

Solvang Elementary School District
Solvang Elementary School

School Accountability Report Card Grades K-8
Data From The 2004-2005 School Year Published During 2005-2006

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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 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 recently built 10,000-square feet 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 serves 653 students from kindergarten through grade eight. The ethnic makeup of our student body is 60% Caucasian, 39% Hispanic, and 1% Asian and African-American.

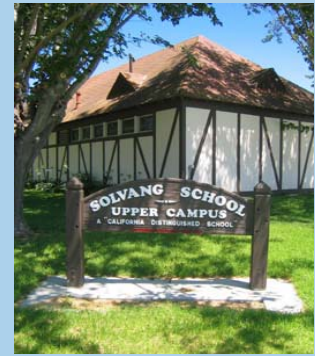
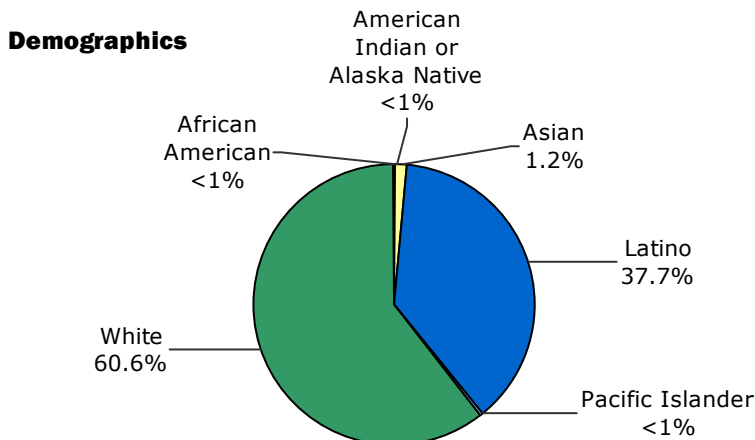
Solvang School provides each child with a broad range of learning experiences to ensure that all students are successful learners who will contribute to the global community.

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 of Solvang Elementary School was 653 students for the 2004-2005 school year.



Steve Michaud
Superintendent/Principal

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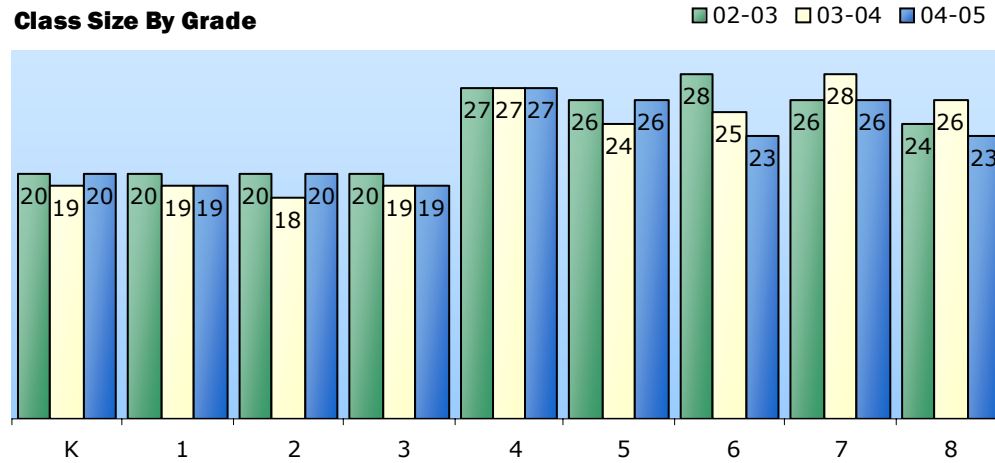
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Class Size

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

Class Size By Grade



Class Size Distribution—Number of Classrooms By Size

Grade	2003			2004			2005		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2	1		3			3		
1	2	1		2			3		
2	3			3			3		
3	4			3			4		
4		2			3			3	
5					3			3	
6					3			3	
7		3			3			3	
8		3			3			3	

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 at right shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level.

Grade Level	Class Size Reduction		
	02-03	03-04	04-05
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

School Facility Conditions — Results of Inspection and Evaluation		
Interim Evaluation Instrument Part	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	✓	

* This data was collected and verified by the district in October, 2005.

Minimum Days and Instructional Minutes

The table at right shows the minutes of study for grades K-8.

Solvang Elementary School had nine minimum days (early release) per year designated for staff development and parent-teacher conferences.

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

Academic Counselors

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

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.

Counselors and Support Staff

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

• Counselor	1.00
• Librarian	0.75
• Psychologist	1.00
• Social Worker	0.00
• Nurse	0.50
• Speech/Language/Hearing Specialist	1.00
• Resource Specialist	2.00
• Other: People Helping People; social services	0.25

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. In the area of history/social science textbooks are not current, but will be with the 2005-06 school year (in conjunction with the state's social science adoption cycle).

Quality and Availability of Textbooks

Textbooks		
Subject Area	Textbook Title	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

Core Curriculum Areas	Are there sufficient textbooks and materials available for each pupil?
Reading/Language Arts	Yes
Math	Yes
Science	Yes
History/Social Science	No – New Adoption By May 2006
Foreign Language	Yes
Health	Yes

* This data was collected and verified by the district in January, 2006.

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.



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.

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**, and **far below basic**. Students scoring at the proficient or advanced level meet State Standards in that content area.

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/star2005>.

Percentage of Students At Proficient or Advanced Levels									
Year Tested	Solvang ES			Solvang ESD			California		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English Language Arts	48%	49%	58%	48%	49%	58%	35%	36%	40%
Mathematics	50%	55%	61%	50%	55%	61%	35%	34%	38%
Science	*	28%	41%	*	28%	41%	27%	25%	27%
History/Social Science	41%	27%	29%	41%	27%	29%	28%	29%	32%

* The science portion of the CST was administered for the first time to 5th graders in 2004.

CST Subgroup Results: English Language Arts, Mathematics, Science, and History/Social Science

Subgroups, Spring 2005 — Percentage of Students At Proficient or Advanced Levels				
Subject	English Language Arts	Mathematics	Science	History/Social Science
Year Tested	2005	2005	2005	2005
Male	57%	62%	41%	38%
Female	59%	60%	42%	15%
English Learners	49%	55%	37%	35%
Socioeconomically Disadvantaged	50%	55%	32%	20%
Students with Disabilities	57%	52%	❖	❖
Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Latino	34%	43%	23%	17%
Pacific Islander	❖	❖	❖	❖
White	73%	73%	57%	40%

❖ Data are reported only for numerically significant subgroups.

Making Sense of Testing

Q: What are the California Standards Tests?

A: 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, 9, 10, and 11 take a science test.

“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.”

Testing Note: Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically 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 each California student is achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/star2005>.

NRT Results

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math. The first table illustrates the school's comparison to the district and State for the last three years. The second table is disaggregated and lists test results for the 2005 school year.

Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
	2003	2004	2005	2003	2004	2005
Solvang ES	54%	56%	65%	64%	66%	75%
Solvang ESD	54%	56%	65%	64%	66%	75%
California	43%	43%	41%	50%	51%	52%

NRT Subgroup Results: Reading and Math

Subgroups, Spring 2005 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Year Tested	2005	2005
Male	66%	80%
Female	64%	69%
English Learners	54%	78%
Socioeconomically Disadvantaged	53%	77%
Students with Disabilities	64%	73%
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Latino	37%	59%
Pacific Islander	❖	❖
White	82%	83%

❖ Data are reported only for numerically significant subgroups.

Suspensions and Expulsions

	Solvang ES			Solvang ESD		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspensions (no. of incidents)	11	9	11	11	9	11
Suspensions (rate)	0.017	0.138	0.017	0.017	0.138	0.017
Expulsions (no. of incidents)	0	0	0	0	0	0
Expulsions (rate)	0.000	0.000	0.000	0.000	0.000	0.000

Making Sense of Testing

Q: What is the norm referenced test?

A: The norm referenced test is part of the Standardized Testing and Reporting (STAR) Program. The current norm referenced test is the California Achievement Test, Sixth Edition, or CAT/6, adopted by the State Board of Education. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7, and no longer tests science in any grade.

School Safety

The School Safety Plan was last reviewed and updated on December 12, 2005. 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.

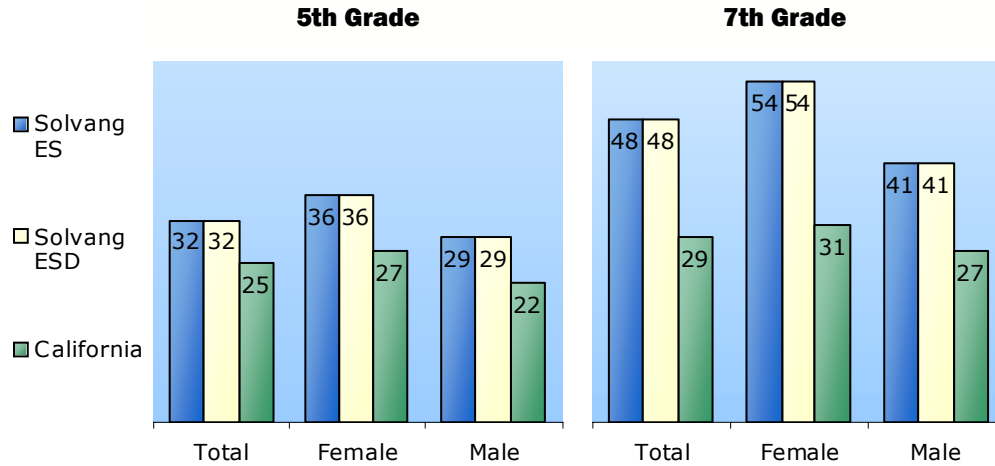


California Physical Fitness Test

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. The results below show the percentage of students in the fifth and seventh grade who scored in the HFZ for all six standards. For more information on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tq/pf/.



“Solvang School strives to provide each child with a warm and nurturing environment in order to create a positive learning environment in each classroom.”

Adequate Yearly Progress

Met Adequate Yearly Progress Criteria						
Year Tested	Solvang ES			Solvang ESD		
	2003	2004	2005	2003	2004	2005
Met Overall AYP Status	Yes	Yes	Yes	Yes	Yes	Yes
All Students	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
Students with Disabilities	❖	❖	❖	❖	❖	❖
African American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander	❖	❖	❖	❖	❖	❖
White	Yes	Yes	Yes	Yes	Yes	Yes

❖ 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 state-wide 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/.

Academic Performance Index

The Academic Performance Index (API) is the centerpiece of the Public Schools Accountability Act of 1999. The API is a score on a scale of 200 to 1000, with 800 set as the statewide target, which annually measures the academic performance and progress of individual schools in California.

Schoolwide Data			
API Rank			
	2002	2003	2004
Statewide Rank	8	7	8
Similar Schools Rank	10	6	7

Schoolwide Data			
API Base and Growth Data			
Year	2002	2003	2004
% Tested	100%	99%	99%
Base Score	779	781	793
Growth Target	1	1	1
From	02-03	03-04	04-05
% Tested	99%	99%	100%
API Growth Score	779	795	814
Actual Growth	0	14	21

Academic Performance Index Subgroups			
	02-03	03-04	04-05
Latino Base Score	660	670	683
Latino Growth Target	1	1	1
Latino Growth Score	672	679	709
Latino Actual Growth	12	9	26
White Base Score	858	849	868
White Growth Target	★	★	★
White Growth Score	845	875	885
White Actual Growth	-13	26	17
Socioeconomically Disadvantaged Base Score	659	653	670
Socioeconomically Disadvantaged Growth Target	1	1	1
Socioeconomically Disadvantaged Growth Score	657	664	778
Socioeconomically Disadvantaged Actual Growth	-2	11	108

★ Because Solvang Elementary School's base score was above 800, the State target, there was no growth target.

Program Improvement

Schools who receive Title I funding can enter Program Improvement if they don't reach Adequate Yearly Progress (AYP) over two consecutive years. With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please

Federal Intervention Program		
	School	District
Year Identified for Program Improvement	n/a	n/a
Year in Program Improvement	n/a	n/a
Year Exited Program Improvement	n/a	n/a
	District	
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0.00%	

n/a Not applicable.

Definitions of API measures

- Actual Growth is the number of API points a school gained between its base and growth years.
- Growth Target is 5% of the distance between its base API and 800 (the State target).
- At least 95% of the students in grades 2-8 must be tested in order to be eligible for awards.
- Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest).
- Schools are compared to 100 other schools with similar characteristics, and each set of 100 is ranked by an API score between 1 and 10.

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.



NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified” no later than the end of the 2005-2006 school year. 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/tq.

Teacher Qualifications

Teacher Credential Information			
	2003	2004	2005
Total number of teachers	20	31	31
Full credential —fully credentialed and teaching in subject area	20	30	30
Teaching outside subject area —fully credentialed outside subject area	2	1	1
Teachers in alternative routes to certification —district, university internship	0	0	0
Pre-internship —emergency credentialed, incomplete subject matter requirements	0	0	0
Teachers with emergency permits —not qualified but meeting minimum requirements	0	1	1
Teachers with waivers —no credential and not qualified for an emergency permit	0	0	0
	2004	2005	2006*
Teacher Misassignments of English Learners —English Language Learner (ELL) teachers without ELL certification	4	3	2
Total Teacher Misassignments —teacher assigned to a course outside their credential/certification	0	0	0
Vacant Teacher Positions —certificated position vacant at the beginning of year for an entire year or semester	0	0	0

* For the 2005-2006 school year, the most currently available data are reported.

Teacher Education Level		
	School	District
Doctorate	0.0%	0.0%
Master’s degree + 30 hrs course work	0.0%	0.0%
Master’s degree	32.3%	32.3%
Bachelor’s degree + 30 hrs course work	64.5%	64.5%
Bachelor’s degree	3.2%	3.2%
Less than Bachelor’s degree	0.0%	0.0%
Total	100%	100%

Percent of Classes In Core Academic Courses Taught By NCLB Compliant Teachers	
	%
This school	93.1%
All schools in district	93.1%
High-poverty Schools	0.0%
Low-poverty Schools	0.0%

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.

For 2002-03, 2003-04, and 2004-05 we had three days each year dedicated to staff and professional development.

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.

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.



Financial Information

2003-2004 District Salary Information — Does not include benefits		
Range	District	Similar Sized District
Beginning Teacher Salary	\$35,653	\$34,395
Mid-Range Teacher Salary	\$51,856	\$50,164
Highest Teacher Salary	\$69,011	\$60,406
Average Principal Salary	⊛	\$80,091
Superintendent Salary	⊛	\$101,695
% of Budget for Teacher Salaries	44.9%	41.5%
% of Budget for Administrative Salaries	4.6%	6.1%

Note: The most recent fiscal information provided by the State is always at least two years behind.

⊛ Because Solvang ESD is a single-site district, they are not required to display superintendent/principal salary information.

2003-2004 School Site Salary Information				
Average Teacher Salary			% Difference Between School Site Average Teacher Salary And	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
\$57,814	*	*	*	*

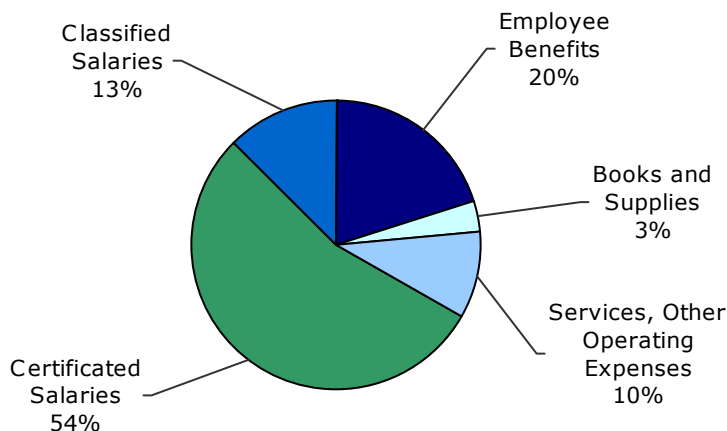
2003-2004 School Site Expenditures Per Pupil		
Total	From Restricted Sources	From Unrestricted Sources
\$5,894	\$510	\$5,384

2003-2004 Expenditures Per Pupil from Unrestricted Sources			
District	State	% Difference Between School Site and District	% Difference Between School Site and State
\$5,384	*	n/a	*

* Data not available. The CDE will begin calculating district and state average teacher salaries, using 2004-05 data, for report cards published in the 2006-07 school year.

n/a Not applicable. Solvang ESD is a single-site district, therefore site and district data are the same.

District Expenditures



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 information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, Counselors, 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 Financial Information. All other information is provided by the school and the district office.

All data accurate as of November 2, 2005.

Published by *School Innovations & Advocacy* (www.sia-us.com).

