



Solana Highlands School

3520 Long Run Drive • San Diego, CA 92130 • (858) 794-4300 • Grades K-3

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Solana Beach School District

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District Governing Board

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

District Administration

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Lisa Davis
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Business Services**
Sabrina Lee
**Assistant Superintendent of
Instructional Services**
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**Executive Director of Capital
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Erin Lain
Director of Pupil Services
Julie Norby
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Jennifer Orr
**Director of Child Development
Center**
Siri Perlman
Director of Child Nutrition Services

School Description

Welcome to Solana Highlands Elementary School, the home of the Dolphins! Solana Highlands is a kindergarten through third grade school in the Solana Beach School District. Solana Highlands is a special place. There is a commitment to excellence, and a student centered approach that is palpable when one walks through the front doors. Our combination of great facilities, supportive parents, extraordinary teachers, and enthusiastic students is a formula for success, and one that we are extremely proud of.

School Mission Statement

The mission of Solana Highlands Elementary School is to provide a safe, nurturing, and dynamic learning environment where all students will maximize their potential intellectually, physically, socially, and emotionally. Teachers and staff will engage students in relevant learning experiences through the use of effective methods of instruction, assessment, and character education. Students will become critical thinkers and responsible, 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 and 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	105
Grade 1	82
Grade 2	76
Grade 3	90
Total Enrollment	353

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0
Asian	30
Filipino	1.1
Hispanic or Latino	5.9
Native Hawaiian or Pacific Islander	0
White	53.8
Two or More Races	8.5
Socioeconomically Disadvantaged	3.1
English Learners	14.7
Students with Disabilities	6.5
Foster Youth	0

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 Highlands School	14-15	15-16	16-17
With Full Credential	20	24	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Solana Beach School District	14-15	15-16	16-17
With Full Credential	♦	♦	220
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Solana Highlands School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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

2015-16 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 2016-17)

Solana Beach School District held a Public Hearing on September 8, 2016, 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 2016 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 2016	
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 School Publishers - 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 Highlands provides a safe, clean environment for students, staff, and volunteers. Solana Highlands School was built in 1987 and the school buildings span 59,307 square feet, consisting of 34 permanent classrooms, two portable classrooms, a library, a staff room, a multi-purpose room, two computer labs, and a playground. School buildings were recently re-roofed. The school recently resurfaced its blacktop and Peaceful Playgrounds was painted on the playground. The visual reminder helps in student engagement and aides in conflict resolution. In the summer of 2013, gates were installed around the complete perimeter of the school. 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 Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/15/2016				
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		DAMAGED OR STAINED CEILING TILES WILL BE REPLACED. PAINT CHIPPING ON CEILING WILL BE REPAIRED.
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: 8/15/2016				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	93	92	82	86	44	48
Math	88	92	75	81	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	3	95	88	92.6	92.0
Male	3	45	40	88.9	90.0
Female	3	50	48	96.0	93.8
Asian	3	33	29	87.9	96.5
White	3	48	47	97.9	91.5

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

School Year 2015-16 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 Met or Exceeded
All Students	3	95	91	95.8	92.3
Male	3	45	43	95.6	93.0
Female	3	50	48	96.0	91.7
Asian	3	33	31	93.9	96.8
White	3	48	47	97.9	91.5

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received 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 (School Year 2016-17)

Our Parent Teacher Association and the Solana Beach Schools Foundation provide substantial financial and volunteer support to our school, which includes enrichment programs, technology, science, art, and physical education.

Contact Information

Parents who wish to participate in school committees, parent groups, school activities, or become volunteers may contact the school office at (858) 794-4300.

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. 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 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.8	0.6	0.5
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.5	0.3	0.2
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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

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)	0.7
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.5
Social Worker	0.0
Nurse	0.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	1.0
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	17	19	18	6	4	5		1				
1	20	20	22	5	3		1		4			
2	18	21	19	6	2	4		3				
3	21	20	23	3	2		3	2	4			
4	25						6					

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 focused on strategies to support the implementation of 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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,104	\$44,507
Mid-Range Teacher Salary	\$77,121	\$68,910
Highest Teacher Salary	\$104,168	\$88,330
Average Principal Salary (ES)	\$119,379	\$111,481
Average Principal Salary (MS)		\$115,435
Average Principal Salary (HS)		\$113,414
Superintendent Salary	\$175,203	\$169,821
Percent of District Budget		
Teacher Salaries	42%	39%
Administrative Salaries	5%	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 and the county. 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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,930.45	\$45.58	\$8,884.86	\$83,086.25
District	♦	♦	\$7,060.69	71,608.31
State	♦	♦	\$5,677	\$71,610
Percent Difference: School Site/District			25.8	16.0
Percent Difference: School Site/ State			56.5	16.0

* Cells with ♦ do not require data.