



Solana Ranch School

13605 Pacific Highlands Ranch Pkwy. • San Diego, CA 92130 • (858) 350-6600 • Grades K-6

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Solana Beach School District

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District Governing Board

Vicki King, Esquire, President
Richard H. Leib, Esquire, Member
Holly Lewry, Member
Debra H. Schade, Ph.D., Vice President
Julie Union, Clerk

District Administration

Terry Decker
Superintendent
Carlos Estrella
Assistant Superintendent of Business Services
Sabrina Lee
Assistant Superintendent of Instructional Services
Caroline Brown
Executive Director of Capital Programs & Technology
Salvatore Gumina
Director of Human Resources
Curtis Huckins
Director of Maintenance & Operations
John Leland
Director of Technology
Rebecca Nobriga
Director of Pupil Services
Julie Norby
Director of Instructional Services
Jennifer Orr
Director, Child Development Center
Siri Perlman
Director of Child Nutrition Services

School Description

Welcome to Solana Ranch School, home of the Hawks! Solana Ranch is a kindergarten through sixth grade school and one of seven schools in the Solana Beach School District. We rely on our mission statement along with our strategic plan to guide our educational efforts.

School Mission Statement

The mission of Solana Ranch is to inspire greatness in tomorrow's leaders by providing a dynamic learning environment where all students maximize their potential intellectually, physically, socially, and emotionally. Teachers, staff, and parents create a rigorous and nurturing school environment that is focused on creating the leaders of tomorrow, a school that is cohesive in its desire to provide the very best 21st century education for its students, and most importantly, the overall success of each and every child! All students will have opportunities to engage in relevant, creative, collaborative, and hands-on learning experiences in all curriculum areas, with a focus on Leadership and S.T.R.E.A.M. (Science, Technology, Research, Engineering, Art, and Math), through the use of the most current and effective methods of instruction, resources, and assessment. As a result, students will become critical thinkers, responsible, globally aware, and confident citizens who are prepared for a promising, rewarding, and fulfilling future.

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.

District Beliefs

We Believe...

- in public education.
- everyone can learn and achieve.
- each individual has intrinsic worth.
- respect, honesty, self-discipline, and a sense of fair play are essential to the development of personal integrity.
- in personal responsibility and accountability.
- in striving to do one's best.
- in the value of a supportive, nurturing family.
- in the power of positive thinking.
- in valuing and utilizing diversity, we can achieve common goals.
- effective communication is essential.
- a sense of humor contributes to a healthy, balanced way of life.
- it is the responsibility of every individual to contribute to the betterment of a global society.
- in the benefit of individual pursuits and the value of collaborative contributions.
- successful change requires vision, personal action and a willingness to take risks.
- no failure is fatal . . . no success is final.
- learning is an essential life-long process.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (858) 350-6600 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	66
Grade 1	66
Grade 2	84
Grade 3	59
Grade 4	62
Grade 5	80
Grade 6	53
Total Enrollment	470

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
Asian	50.6
Filipino	0.4
Hispanic or Latino	8.9
White	35.3
Two or More Races	3.4
Socioeconomically Disadvantaged	5.1
English Learners	18.5
Students with Disabilities	6.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Solana Ranch School	13-14	14-15	15-16
With Full Credential	N/A	26	31
Without Full Credential	N/A	0	0
Teaching Outside Subject Area of Competence	0	0	0
Solana Beach School District	13-14	14-15	15-16
With Full Credential	♦	♦	218
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Solana Ranch School	13-14	14-15	15-16
Teachers of English Learners	N/A	0	0
Total Teacher Misassignments	N/A	0	0
Vacant Teacher Positions	N/A	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Solana Beach School District held a Public Hearing on September 10, 2015, 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 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: December, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	MacMillan/McGraw Hill - California Treasures 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin/Harcourt - HSP Math 2008 Supplemental Materials: Great Minds™ - Eureka Math™ 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	MacMillan/ McGraw Hill - California Science 2007 Supplemental Materials: Accelerate Learning - STEMscopes™ 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton Mifflin/Harcourt - California Reflections 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Solana Ranch provides a safe, clean environment for students, staff, and volunteers. Constructed in 2014, Solana Ranch has 34 classrooms on a 11.3-acre campus. The school consists of thirty (30) K-6 classrooms, two (2) special education classrooms, one library/media center, one art room, one music room, one computer room, one resource specialist area, one science/STREAM lab, one stage/multipurpose room, office complex, teacher preparation and tutoring/pull out rooms, day care facility, serving kitchen, hard court play areas, bus access, vehicle service drive and a parking lot with an 85 space parking capacity. The chart shows the results of the most recent school facilities inspection.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/19/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.30	29.60	48.10

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	88	82	44
Math	76	75	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	84
All Student at the School	87
Male	96
Female	81
Asian	92
Hispanic or Latino	--
White	78
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science			87			84			56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	59	58	98.3	0	17	24	59
	4	66	65	98.5	5	5	25	66
	5	82	81	98.8	2	10	36	52
	6	56	56	100.0	2	9	25	64
Male	3		26	44.1	0	8	27	65
	4		34	51.5	6	3	24	68
	5		33	40.2	0	12	30	58
	6		25	44.6	4	20	24	52
Female	3		32	54.2	0	25	22	53
	4		31	47.0	3	6	26	65
	5		48	58.5	4	8	40	48
	6		31	55.4	0	0	26	74
Black or African American	3		1	1.7	--	--	--	--
Asian	3		29	49.2	0	10	21	69
	4		32	48.5	9	3	19	69
	5		39	47.6	0	8	26	67
	6		34	60.7	3	3	18	76
Filipino	3		1	1.7	--	--	--	--
Hispanic or Latino	3		5	8.5	--	--	--	--
	4		4	6.1	--	--	--	--
	5		7	8.5	--	--	--	--
	6		1	1.8	--	--	--	--
White	3		22	37.3	0	23	18	59
	4		26	39.4	0	4	38	58
	5		33	40.2	6	9	45	39
	6		19	33.9	0	11	42	47
Two or More Races	3		0	0.0	--	--	--	--
	4		3	4.5	--	--	--	--
	5		2	2.4	--	--	--	--
	6		1	1.8	--	--	--	--
Socioeconomically Disadvantaged	3		2	3.4	--	--	--	--
	4		5	7.6	--	--	--	--
	5		6	7.3	--	--	--	--
	6		4	7.1	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3		2	3.4	--	--	--	--
	4		5	7.6	--	--	--	--
	5		1	1.2	--	--	--	--
	6		1	1.8	--	--	--	--
Students with Disabilities	3		2	3.4	--	--	--	--
	4		6	9.1	--	--	--	--
	5		10	12.2	--	--	--	--
	6		9	16.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	59	58	98.3	2	19	36	43
	4	66	65	98.5	0	18	23	58
	5	82	81	98.8	7	28	21	43
	6	56	56	100.0	9	7	9	75
Male	3		26	44.1	0	8	46	46
	4		34	51.5	0	15	26	59
	5		33	40.2	3	18	18	61
	6		25	44.6	16	4	12	68
Female	3		32	54.2	3	28	28	41
	4		31	47.0	0	23	19	58
	5		48	58.5	10	35	23	31
	6		31	55.4	3	10	6	81
Black or African American	3		1	1.7	--	--	--	--
Asian	3		29	49.2	0	7	21	72
	4		32	48.5	0	13	9	78
	5		40	48.8	0	15	13	73
	6		34	60.7	3	0	6	91
Filipino	3		1	1.7	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		5	8.5	--	--	--	--
	4		4	6.1	--	--	--	--
	5		7	8.5	--	--	--	--
	6		1	1.8	--	--	--	--
White	3		22	37.3	0	27	59	14
	4		26	39.4	0	27	38	35
	5		32	39.0	16	44	25	16
	6		19	33.9	11	21	16	53
Two or More Races	3		0	0.0	--	--	--	--
	4		3	4.5	--	--	--	--
	5		2	2.4	--	--	--	--
	6		1	1.8	--	--	--	--
Socioeconomically Disadvantaged	3		2	3.4	--	--	--	--
	4		5	7.6	--	--	--	--
	5		6	7.3	--	--	--	--
	6		4	7.1	--	--	--	--
English Learners	3		2	3.4	--	--	--	--
	4		5	7.6	--	--	--	--
	5		2	2.4	--	--	--	--
	6		1	1.8	--	--	--	--
Students with Disabilities	3		2	3.4	--	--	--	--
	4		6	9.1	--	--	--	--
	5		10	12.2	--	--	--	--
	6		9	16.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Solana Ranch, with its Parent Teacher Organization and the Solana Beach Schools Foundation, provide substantial financial and volunteer support to our school, supporting enrichment programs such as STREAM (science, technology, research, engineering, art and mathematics), art, physical education and many volunteer opportunities before, during, and after school through such programs as student clubs (Chess, Lego, Art, Tinkering Club, Garden, Math, Newspaper, Running Club), academic enrichment opportunities (e.g. Math Olympiad, Math League, Science Olympiad, Math Counts, History Club, and many others), and community building events (Movie Night, Game Night, Pancake Breakfasts, Spaghetti Dinners, etc.). Our parents are actively involved in the decision-making process by participating on the School Site Council, Strategic Planning, Dads' Club, and Parent Teacher Organization (PTO).

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Solana Ranch School at (858) 350-6600.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Student safety and campus security during the school day are of primary importance. All gates are kept locked during the school day, and all visitors must sign-in at the school's office and wear an identification badge while on school grounds. Surveillance cameras, which are not actively monitored, are installed in each ingress and egress area. 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 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	N/A	N/A	0.20
Expulsions Rate	N/A	N/A	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	0.42	0.50	0.27
Expulsions Rate	0.03	0.00	0.03
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K			19			4						
1			14			4						
2			21						4			
3			20			3						
4			21			1			2			
5			20			1			3			
6			27						2			

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.5
Social Worker	0.0
Nurse	0.3
Speech/Language/Hearing Specialist	1.0
Resource Specialist	2.0
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

Staff members build teaching skills and concepts throughout the year by participating in conferences, workshops, and collaborative work. The Solana Beach School District offers two district wide staff development days at the start of the school year. Additional professional development is offered throughout the 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 is on the California State Standards for English/Language Arts and Mathematics. Other professional development topics include Next Generation Science Standards, emerging technologies and district technology systems.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,703	\$42,723
Mid-Range Teacher Salary	\$74,875	\$65,936
Highest Teacher Salary	\$101,134	\$84,545
Average Principal Salary (ES)	\$117,502	\$106,864
Average Principal Salary (MS)		\$110,494
Average Principal Salary (HS)		\$103,499
Superintendent Salary	\$170,100	\$159,133
Percent of District Budget		
Teacher Salaries	44%	40%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

- Special Education
- Special Education Transportation
- Federal Special Education

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., 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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	N/A	N/A	N/A	N/A
District	♦	♦	N/A	\$78,731
State	♦	♦	\$5,348	\$69,086
Percent Difference: School Site/District			N/A	N/A
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.