

Solvang Elementary School District

Solvang Elementary School

School Accountability Report Card

Data From The 2005-2006 School Year Published During 2006-2007

Principal's Message

Solvang Elementary School District is a one-school K-8 district with two adjacent campuses of 653 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 recently built 10,000-square foot gymnasium and an upgraded computer lab with 35 Macintosh computers with Internet connection. A new science building on the upper campus was completed in the summer of 2005. The new Solvang School Science Discovery Center serves all middle school students.

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.

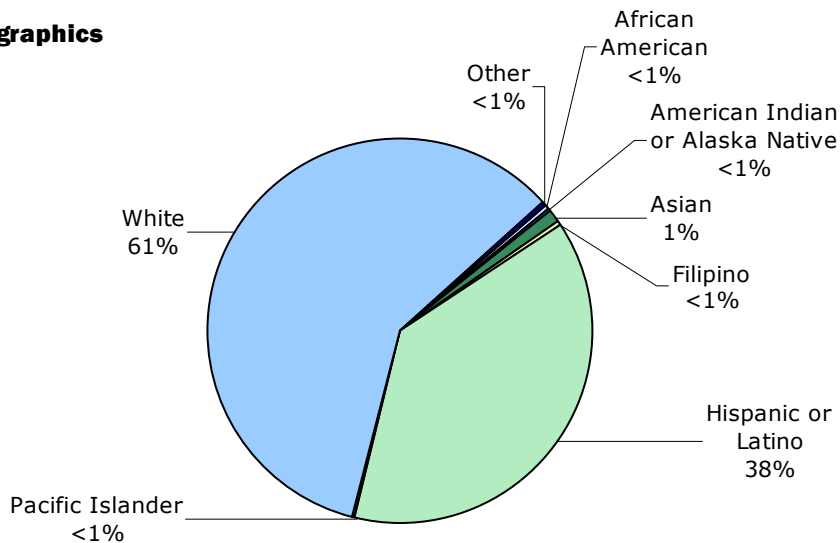
Positive Learning Environment

The staff at Solvang School has developed Building Effective Schools Together (BEST), a schoolwide behavior management program. The program is based on the three following elements: *Be Safe, Be Responsible, and Be Respectful*. A major component of the program is positive reinforcement for the vast majority of the students who will, on a daily basis, meet the behavioral expectations set for them.

Enrollment and Demographics

The total enrollment was 580 students for the 2005-2006 school year.

Demographics



Steve Michaud
Superintendent/Principal

Solvang Elementary School

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Board of Trustees

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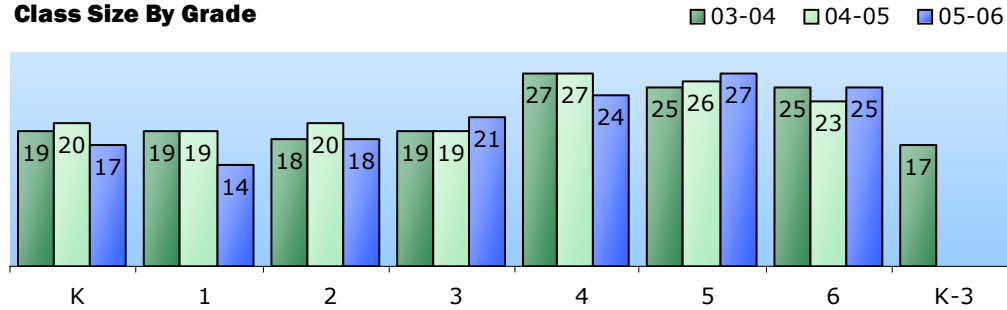
Mission and Goals

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.

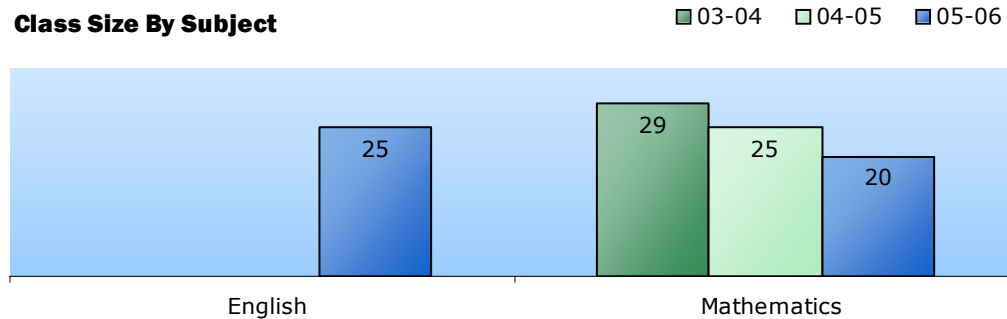
Class Size

The three-year data for average class size is displayed below.

Class Size By Grade



Class Size By Subject



Class Size Distribution — Number of Classrooms By Size									
Grade	2003-04			2004-05			2005-06		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			3			4		
1	2			3			3		
2	3			3			3		
3	3			4			3	1	
4		3			3			3	
5		3			3			2	
6		3			3			3	
K-3	3								

Class Size Distribution — Number of Classrooms By Size									
Subject	2003-04			2004-05			2005-06		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts							2	1	1
Mathematics	1		2	1	2		5	1	1

Class Size Reduction

Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per teacher. The table below shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level at the school.

Class Size Reduction			
Grade Level	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

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, etc.

Parents and families that are interested in becoming involved in school activities, such as the School Site Council, as classroom volunteers, or on advisory boards, PTO and other committees should contact the school Principal, Steve Michaud or the PTO President at (805) 688-4810.

The Solvang School Education Foundation 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.



School Facilities

The table below shows the school's most recently completed results of inspection and evaluation to determine the school facility's good repair status.

School Facility Conditions		
Interim Evaluation Instrument Area	Facility in Good Repair?	
	Yes	No
Gas Leaks	✓	
Mechanical Systems	✓	
Windows/Doors/Gates (interior and exterior)	✓	
Interior Surfaces (walls, floors, and ceilings)	✓	
Hazardous Materials (interior and exterior)	✓	
Structural Damage	✓	
Fire Safety	✓	
Electrical (interior and exterior)	✓	
Pest/Vermin Infestation	✓	
Drinking Fountains (inside and outside)	✓	
Restrooms	✓	
Sewer	✓	
Playground/School Grounds	✓	
Other		

* The school inspection date and Interim Evaluation Instrument completion date occurred in September, 2006.

Minimum Days and Instructional Minutes

For 2005-06, Solvang Elementary School had nine minimum days (early release) designated for staff development and parent-teacher conferences. The table below shows the minutes of study offered by grade.

Instructional Minutes		
Grade Level	Offered	State Requirement
Kindergarten	37,855	36,000
1-3	51,745	50,400
4-6	55,825	54,000
7-8	57,008	54,000

Suspensions and Expulsions

The table below 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 and Expulsion Rates						
	Solvang ES			Solvang ESD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspension Rate	0.138	0.017	0.013	0.138	0.017	0.013
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000

Facilities

The school is situated on two adjacent sites. The lower campus, serving kindergarten through fifth grade, has 15 permanent classrooms and five modular classrooms, an administrative office, a music room and a new gymnasium. It encompasses six acres of land. The upper campus, which serves sixth through eighth grade students, has 11 permanent classrooms, two modular classrooms, a drama room, and a modular band room. A new Science Discovery lab was opened this year to serve 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. Two 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. 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 visitors 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.



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. New science textbooks were purchased for grades 3-8 in 2004.

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. All textbooks are current for the 2005-06 school year in conjunction with the state's adoption cycle.

Textbooks		
Subject Area	Textbook Title	Year Adopted
English-Language Arts	<i>Open Court</i> Grades K-5	2001
Math	Houghton Mifflin <i>Math</i>	2000
Literature	McDougal Littell Grades 6-8	2001
Science	Holt <i>Science</i> Grades 6-8	2004
Science	Harcourt <i>Science</i> Grades 3-5	2004
History-Social Science	Houghton Mifflin Grades K-6 Holt Grades 7-8	2006
Core Curriculum Areas		
Core Curriculum Areas	Percent of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	
Reading/Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Health	0%	
Foreign Language	0%	

* This data was most recently collected and verified in April, 2007.

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0.0

School Safety

The School Safety Plan was last reviewed and updated on December 11, 2006. 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.



School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.0
- Resource Specialist (non-teaching) 0.0
- Other 0.3

California Standards Tests

The California Standards Tests (CST) are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

CST Results

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. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

Percentage of Students At Proficient or Advanced Levels									
	Solvang ES			Solvang ESD			California		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	49%	58%	59%	49%	58%	59%	36%	40%	42%
Mathematics	55%	61%	66%	55%	61%	66%	34%	38%	40%
Science	28%	41%	51%	28%	41%	51%	25%	27%	35%
History-Social Science	27%	29%	45%	27%	29%	45%	29%	32%	33%

CST Subgroup Results:

English-Language Arts, Mathematics, Science, and History-Social Science

Subgroups, Spring 2006 — Percentage of Students At Proficient or Advanced Levels				
Subject	English-Language Arts	Mathematics	Science	History-Social Science
Year Tested	2005-06	2005-06	2005-06	2005-06
Male	57%	68%	47%	47%
Female	62%	65%	54%	42%
English Learners	22%	36%	20%	14%
Economically Disadvantaged	35%	44%	37%	31%
Students with Disabilities	16%	23%	❖	❖
Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	33%	44%	31%	26%
Pacific Islander	❖	❖	❖	❖
White	76%	81%	63%	58%

❖ Data are reported only for numerically significant subgroups.

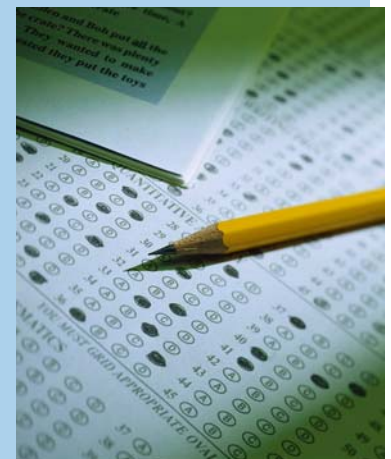
California Standards Test

The multiple-choice California Standards Tests are part of the Standardized Testing and Reporting (STAR) program, used to measure student achievement in relation to meeting educational standards and goals. Students in grades 2-11 take an English language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History/social science tests are given to students in grades 8, 10, and 11, and students in grades 5, and 8 through 11 take a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (exceeds State Standards)
- **Proficient** (meets Standards)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the proficient or advanced level meet State Standards in that content area.



Testing Note: Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socioeconomically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current norm referenced test adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

NRT Results

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06
Solvang ES	56%	65%	67%	66%	75%	77%
Solvang ESD	56%	65%	67%	66%	75%	77%
California	43%	41%	42%	51%	52%	53%

NRT Subgroup Results: Reading and Math

Subgroups, Spring 2006 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Year Tested	2005-06	2005-06
Male	73%	83%
Female	62%	71%
English Learners	33%	44%
Economically Disadvantaged	36%	52%
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	43%	54%
Pacific Islander	❖	❖
White	81%	91%

❖ Data are reported only for numerically significant subgroups.

Instruction and Leadership

The responsibility of leadership at Solvang School is shared between the district, site Administration, staff, parents and students. The district requires participation from school staff to meet and address specific issues for the site, such as the Peer Assistance Review (PAR) Committee, Budget Advisory Team, Technology Committee, Leadership Committee and English Language Development (ELD) Committee. Other committees with staff and parent participation involve decision-making regarding priorities and direction of the school's educational plan in order to ensure alignment with students' educational needs. These committees include: the PTO, School Site Council (SSC), School Safety Committee, Student Study Teams, and ELAC/DELAC.

The quality of instructional programs at Solvang School is excellent and appropriately aligned with the State Frameworks and Content Standards. Exemplary programs, which are also present in the school, include a full-time music program; comprehensive art program; and, a computer technology program.

Solvang School strives to provide each child with a warm and nurturing environment in order to create a positive learning environment in each classroom. Small classes and instructional assistants in the classroom enhance the learning environment and consequently help to meet schoolwide goals.

The Solvang School District has a single administrator serving in the dual role of Superintendent/Principal. Mr. Michaud is in his twentieth year of public education, serving as a site administrator for the past 14 years. In order to monitor student progress throughout the school year, teachers engage in a variety of assessments and measurements that document student progress.

Teacher Qualifications

The table below displays 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	05-06	03-04	04-05	05-06
With Full Credential	30	30	30	30
Without Full Credential	2	1	1	2
Teaching Outside Subject Area of Competence		1	1	0
		04-05	05-06	06-07*
Teacher Misassignments of English Learners —English Language Learner (ELL) teachers without ELL certification		2	3	0
Total Teacher Misassignments		2	3	0
Vacant Teacher Positions —teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

* Data displayed is what is most currently available.

NCLB-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. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/ta.

Core Academic Courses Taught by No Child Left Behind (NCLB) Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
This School	96.4%	3.6%
All Schools in District	96.0%	4.0%
High-Poverty Schools	0.0%	0.0%
Low-Poverty Schools	0.0%	0.0%

Professional Development

There are a number of in-service training opportunities for teachers provided not only by the district, but through the Santa Barbara County Office of Education as well. In addition, in-service days are made possible to work on curriculum areas that are considered important by the Solvang staff. Teachers are also encouraged and given the opportunity to take advantage of college course offerings for continuing education.

For the previous three school years, we had three days each year dedicated to staff and professional development.

Teacher Evaluations

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the State’s evaluation criteria and district policies.

Temporary and probationary teachers are formally evaluated once a year and tenured teachers are evaluated every other year. All teachers are observed informally on an ongoing basis during the school year.

Substitute Teachers

The district has an adequate pool of fully credentialed and qualified substitute teachers. We are fortunate to have these teachers available to us, making it possible to provide quality instruction with minimal interruption of the regular classroom program.

Philosophy

We at Solvang School District believe the education of a child is the responsibility of the parents, the child, and the faculty of the school. Each of these three influences is an integral part of a successful educational experience for the child.

This basic philosophy has enabled the District to develop an atmosphere that stresses the right of each individual to be different and unique while developing confidence, mutual respect and a degree of cooperation, allowing the student to strive for higher academic achievement, to develop an understanding of the rights of others, and to grow in self-esteem.



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, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The table below shows the school's three-year data for API rank and API growth. For more detailed information, please visit <http://www.cde.ca.gov/ta/ac/ap>.

API Ranks – Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	7	8	8
Similar Schools API Rank	6	7	9

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2005-06 API Score
	2003-04	2004-05	2005-06	
All Students at the School	14	21	20	835
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	9	26	27	736
Pacific Islander	❖	❖	❖	❖
White	26	17	13	898
Socioeconomically Disadvantaged	11	108	-41	737
English Learners	✦	✦	-84	709
Students with Disabilities	✦	✦	❖	❖

✦ API scores for English learners and students with disabilities were first reported in the 2005-06 API cycle.

❖ Data are reported only for numerically significant subgroups.

Adequate Yearly Progress

NCLB 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
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Solvang ES		Solvang ESD	
Met Overall AYP Status	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	✦		✦	

✦ n/a Not applicable. The graduation rate for AYP criteria applies to high schools.



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test. The test measures six key fitness areas:

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

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2005-06, 21.1% of students in the 5th grade and 31.9% of students in the 7th grade scored in the HFZ. For more information on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tg/pf/.

State Award and Intervention Programs

State award and intervention programs are currently in the California Education Code. However, the programs were not funded for the period addressed in this report, so there is no data to present.

Federal Intervention Program

Schools who receive Title I funding can enter Program Improvement (PI) if they don't reach Adequate Yearly Progress 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 that they don't meet AYP, they advance to the next level of intervention. 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	0.00%	

◇ n/a Not applicable.

Financial Information

The data displayed is from the 2004-05 school year because 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.

District Salary Information — Does not include benefits		
Range	Solvang ESD	Similar Sized District
Beginning Teacher Salary	\$36,010	\$35,546
Mid-Range Teacher Salary	\$57,088	\$51,472
Highest Teacher Salary	\$69,671	\$62,511
Average Principal Salary	\$82,600	\$78,512
Superintendent Salary	\$95,163	\$94,827
% of Budget for Teacher Salaries	42.8%	38.9%
% of Budget for Administrative Salaries	4.5%	6.4%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Solvang ES	\$6,397	\$576	\$5,821	\$53,078
Solvang ESD			\$5,821	\$53,078
California			\$4,743	\$52,375
Percent Difference Between School Site and District			◇	◇
Percent Difference Between School Site and State			23%	1%

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

Types of Services Funded

Categorical funds assist the district in providing after-school remediation programs, GATE for grades 5-8, READ 180 for grades 6-8, classroom instructional aides in grades K-4, and English Learner (EL) focused instruction and support.



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

The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, Counselors and Support Staff, California Standards Tests (CST), Norm Referenced Tests (NRT), Academic Performance Index (API), State Awards and Intervention Programs, Program Improvement, Adequate Yearly Progress (AYP), CA Physical Fitness Test (PFT), Teacher Qualifications, and some Financial Information. All other information is provided by the school and the district office.

All data accurate as of November 27, 2006.

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