate Learning™ STEMscopes™ 2015	Yes	0%
History-Social Science	Houghton Mifflin/Harcourt - California Reflections 2006	Yes	0%

School Facility Conditions and Planned Improvements

Solana Vista provides a safe, clean, attractive environment for students, staff, and volunteers. Originally built in 1972, the school was completely reconstructed during to 2020-21 school year. Solana Vista is situated on 10 acres. The school consists of 24 classrooms, a library media center, a staff room, a multi-purpose room, a kitchen, a covered lunch area, and two playgrounds. The facility strongly supports teaching and learning through its classroom and playground space. The chart shows the results of the most recent school facilities inspection.

Year and month of the most recent FIT report

06/06/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural:	X			

School Facility Conditions and Planned Improvements

Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	78	81	86	84	47	46
Mathematics (grades 3-8 and 11)	86	77	80	81	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	71	69	97.18	2.82	81.16
Female	32	31	96.88	3.12	80.65
Male	39	38	97.44	2.56	81.58
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	17	94.44	5.56	52.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	42	97.67	2.33	90.48
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	21	95.45	4.55	66.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	41.67

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	71	69	97.18	2.82	76.81
Female	32	31	96.88	3.12	67.74
Male	39	38	97.44	2.56	84.21
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	17	94.44	5.56	35.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	42	97.67	2.33	88.10
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	21	95.45	4.55	52.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	58.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	N/A	N/A	72.93	71.80	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

We have a strong partnership with our Parent Teacher Association and the Solana Beach Schools Foundation which provide substantial financial and volunteer support, including enrichment programs in STREAM (Science, Technology, Research, Art, and Math), Physical Education, and Garden. In addition, Solana Vista has a very active ELAC (English Learner Advisory Committee) that meets quarterly to provide training, resources and support to families of our English learners. Our School Site Council, comprised of six elected parent members and six staff members, meets quarterly and oversees the School Plan for Student Achievement (SPSA).

Parents who wish to participate in Solana Vista's school committees, parent groups, and school activities or become volunteers may contact the school office at (858) 794-3700.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	286	285	26	9.1
Female	128	127	14	11.0
Male	158	158	12	7.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	6	6	1	16.7
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	81	81	9	11.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	18	18	2	11.1
White	175	174	14	8.0
English Learners	42	42	5	11.9
Foster Youth	0	0	0	0.0
Homeless	11	11	1	9.1
Socioeconomically Disadvantaged	83	82	11	13.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	54	54	8	14.8

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.61	0.00	0.70	0.19	0.37	0.42	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.7	0
Female	0	0
Male	1.27	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.23	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.57	0
English Learners	2.38	0
Foster Youth	0	0
Homeless	9.09	0
Socioeconomically Disadvantaged	1.2	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.85	0

2023-24 School Safety Plan

Staff and student safety and campus security during the school day continue to be a top priority. Perimeter gates are kept locked during the school day, with a single point of ingress/egress. All visitors and volunteers must check in using our visitor management system. Staff are required to wear an identification badge at all times while on school grounds. Surveillance cameras, which are not actively monitored, are installed in each ingress and egress area. Certificated staff, classified staff, and administrators provide supervision before and after school, during lunch and recess periods. Development of the Comprehensive School Safety Plan is a collaborative effort between schools and the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff with 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 students, parents, and school employees including tactical information; safe and orderly school environment; school rules and procedures; hate crimes policies and procedures; and bullying prevention policies and procedures. The school evaluates the plan annually and updates it as needed. Comprehensive School Safety Plans are reviewed and approved by the Board of Education by March 1st of each year. The plan was last updated and reviewed with school staff in the Fall of 2023.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	4		
1	19	3		
2	19	3		
3	18	4	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4		
1	18	4		
2	16	4		
3	17	4		
Other	17	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		3	
1	18	4		
2	17	4		
3	18	4		

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	N/A

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.5
Social Worker	0.14
Nurse	0.33
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2
Other	0

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,846	\$2,058	\$11,788	\$102,642
District	N/A	N/A	\$9,377	\$96,772
Percent Difference - School Site and District	N/A	N/A	22.8	5.9
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	43.1	15.0

Fiscal Year 2022-23 Types of Services Funded

- Special Education
- Federal Special Education
- Title I

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,007	\$54,046
Mid-Range Teacher Salary	\$96,772	\$84,515
Highest Teacher Salary	\$121,281	\$110,867
Average Principal Salary (Elementary)	\$151,559	\$136,841
Average Principal Salary (Middle)	N/A	\$141,477
Average Principal Salary (High)	N/A	\$137,985
Superintendent Salary	\$230,300	\$217,473
Percent of Budget for Teacher Salaries	35.73%	32.43%
Percent of Budget for Administrative Salaries	5.64%	5.62%

Professional Development

Staff members build teaching skills and concepts throughout the year by participating in conferences, workshops, and collaborative work. The Solana Beach School District offered two districtwide professional learning days at the start of the school 2022-23 year. Additional professional learning is offered throughout the school year. Teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Due to the impact of COVID-19, the District expanded its professional learning support to virtual options. A focus on maximizing the use of digital platforms to support teaching strategies to engage and further student learning in these new platforms has been an area of focus. In addition, professional learning around data and assessment and SEL have been targeted areas of professional learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3