

Solvang Elementary School

Solvang Elementary School District



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES K-8

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Tom Allcock
Superintendent

Lisa O'Neill
Principal

Pat Merritt
Assistant Principal

Principal's Message

Solvang Elementary School District is a one-school K-8 district with two adjacent campuses of 580 students. The lower campus (grades K-5) and the upper campus (grades 6-8) share a library and a state-of-the-art computer lab. The school includes both certificated and paraprofessional employees who participate in extensive staff development programs. The staff takes pride in its high teaching standards and the success of its students.

Parent and community involvement in school programs add to the school's effectiveness and helps it achieve its mission to provide students with the finest educational experience. The high educational quality of the District is enhanced by a variety of enrichment programs, such as a comprehensive music program and arts curriculum for all students. There is a 10,000 square foot gymnasium, a Science Discovery Center, a multipurpose room and an upgraded computer lab with 35 Macintosh computers with internet connection. A beautiful new multipurpose room and wing of new classrooms equipped with the latest technology were built on the lower campus in 2010. New basketball and handball courts, additional field area and two playgrounds were also part of the construction project.

Solvang School provides each child with a broad range of learning experiences to ensure that all students are successful learners who will contribute to the global community.

Parental Involvement

Parent and community involvement in school programs is encouraged and adds to the school's effectiveness, consequently helping it achieve its mission to provide students with the best possible educational experience.

Solvang School has an active Parent Teacher Organization (PTO), and all parents are urged to be members. Through this organization, we are able to provide many special services and programs for all our students. These include such things as cultural arts assemblies, book fairs, the purchase of needed equipment for the school, and more.

Parents and families that are interested in becoming involved in school activities, such as the School Site Council, as classroom volunteers, PTO, and other committees should contact the school office at extension 132.

The Solvang School Education Foundation (SSEF) is a 503(c) non-profit organization. The mission of SSEF is to support students, faculty, and educational staff in pursuing educational goals and ideals through purchasing educational materials and supplies; providing high technology, scientific and other equipment; constructing, maintaining and improving existing facilities; providing for educational programs, workshops, field trips and camps; and supporting the ongoing general education of the students of the Solvang Elementary School District. The address for SSEF is P.O. Box 304, Solvang, CA 93464. If you would like to support SSEF by volunteering or making a monetary donation, contact Helena Avery at (805) 688-2145.

School Safety

The School Safety Plan was last reviewed and updated in March of 2010. The School Safety Plan addresses response to earthquakes, fire, intruders, and so on; drills for fire and earthquakes are conducted each month; drills for disasters and intruders are conducted annually; and the need for staff first aid training is evaluated annually.

Visitors must sign in at the school office.



District Mission and Goals

Solvang School provides each child with a broad range of learning experiences, the primary focus of which is the academic areas of reading, writing, spelling, mathematics, social studies, and science. In addition to placing strong emphasis on the mastery of basic skills, attention is given to higher level thinking skills and a comprehensive fine arts program including visual arts, music, drama, and movement. We have Spanish speaking liaisons that aid and counsel our Spanish-speaking children and their families.



"We are Committed to Our Community!"



“The staff takes pride in its high teaching standards and the success of its students.”

Suspensions and Expulsions

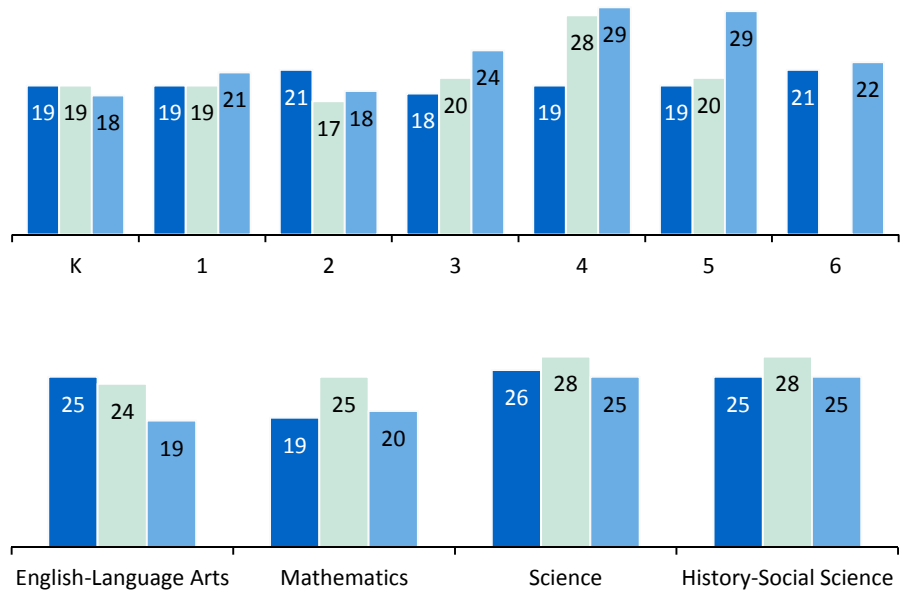
This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school’s total enrollment) for the most recent three-year period.

| Suspension Rate | | |
|-----------------|-------|-------|
| Solvang ES | | |
| 07-08 | 08-09 | 09-10 |
| 0.010 | 0.007 | 0.028 |
| Solvang ESD | | |
| 07-08 | 08-09 | 09-10 |
| 0.010 | 0.007 | 0.028 |
| Expulsion Rate | | |
| Solvang ES | | |
| 07-08 | 08-09 | 09-10 |
| 0.000 | 0.000 | 0.000 |
| Solvang ESD | | |
| 07-08 | 08-09 | 09-10 |
| 0.000 | 0.000 | 0.000 |

Class Size

07-08 08-09 09-10

The bar graphs display the three-year data for average class size.



Class Size Distribution — Number of Classrooms By Size

| Grade | 07-08 | | | 08-09 | | | 09-10 | | |
|-------|-------|-------|-----|-------|-------|-----|-------|-------|-----|
| | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| K | 2 | 2 | | 4 | | | 4 | | |
| 1 | 1 | 2 | | 3 | | | 1 | 2 | |
| 2 | 1 | 2 | | 3 | | | 3 | | |
| 3 | 3 | 1 | | 2 | 1 | | | 2 | |
| 4 | 1 | 2 | | | 2 | | | 2 | |
| 5 | 1 | 1 | | 2 | 1 | | | 2 | |
| 6 | 1 | 2 | | | | | 1 | 2 | |

Class Size Distribution — Number of Classrooms By Size

| Subject | 07-08 | | | 08-09 | | | 09-10 | | |
|------------------------|-------|-------|-----|-------|-------|-----|-------|-------|-----|
| | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ |
| English-Language Arts | 3 | 5 | 1 | 4 | 5 | 1 | 12 | 5 | 2 |
| Mathematics | 9 | 2 | 1 | 4 | 3 | 2 | 8 | 1 | 1 |
| Science | 1 | 5 | | 1 | 6 | 1 | 3 | 1 | 2 |
| History-Social Science | 2 | 4 | | 1 | 6 | 1 | 2 | 3 | 1 |

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

| School Facility Good Repair Status | | | |
|---|---------------|---------------------|---------------|
| Items Inspected | Repair Status | Items Inspected | Repair Status |
| Systems | Good | Restrooms/Fountains | Fair |
| Interior | Fair | Safety | Good |
| Cleanliness | Good | Structural | Good |
| Electrical | Good | External | Good |
| Overall Summary of Facility Conditions | | | Good |
| Date of the Most Recent School Site Inspection | | | 12/13/2010 |
| Date of the Most Recent Completion of the Inspection Form | | | 12/13/2010 |

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

| Deficiencies and Repairs | |
|--------------------------|---|
| Items Inspected | Deficiencies, Action Taken or Planned, and Date of Action |
| Interior | Older buildings need modernization 2011-12 |
| Restrooms/Fountains | Older restrooms and fountains need modernization 2011-12 |

School Facilities

The school is situated on two adjacent sites. The lower campus, serving kindergarten through fifth grade, has 21 permanent classrooms and three modular classrooms, an administrative office, a gymnasium and a multipurpose room with a full kitchen. It encompasses six acres of land. The upper campus, which serves sixth through eighth grade students, has 11 permanent classrooms, a computer lab, art room, a drama room, and a modular band room. A Science Discovery Lab serves middle school students. The upper campus is situated on 11 acres of land. Facilities are inspected on a daily basis for cleanliness and to identify and repair any safety issues. Three full bathroom facilities are located for students on the lower campus.

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School Facilities

Continued from left

One full bathroom facility is located on the upper campus. Bathrooms are inspected throughout the day and cleaned after recess and lunch breaks during school hours.

Solvang School provides a safe, clean and functional environment for learning.

The first current classrooms at Solvang School were built in 1952. Solvang School has implemented the BEST (Building Effective Schools Together) Program. The main tenets of the program are to encourage all students and staff to be safe, be respectful, and be responsible.

All visitors to the school are asked to sign in the school office. All non-school personnel must wear a visitor's badge while on campus. Maintenance personnel inspect the facilities routinely throughout the day. All staff is asked to report any safety issues to the maintenance office via the school email system.

Over the past year, six new classrooms in addition to a music room were constructed on the lower campus. In addition, a multipurpose room with a kitchen and a performance space was added. Both lower campus playgrounds were upgraded with new, ADA compliant equipment. A network operations center was added to support the increased technological demands of both campuses. All of this was Phase One of construction funded by general obligation bond funds. A deferred maintenance project involving window and door replacement in the oldest buildings on campus is in progress.

The District participates in the State School Deferred Maintenance Program, which provides state-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$350,974 for the Deferred Maintenance Program. This represents 7.5% of the District's general fund budget.



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

| Solvang ES | |
|----------------------------|-----------------|
| Subject | Percent Lacking |
| Reading/Language Arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History-Social Science | 0% |
| Visual and Performing Arts | 0% |
| Foreign Language | 0% |
| Health | ✧ |
| ✧ Not applicable. | |

“Our teachers and staff work hard to provide the best educational experience for our students.”

Textbooks and Instructional Materials

In order to support instructional programs and ensure student success in the Solvang Elementary School District, textbooks and materials aligned with the California Content Standards and Frameworks are a high priority. Textbook adoptions are conducted on a seven-year cycle by subject matter to maintain current materials.

Technology in the classroom and in the computer lab is extremely important to the students and teachers at Solvang School. The computer lab has 35 Macintosh computers that are internet-connected and two laser printers. There is an average of four computers per classroom. A computer coordinator oversees the computer lab and also serves on the Technology Committee, consisting of teachers, administrators, and parents. Ongoing learning of computer technology by students is an essential component of the instructional program at Solvang School.

Each pupil has access to their own copy of the Standards-aligned textbooks (approved by State Board of Education) and instructional materials in the core curriculum areas of reading/language arts, math, science, foreign language, and health to use in class and to take home. All textbooks are current for the 2009-10 school year in conjunction with the state's adoption cycle.

All students in visual and performing arts classes have access to the appropriate textbooks and instructional materials. Solvang Elementary offers the following visual and performing arts classes: Music (K-4), Art (K-8), Band (5-8), and Drama (5-8).

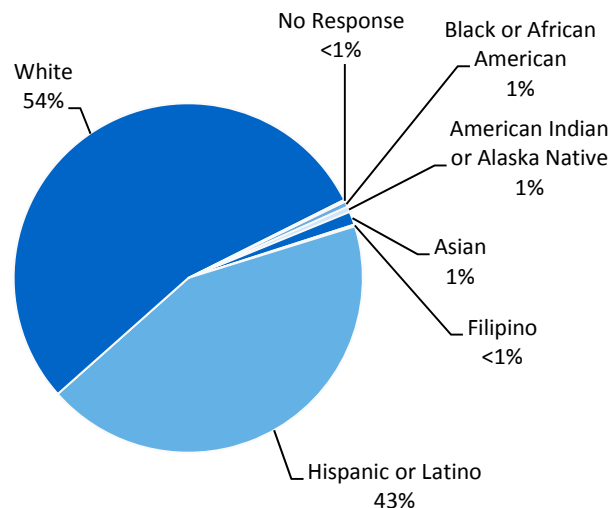
Textbooks and Instructional Materials List

| Subject | Textbook | Adopted |
|------------------------|-------------------------------|--------------|
| English-Language Arts | Imagine It! (K-5) Holt (6) | 2009 2010 |
| Mathematics | Houghton Mifflin <i>Math</i> | 2000 |
| Literature | Holt (6-8) | 2007 |
| Science | Holt <i>Science</i> (6-8) | 2004 |
| Science | Harcourt <i>Science</i> (3-5) | 2004 |
| History-Social Science | Houghton Mifflin (K-6) | 2006 |
| History-Social Science | Holt (7-8) | 2006 |

Note: This data was most recently collected and verified in September 2010.

Enrollment and Demographics

The total enrollment at the school was 576 students for the 2009-10 school year.



STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

| Percentage of Students Scoring At Proficient or Advanced Levels | | | | | | | | | |
|---|------------|-------|-------|-------------|-------|-------|------------|-------|-------|
| | Solvang ES | | | Solvang ESD | | | California | | |
| | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 |
| English-Language Arts | 65% | 64% | 62% | 65% | 64% | 62% | 46% | 50% | 52% |
| Mathematics | 71% | 71% | 68% | 71% | 71% | 68% | 43% | 46% | 48% |
| Science | 71% | 66% | 75% | 71% | 66% | 75% | 46% | 50% | 54% |
| History-Social Science | 52% | 57% | 72% | 52% | 57% | 72% | 36% | 41% | 44% |

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

| Percentage of Students Scoring At Proficient or Advanced Levels | | | | |
|---|-----------------------|-------------|---------|------------------------|
| Group | Spring 2010 Results | | | |
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the District | 62% | 68% | 75% | 72% |
| All Students at the School | 62% | 68% | 75% | 72% |
| Male | 56% | 71% | 73% | 77% |
| Female | 68% | 66% | 77% | 68% |
| Black or African American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 42% | 54% | 55% | 47% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 76% | 78% | 88% | 89% |
| Two or More Races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically Disadvantaged | 35% | 47% | 49% | 40% |
| English Learners | 30% | 46% | 30% | 7% |
| Students with Disabilities | 51% | 49% | ❖ | ❖ |
| Students Receiving Migrant Education Services | ❖ | ❖ | ❖ | ❖ |

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

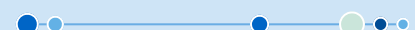
The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.





API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison

| | 2007 | 2008 | 2009 |
|--------------------------|------|------|------|
| Statewide API Rank | 8 | 9 | 8 |
| Similar Schools API Rank | 10 | 10 | 7 |

API Growth by Student Group

API Growth by Student Group — Three Year Comparison

| Group | Actual API Change | | |
|-------------------------------------|-------------------|-------|-------|
| | 07-08 | 08-09 | 09-10 |
| All Students at the School | 25 | -10 | -12 |
| Black or African American | ■ | ■ | ■ |
| American Indian or Alaska Native | ■ | ■ | ■ |
| Asian | ■ | ■ | ■ |
| Filipino | ■ | ■ | ■ |
| Hispanic of Latino | 49 | -12 | -17 |
| Native Hawaiian or Pacific Islander | ■ | ■ | ■ |
| White | 14 | -11 | -9 |
| Two or More Races | ■ | ■ | ■ |
| Socioeconomically Disadvantaged | 110 | -87 | -23 |
| English Learners | 46 | -10 | -39 |
| Students with Disabilities | ■ | ■ | ■ |

■ Data are reported only for numerically significant groups.

API Growth by Student Group: 2010 Growth API Comparison

| API Growth by Student Group — 2010 Comparison | | | |
|---|-----------------|-------------|------------|
| Group | 2010 Growth API | | |
| | Solvang ES | Solvang ESD | California |
| All Students | 842 | 841 | 767 |
| Black or African American | ■ | ■ | 685 |
| American Indian or Alaska Native | ■ | ■ | 728 |
| Asian | ■ | ■ | 889 |
| Filipino | ■ | ■ | 851 |
| Hispanic of Latino | 758 | 758 | 715 |
| Native Hawaiian or Pacific Islander | ■ | ■ | 754 |
| White | 898 | 897 | 838 |
| Two or More Races | ■ | ■ | 807 |
| Socioeconomically Disadvantaged | 732 | 732 | 712 |
| English Learners | 734 | 734 | 691 |
| Students with Disabilities | ■ | ■ | 580 |

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

| Federal Intervention Program | | |
|---|------------|-------------|
| | Solvang ES | Solvang ESD |
| Program Improvement Status | Not In PI | Not In PI |
| First Year of Program Improvement | ◇ | ◇ |
| Year in Program Improvement | ◇ | ◇ |
| Number of Schools Identified for Program Improvement | | 0 |
| Percent of Schools Identified for Program Improvement | | 0% |

◇ Not applicable.

API Growth by Student Group:
2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

California Physical
Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students
Meeting Fitness Standards

| Grade 5 | |
|-----------------------|---|
| Four of Six Standards | ◇ |
| Five of Six Standards | ◇ |
| Six of Six Standards | ◇ |
| Grade 7 | |
| Four of Six Standards | ◇ |
| Five of Six Standards | ◇ |
| Six of Six Standards | ◇ |

◇ Data not available from the state at the time of publication.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress

| Adequate Yearly Progress Criteria | | | | |
|-----------------------------------|------------------------------|--------------------|------------------------------|--------------------|
| | Solvang ES | | Solvang ESD | |
| Met Overall AYP | No | | No | |
| AYP Criteria | English-Language Arts | Mathematics | English-Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | No | No | No | No |
| API | Yes | | Yes | |
| Graduation Rate | ✧ | | ✧ | |

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

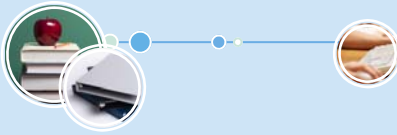
Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Academic Counselors and School Support Staff

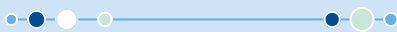
| Academic Counselors and School Support Staff | |
|--|---------------|
| Academic Counselors | FTE and Ratio |
| Number of Academic Counselors (FTE) | 0.0 |
| Ratio of Students Per Academic Counselor | ✧ |
| Support Staff | FTE |
| Counselor (Social Behavioral or Career Development) | 0.0 |
| Library Media Teacher (Librarian) | 0.0 |
| Library Media Services Staff (Paraprofessional) | 0.5 |
| Psychologist | 0.8 |
| Social Worker | 0.0 |
| Nurse | 0.8 |
| Speech/Language/Hearing Specialist | 0.8 |
| Resource Specialist (non-teaching) | 2.0 |
| Other | 0.0 |

✧ Not applicable.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).



Teacher Qualifications

| Teacher Credential Information | | | | |
|---|-------------|------------|-------|-------|
| | Solvang ESD | Solvang ES | | |
| Teachers | 09-10 | 07-08 | 08-09 | 09-10 |
| With Full Credential | 27 | 30 | 31 | 27 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

| Teacher Misassignments and Vacant Teacher Positions | | | |
|---|------------|-------|-------|
| | Solvang ES | | |
| | 08-09 | 09-10 | 10-11 |
| Teacher Misassignments of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

| No Child Left Behind Compliant Teachers | | |
|---|--|---------------------------------------|
| | Percent of Classes in Core Academic Subjects | |
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| Solvang ES | 100% | 0% |
| All Schools in District | 100% | 0% |
| High-Poverty Schools in District | ✧ | ✧ |
| Low-Poverty Schools in District | ✧ | ✧ |

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



Professional Development

Due to budget cuts at the state and federal level, Solvang School certificated staff did not have any full days devoted solely to professional development in the 2009-10 school year. However, teachers participated in professional trainings throughout the year both on campus and off site. Trainings included several on RTI (Response to Intervention), DIBELS, Imagine It! curriculum training, Factwise Math and EL Student Shadowing. Teachers are also encouraged and given the opportunity to take advantage of college course offerings for continuing education.

For the 2007-08 school year, we dedicated two days for professional development. In 2008-09, there was one day dedicated to professional development.



Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.



Types of Services Funded

Categorical funds assist the District in providing after school remediation programs and after school homework assistance for Title 1 designated students and English learners, LEXIA Reading intervention, DIBELS assessment, classroom instructional aides in grades K-5, English Learner Coordinator and services, teacher training opportunities, and implementation of RTI.



School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.

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District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data

| Category | Solvang ESD | Similar Sized District |
|---|-------------|------------------------|
| Beginning Teacher Salary | \$39,464 | \$38,905 |
| Mid-Range Teacher Salary | \$62,564 | \$56,504 |
| Highest Teacher Salary | \$77,565 | \$71,750 |
| Average Principal Salary | ⊛ | \$92,053 |
| Superintendent Salary | ⊛ | \$111,055 |
| Teacher Salaries — Percent of Budget | 43.9% | 37.9% |
| Administrative Salaries — Percent of Budget | 3.6% | 6.8% |

⊛ Single-site districts are not required to display this data. (*Education Code* Section 41409.3).

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data

| | Solvang ES |
|--|------------|
| Total Expenditures Per Pupil | \$7,710 |
| Expenditures Per Pupil From Restricted Sources | \$1,356 |
| Expenditures Per Pupil From Unrestricted Sources | \$6,354 |
| Annual Average Teacher Salary | \$63,841 |

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison

| | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
|--|--|-------------------------------|
| Solvang ES | \$6,354 | \$63,841 |
| Solvang ESD | \$6,354 | \$63,841 |
| California | \$5,681 | \$57,352 |
| School and District — Percent Difference | ◆ | ◆ |
| School and California — Percent Difference | +10.6% | +10.2% |

◆ Because Solvang Elementary School District is a single-site district, the percent difference does not apply.