

# SOLVANG ELEMENTARY SCHOOL

Solvang Elementary School District



2008-09 School Accountability Report Card | Published During the 2009-10 School Year

## GRADES K-8

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Web site: [www.solvangschool.org](http://www.solvangschool.org)

Tom Allcock  
Superintendent

Lisa O'Neill  
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 para-professional 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 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 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.

## 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 February 2009. 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 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."*



## Mission Statement

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.





### Professional Development

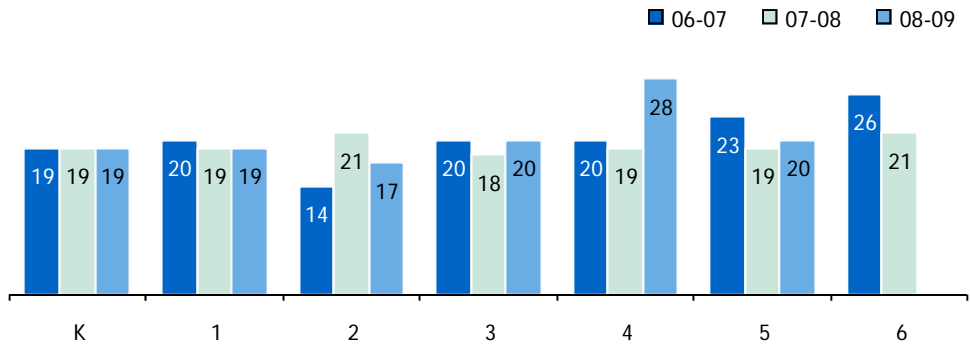
There are a number of in-service training opportunities for teachers provided not only by the District, but through the Santa Barbara County Office of Education as well. In addition, in-service days are made possible to work on curriculum areas that are considered important by the Solvang staff. Teachers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

For 2006-07 and 2007-08, we dedicated two days for professional development each year. In the 2008-09 school year, one day was dedicated for professional development.



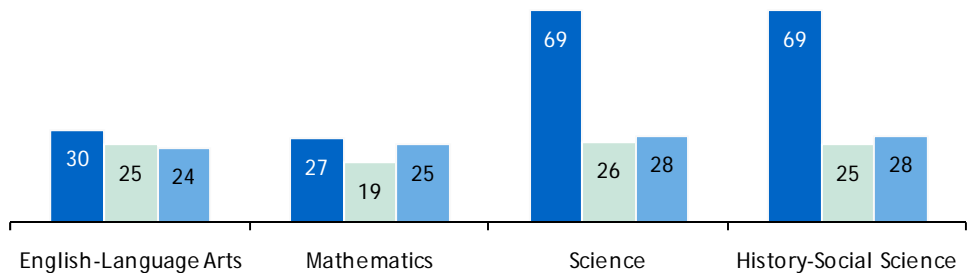
### Class Size

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



Class Size Distribution – Number of Classrooms By Size

Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2	1		2	2		4		
1	3			1	2		3		
2	3			1	2		3		
3	3	1		3	1		2	1	
4	2	2		1	2			2	
5		2		1	1		2	1	
6		3		1	2				

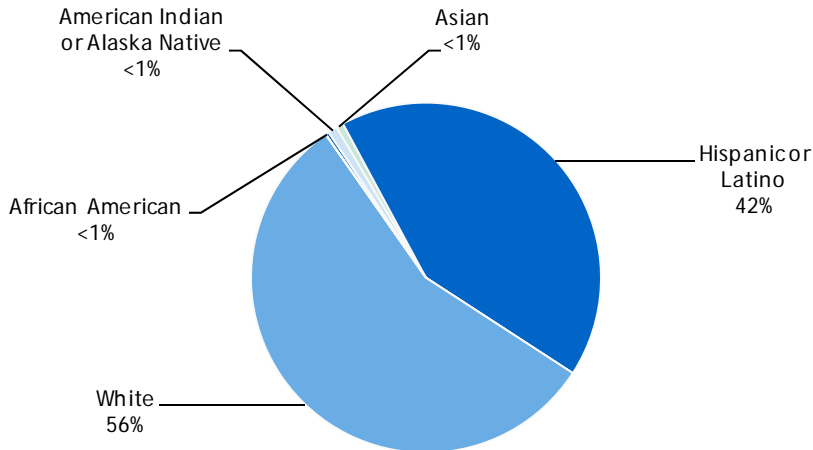


Class Size Distribution – Number of Classrooms By Size

Subject	06-07			07-08			08-09		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	3		2	3	5	1	4	5	1
Mathematics	2	2	1	9	2	1	4	3	2
Science			2	1	5		1	6	1
History-Social Science			2	2	4		1	6	1

### Enrollment and Demographics

The total enrollment at the school was 597 students for the 2008-09 school year.



### Textbooks and Instructional Materials

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Open Court (K-5)	2001
Mathematics	Houghton Mifflin <i>Math</i>	2000
Literature	McDougal Littell (6-8)	2001
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 2009.

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.

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### Textbooks and Instructional Materials

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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 2008-09 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).



### Availability of Textbooks and Instructional Materials

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

Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.



## 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		
06-07	07-08	08-09
0.003	0.010	0.007
Solvang ESD		
06-07	07-08	08-09
0.003	0.010	0.007
Expulsion Rate		
Solvang ES		
06-07	07-08	08-09
0.000	0.000	0.000
Solvang ESD		
06-07	07-08	08-09
0.000	0.000	0.000

## School Facility Good Repair Status

### School Facility Conditions and Improvements

Items Inspected	Repair Status			
	Good	Fair	Poor	
<b>Systems:</b> Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
<b>Interior:</b> Interior Surfaces (floors, ceilings, walls, and window casings) <u>Repair Needed and Action Taken or Planned:</u> Windows and doors in need of repair due to age. Replacements will take place in stages as state funding is received over the next five years.		✓		
<b>Cleanliness:</b> Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
<b>Electrical:</b> Electrical Systems (interior and exterior)	✓			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
<b>Safety:</b> Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
<b>Structural:</b> Structural Condition, Roofs	✓			
<b>External:</b> Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
<b>Overall Summary</b>		✓		

Note: The most recent school site inspection occurred on August 1, 2009, and the inspection form was most recently completed on August 1, 2009.

## School 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, 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. 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.

Solvang School provides a safe, clean and functional environment for learning. Construction of new classrooms to replace portables and the modernization of older classrooms will begin in 2009 with bond funds.

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 e-mail system.

Lower campus renovation is now in progress. Currently we are building seven new classrooms, a multipurpose room, and a new playground. All construction is funded with bond revenue (Measure G) and state modernization funds.

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

### NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

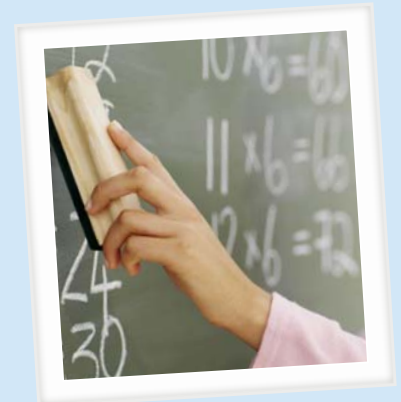
### NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

### 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.



**NAEP Testing Note:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at [www.cde.ca.gov/ta/tg/nr/](http://www.cde.ca.gov/ta/tg/nr/).

## 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](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).



## 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		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	60%	65%	64%	60%	65%	64%	43%	46%	50%
Mathematics	70%	71%	71%	70%	71%	71%	40%	43%	46%
Science	50%	71%	66%	50%	71%	66%	38%	46%	50%
History-Social Science	48%	52%	57%	48%	52%	57%	33%	36%	41%

## 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 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	58%	70%	57%	53%
Female	71%	72%	76%	61%
Economically Disadvantaged	43%	57%	51%	22%
English Learners	43%	56%	46%	19%
Students with Disabilities	46%	58%	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	47%	58%	51%	31%
Pacific Islander	❖	❖	❖	❖
White	75%	79%	76%	73%

❖ 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 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 (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf).

## Academic Performance Index Ranks

API Ranks – Three Year Comparison			
	2006	2007	2008
Statewide API Rank	8	8	9
Similar Schools API Rank	9	10	10

## Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	12	25	-10	855
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	8	49	-12	776
Pacific Islander	■	■	■	■
White	14	14	-11	906
Socioeconomically Disadvantaged	0	110	-87	756
English Learners	33	46	-10	773
Students with Disabilities	■	■	■	■

■ 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.



## Academic Performance Index 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" 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.

## Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



## 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 (SBE) designated the *Fitnessgram*<sup>®</sup> 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*<sup>®</sup> is to assist students in establishing lifetime habits of regular physical activity. The table shows the percent 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/](http://www.cde.ca.gov/ta/tg/pf/).

### Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	25.0%
Five of Six Standards	40.6%
Six of Six Standards	25.0%
Grade 7	
Four of Six Standards	8.0%
Five of Six Standards	21.3%
Six of Six Standards	61.3%



## 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. Percent 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 2008-09. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://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	✧		✧	

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

## 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 2009-10 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://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	0.0%	

✧ 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/>.

Teacher Credential Information				
	Solvang ESD	Solvang ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	31	33	30	31
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		
	07-08	08-09	09-10
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 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tg](http://www.cde.ca.gov/nclb/sr/tg).

	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Solvang ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
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.



## Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	✧
✧ Not applicable.	

## School Support Staff

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

School Support Staff	
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (paraprofessional)	0.0
Psychologist	0.4
Social Worker	0.0
Nurse	0.6
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Other	0.0

## 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.

## Types of Services Funded

Categorical funds assist the District in providing after-school remediation programs, Gifted and Talented Education (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.



SARC: Data 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 December 2009.

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## District Financial Data

### District Salary Data

Category	Solvang ESD	Similar Sized District
Beginning Teacher Salary	\$38,277	\$38,481
Mid-Range Teacher Salary	\$55,672	\$55,789
Highest Teacher Salary	\$75,368	\$70,849
Average Principal Salary	✱	\$88,862
Superintendent Salary	✱	\$110,994
Teacher Salaries – Percent of Budget	41.1%	37.2%
Administrative Salaries – Percent of Budget	5.2%	6.6%

✱ 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	\$7,244
Expenditures Per Pupil From Restricted Sources	\$850
Expenditures Per Pupil From Unrestricted Sources	\$6,394
Average Teacher Salary	\$56,809

## 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	Average Teacher Salary
Solvang ES	\$6,394	\$56,809
Solvang ESD	\$6,394	\$56,809
California	\$5,512	\$56,284
School and District – Percent Difference	◆	◆
School and California – Percent Difference	+13.8%	+0.9%

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

**Financial Data Note:** The financial data displayed in the SARC is from the 2007-08 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](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).