

Solvang Elementary School

School Accountability Report Card



GRADES K-8

565 Atterdag Road Solvang, CA 93463
Phone: (805) 688-4810 Fax: (805) 688-6410
Website: www.solvangschool.org

Lisa J. O'Neill, Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

Solvang Elementary School District is a single school K-8 district with two adjacent campuses of 574 students. The lower campus (grades K-5) and the upper campus (grades 6-8) share a library and a computer lab. The school includes both certificated and paraprofessional employees who participate in 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 and arts program for all students. There is a 10,000 square foot gymnasium, a Science Discovery Center 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, assemblies and the purchase of needed equipment for the classrooms. For information regarding participation in the PTO, please call the school office.

Parents are involved in the School Site Council(SSC). The SSC members work together to form our Single School Plan which dictates the use of categorical funding for our students. Information for parents wanting to become involved in the SSC is sent out annually to all families.

Solvang School Education Foundation (SSEF) is a 503(c) non-profit organization. Its mission 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. SSEF is responsible for raising all funds that support our music and arts program. Tax deductible donations may be sent to P.O. Box 304, Solvang, CA 93464. If you would like to support SSEF by volunteering or if you have any questions, contact Kelly Kluckman, President, at (805) 688-3219.

Parents are welcomed and encouraged to volunteer in the classrooms. Please call the school office or your student's teacher to arrange a schedule.

School Safety

The School Safety Plan was last reviewed and updated in March 2011. 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.

Solvang Elementary School District

Tom Allock
Superintendent



In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission and Goals

The mission of the Solvang Elementary School District is:

- to educate all students to realize their full potential through the core beliefs that all students have the ability to learn and succeed
- that learning is a shared responsibility between parents, teachers, students, school and community
- that we set high standards of ethical and professional behavior
- that we provide a well rounded education including fine arts and critical thinking
- that we value physical fitness and nutritional meals to foster better learning
- that we provide a safe and orderly learning environment.



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 *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT 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

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

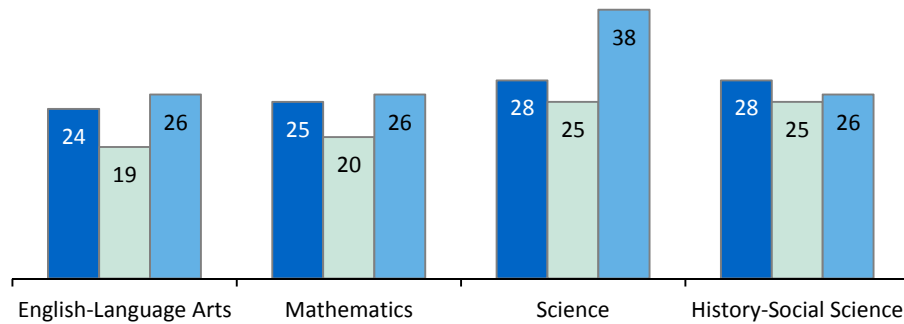
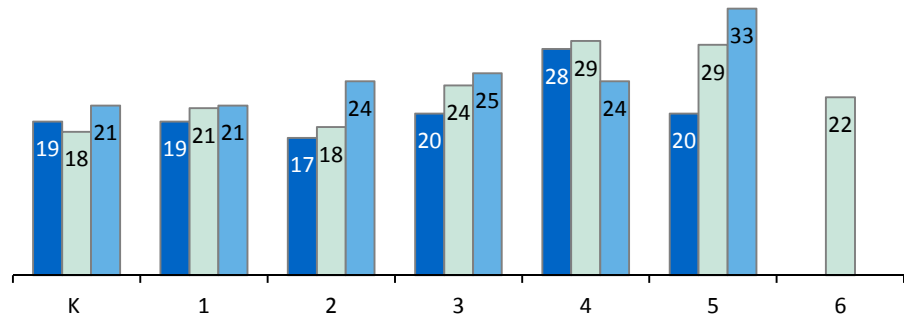
Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	11.9%
Five of Six Standards	28.4%
Six of Six Standards	31.3%
Grade 7	
Four of Six Standards	8.7%
Five of Six Standards	17.4%
Six of Six Standards	52.2%

Class Size

08-09 09-10 10-11

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



Class Size Distribution — Number of Classrooms By Size

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4			4			2	1	
1	3			1	2		3		
2	3			3				2	
3	2	1			2			2	
4		2			2			2	
5	2	1			2			1	1
6				1	2				
Subject	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	4	5	1	12	5	2	3	7	2
Mathematics	4	3	2	8	1	1	2	5	1
Science	1	6	1	3	1	2		1	3
History-Social Science	1	6	1	2	3	1	1	5	

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, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **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	Fair	Restrooms/Fountains	Fair
Interior	Fair	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Fair	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			12/07/2011
Date of the Most Recent Completion of the Inspection Form			12/07/2011

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
Systems	Upgrade existing heating and A.C: Ongoing modernization in 2012/13.
Interior	Install energy efficient reflective ceilings: Ongoing modernization in 2012/13.
Electrical	Install energy efficient lighting: Ongoing modernization in 2012/13.
Restrooms/Fountains	Build new restroom/upgrade existing on UC: Ongoing modernization in 2012/13.

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.

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School Facilities

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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. 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.

The first current classrooms at Solvang School were built in 1952. 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. The Maintenance Supervisor and the Superintendent do an overall campus evaluation annually.

In 2010, six new classrooms in addition to a music room were constructed on the lower campus. 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. Windows were completed in the summer of 2011 in addition to the installation of tackable surfaces in many classrooms improving wall quality and eliminating the need for ongoing painting. Doors will be replaced as part of the ongoing modernization over the next two years (2012 and 2013).

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 2011-12 school year, the District budgeted \$130,674 for the Deferred Maintenance Program. This represents 3.23% of the District's general fund budget.



“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.”

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	0%

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 2010-11 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)	2009
English-Language Arts	Holt (6)	2010
Mathematics	Houghton Mifflin <i>Math</i>	2000
Literature	Holt (6-8)	2007
Science	Holt <i>Science (6-8)</i>	2004
Science	Harcourt <i>Science (3-5)</i>	2004
History-Social Science	Houghton Mifflin (K-6)	2006
History-Social Science	Holt (7-8)	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbook Data

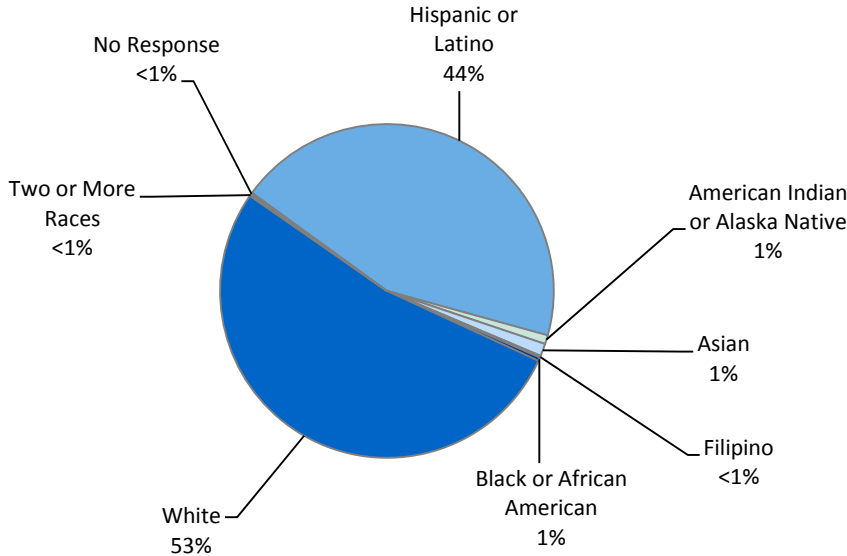
This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data	
Data Collection Date	09/2011

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

Enrollment and Demographics

The total enrollment at the school was 578 students for the 2010-11 school year.*



Student Enrollment by Group

Solvang ES	
Socioeconomically Disadvantaged	21.3%
English Learners	40.3%
Students with Disabilities	9.3%



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.

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.

	Solvang ES			Solvang ESD		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspension Rate	0.007	0.028	0.022	0.007	0.028	0.022
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000

Professional Development

In March of 2011, all teachers at Solvang Elementary School participated in a Valley-wide staff development training focusing on Response to Intervention. In addition, teachers and instructional aides received training on the use of Lexia and DIBELS for reading intervention and ongoing assessment. Teachers are encouraged and given the opportunity to take advantage of college course offerings for continuing education.

For the 2008-09 school year, we dedicated one day for professional development. In 2009-10, there were zero days, and in 2010-11, there was one day dedicated for professional development.



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: 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 more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **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 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		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	64%	62%	66%	64%	62%	66%	49%	52%	54%
Mathematics	71%	68%	71%	71%	68%	71%	46%	48%	50%
Science	66%	75%	73%	66%	75%	73%	50%	54%	57%
History-Social Science	57%	72%	72%	57%	72%	72%	41%	44%	48%

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 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	66%	71%	73%	72%
All Students at the School	66%	71%	73%	72%
Male	57%	69%	68%	67%
Female	75%	73%	77%	76%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	47%	59%	57%	52%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	79%	79%	82%	84%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	41%	54%	55%	41%
English Learners	36%	49%	29%	❖
Students with Disabilities	56%	54%	57%	❖
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.



Academic Performance Index

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

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2008	2009	2010
Statewide API Rank	9	8	7
Similar Schools API Rank	10	7	8

API Testing

Assessment data is 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 STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

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 API rank” compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A “similar schools API 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, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group – 2011 Growth API and Three Year Comparison									
Group	2011 Growth API						Solvang ES — Actual API Change		
	Solvang ES		Solvang ESD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	439	855	439	855	4,683,676	778	-10	-12	13
Black or African American	0	■	0	■	317,856	696	■	■	■
American Indian or Alaska Native	5	■	5	■	33,774	733	■	■	■
Asian	7	■	7	■	398,869	898	■	■	■
Filipino	1	■	1	■	123,245	859	■	■	■
Hispanic or Latino	189	784	189	784	2,406,749	729	-12	-17	26
Native Hawaiian or Pacific Islander	0	■	0	■	26,953	764	■	■	■
White	237	905	237	905	1,258,831	845	-11	-9	7
Two or More Races	0	■	0	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	154	763	154	763	2,731,843	726	-87	-23	31
English Learners	176	767	176	767	1,521,844	707	-10	-39	33
Students with Disabilities	63	762	63	762	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these 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 met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Solvang ES		Solvang ESD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✘		✘	

Types of Services Funded

Categorical funds assist the District in providing language arts remediation in our RTI Learning Center. In addition, we provide after school homework assistance for Title 1 designated students and English learners. Categorical funds also pay for LEXIA Reading intervention, DIBELS assessment, classroom instructional aides in grades K-5, English Learner Coordinator and services and teacher training opportunities.

Federal Intervention Program

Districts and schools receiving Title I funding that 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) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 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. The graduation rate for AYP criteria applies to high schools.

◇ Not applicable.



“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.”

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/>.

Teacher Credential Information				
	Solvang ESD	Solvang ES		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	24	31	27	24
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		
	09-10	10-11	11-12
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 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

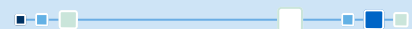
No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Solvang ES	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	✧	✧

✧ 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).

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

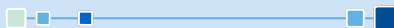


NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

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	\$7,318
Expenditures Per Pupil From Restricted Sources	\$683
Expenditures Per Pupil From Unrestricted Sources	\$6,635
Annual Average Teacher Salary	\$65,000



"The high educational quality of the District is enhanced by a variety of enrichment programs, such as a comprehensive music and arts program for all students."

School Accountability Report Card

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Financial Data

The financial data displayed in the SARC is from the 2009-10 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.

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	\$38,744
Mid-Range Teacher Salary	\$57,398	\$55,509
Highest Teacher Salary	\$77,565	\$70,567
Average Principal Salary (Elementary School)	\$90,000	\$92,338
Average Principal Salary (Middle School)	◇	\$96,427
Superintendent Salary	◇	\$109,381
Teacher Salaries — Percent of Budget	44%	37%
Administrative Salaries — Percent of Budget	4%	7%

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	\$6,635	\$65,000
Solvang ESD	\$6,635	\$65,000
California	\$5,455	\$57,071
School and District — Percent Difference	◇	◇
School and California — Percent Difference	+21.6%	+13.9%

◇ Information not available.

◆ The percent difference does not apply to single-site districts.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on 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. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.