Solana Vista School

2010-2011

School Accountability Report Card

District Mission Statement

The mission of the Solana Beach School District is to provide a child-centered education of the highest quality, using the unique vision and resources of home, school, and community to ensure a stable and vibrant learning environment rigorous in academic standards, rich in diversity, sensitive to individuals, and committed to developing compassionate children who are confident, competent, and creative learners.

School Leadership

Leadership at Solana Vista is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Decisions are based on the school's Site Strategic Plan. Principal Lisa Platt has led the school for seven years, backed by more than 26 years of experience in education.

Staff members, parents, and students participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with District goals. School-level committees include: School Site Council, English Learner Advisory Committee (ELAC), Student Council, Parent Teacher Association, Site Strategic Planning Committee, Solana Beach Foundation for Learning, and the Principal's Leadership Team.

The Parent Teacher Association meets monthly and provides support for school programs and activities.

The School Site Council is an advisory group made up of staff and parents that meets a minimum of three times per year to address school programs, goals, and budget issues.

The English Learner Advisory Committee is composed of parents of English Learners and meets a minimum of six times per year to advise the principal, school staff and School Site Council on programs and services for English Language Learners.

The Site Strategic Planning Team is composed of all advisory groups and provides a unifying focus for the school.

Contact Information

Parents who wish to participate in Solana Vista's school committees, parent groups, school activities, or become volunteers may contact the Principal, Media Center Teacher, or school office at (858) 794-3700.

Data Sources

Data within the SARC was provided by Solana Beach School District, retrieved from the 2010-11 SARC template, located on Dataquest (http://data1.cde.ca.gov/dataquest), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Discipline & Climate for Learning

Solana Vista believes students who develop a sense of personal responsibility will mature both academically and emotionally. At the beginning of each school year, parents and students are informed of discipline policies at classroom orientations. Parents are informed of significant discipline issues, and can access all school policies and procedures online.

The district provides a parent/student handbook for each of its sites which is supplemented by a set of behavioral standards developed by Solana Vista. The program's design established guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth. Students, staff and parents celebrate success through the John Wooden's Pyramid of Success Program.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	8	1	0	20	10	15
Suspension Rate	2.2%	0.3%	0.0%	0.7%	0.4%	0.5%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Professional Development

Staff members build teaching skills and concepts throughout the year by participating in conferences and workshops. Solana Beach School District offered one staff development day in the 2008-09 and 2009-10 school years, and two staff development days in the 2010-11 school year. Teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

The main focus of staff development was on the Common Core State Standards for English/language arts and Mathematics and the essential differences between Common Core and the California State standards that have been used in the past. Other professional development topics included: Guided Language Acquisition Development (GLAD), Love and Logic®, Dreambox Learning, FASTT Math, and a presentation titled "Meeting the Needs of All Students".

Teacher Assignment

Solana Beach School District recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, Solana Vista Elementary School had 27 fully credentialed teachers.

Teacher Credential Status				
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	26	26	27	168
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

Misassignments/Vacancies			
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific federal credential requirements to be considered "highly qualified." Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects.

NCLB Compliant Teachers	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	100.0%	0.0%

Class Size

The Class Size Distribution table illustrates the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
K	18	19	21	5	5	6	-	-	-	-	-	-
1	17	18	21	5	5	5	-	-	-	-	-	-
2	16	20	21	6	4	5	-	-	-	-	-	-
3	17	19	17	5	4	5	-	-	-	-	-	-
K-3	-	19	-	-	2	-	-	-	-	-	-	-

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. For the past three years, 100% of K-3 classrooms in the district participated in CSR.

Counseling & Support Services

It is important to the staff of Solana Vista School to assist students in their social and personal development as well as academic growth. Qualified personnel provide counseling and support services on a part-time and full-time basis. The academic counselor-to-pupil ratio is 1:438. The chart on the right lists the support services available to students at Solana Vista School.

Instructional Programs

Solana Vista receives federal Title 1 funding providing support services for students in reading, English Language Development and mathematics.. These services are provided by a Reading Specialist and a Bilingual Resource Teacher during the school or before/ after school to extend learning opportunities.

At-Risk Intervention - The Student Success Team meets regularly to evaluate and plan educational intervention for at-risk students. The school's Study Buddy Program, Universal Access Time, First in Math, Compass Learning, Title I, and ELD services are additional programs offered at Solana Vista in an effort to supplement and enhance the student's learning experience.

English Language Learners - Solana Vista uses the Home Language Survey and California English Language Development Test to determine a student's understanding of and fluency in the English language.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	As Needed
Bilingual Resource Teacher	1	1.0
Guidance/Academic Counselor	1	0.5
Health Clerk	1	0.6
Learning Specialist	2	2.0
Nurse	1	0.3
Occupational Therapist	1	As Needed
Psychologist	1	0.5
Speech Language Pathologist	1	1.0
Title I Reading Teacher	1	1.0

English Language Learners receive specialized services and instruction in an environment conducive to maximize English learning. Students may receive instructional support in the classroom or may be pulled out for specialized instruction aligned to English Language Development Standards in language arts and focused on reading, writing, listening, and speaking skills.

Special Education - Solana Vista offers support as appropriate to meet student needs through the Individual Education Plan (IEP) process. Special Education services may be provided by a Resource Specialist, a Speech/Language Pathologist, an Occupational Therapist, and an Adaptive Physical Education Specialist.

Curriculum Improvement

All curriculum at Solana Beach School District adheres to the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Instructional Materials & Textbooks

Solana Beach School District held a Public Hearing on September 15, 2011, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in December 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-3	English/ Language Arts	MacMillan/ McGraw Hill	2010	Yes	0.0%
K-3	History/Social Studies	Houghton Mifflin/ Harcourt	2006	Yes	0.0%
K-3	Mathematics	Houghton Mifflin/ Harcourt	2008	Yes	0.0%
K-3	Science	MacMillan/ McGraw Hill	2007	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Solana Beach Public Library at 157 Stevens Avenue, which contains numerous computer workstations available to the public.

Student Achievement & Testing

To obtain accurate and valid measures of educational progress, Solana Beach School District offers students multiple opportunities to demonstrate mastery of the California State Content Standards. In addition to district-established performance objectives, the state and federal governments have set standards for student achievement. A school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide and similar schools API ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2011 Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	10	9	9
Similar Schools	10	9	7
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	11	-13	-13
White			
Actual API Change	7	4	1

Growth API	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	196	879	1,968	942	4,683,676	778
Hispanic or Latino	44	676	196	807	2,406,749	729
White	143	936	1,382	951	1,258,831	845
Socioeconomically Disadvantaged	48	716	192	802	2,731,843	726
English Learners	41	675	197	826	1,521,844	707
Students with Disabilities	40	754	319	811	521,815	595

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2011-12)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/Language Arts, Mathematics, Social Science, and Science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at *http://star.cde.ca.gov*.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	76	76	74	85	85	87	49	52	54
Mathematics	82	81	76	87	87	87	46	48	50
Science				87	91	91	50	54	57
History/Social Science							41	44	48

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	87	87	91	
School	74	76		
Hispanic or Latino	31	33		
White	89	90		
Males	70	74		
Females	80	79		
Socioeconomically Disadvantaged	37	40		
English Learners	30	34		
Students with Disabilities	63	63		

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Modified Assessment

California Modified Assessment (CMA) is an alternate assessment (a STAR Program component) that is based on modified achievement standards in ELA for grades three through eleven; Mathematics for grades three through seven, Algebra I, and Geometry; and Science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA)

California Alternate Performance Assessment (CAPA), a component of the STAR Program, includes ELA and Mathematics in grades two through eleven, and Science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

School Facilities

Solana Vista provides a safe, clean environment for students, staff, and volunteers. Originally built in 1972, the school modernized classrooms and playgrounds in 2000 and 2001. Solana Vista is situated on 10 acres. The school buildings span 43,329 square feet, consisting of 13 permanent classrooms, 13 portable classrooms, a library, a staff room, a computer lab, a stage, and a playground. In the summer of 2011, the school added three new relocatable classrooms, repaved both playgrounds, and installed Peaceful Playgrounds on both playgrounds. The facility strongly supports teaching and learning through its classroom and playground space. The chart shows the results of the most recent school facilities inspection.

School Facility Conditions				
Date of Last Inspection: 07/20/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct regular inspections at school sites. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

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 the following:

• Roofing
• Heating/Air Conditioning
• Interior/Exterior painting
• Plumbing
• Electrical systems
• Floor systems

For the 2011-12 school year, the district budgeted $230,000 for the deferred maintenance program. This represents 1.0% of the district's general fund budget.

Deferred Maintenance Projects

Deferred maintenance projects scheduled for this school in the 2011-12 school year include adding three relocatable classrooms, repair and replacement of all asphalt surfaces (including seal-coat and playground restriping), and replacing carpet in one classroom.

Safe School Plan

Student safety and campus security during the school day are of primary importance. All visitors must sign-in at the school's office and wear an identification badge while on school grounds. Teachers, instructional aides, and administrators provide supervision before and after school, during lunch, and during recess periods to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. The plan was last updated and reviewed with school staff in September 2011.

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2009-10 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$7,765
From Restricted Sources	$638
From Unrestricted Sources	$7,127
District	
From Unrestricted Sources	$6,438
Percentage of Variation between School & District	10.71%
State	
From Unrestricted Sources	$5,455
Percentage of Variation between School & State	30.66%

District Revenue Sources

In addition to general state funding, Solana Beach School District receives federal and state aid for the following categorical, special education, and support programs:

- Class Size Reduction
- Drug/Alcohol/Tobacco Funds
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Interagency Contracts
- Mandated Costs Reimbursements
- Peer Assistance and Review
- School Improvement Program
- Special Education
- Special Education Transportation
- Staff Development
- Title I

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, *www.cde.ca.gov*.

Average Salary Information Teachers - Principal - Superintendent 2009-10		
	District	State
Beginning Teachers	$45,343	$41,183
Mid-Range Teachers	$72,694	$63,647
Highest Teachers	$96,263	$80,955
Elementary School Principals	$123,021	$102,400
Superintendent	$165,876	$151,742
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.7%	41.5%
Administrative Salaries	5.5%	6.2%

School Site Teacher Salaries

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$72,019
District	$74,745
Percentage of Variation	-3.65%
School & State	
All Elementary School Districts	$65,524
Percentage of Variation	9.91%