



Solana Highlands School

3520 Long Run Drive • San Diego, CA 92130 • (858) 794-4300 • Grades K-3
Shawntanet Jara, Principal
shawntanetjara@sbsd.net
<http://sbsd.k12.ca.us/sh>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Solana Beach School District
309 North Rios Ave.
Solana Beach, CA 92075-1241
(858) 794-7100
www.sbsd.net

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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 social emotional learning. 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

| 2017-18 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 75 |
| Grade 1 | 70 |
| Grade 2 | 79 |
| Grade 3 | 87 |
| Total Enrollment | 311 |

| 2017-18 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0.3 |
| American Indian or Alaska Native | 0.0 |
| Asian | 28.9 |
| Filipino | 0.3 |
| Hispanic or Latino | 7.7 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 50.5 |
| Socioeconomically Disadvantaged | 5.5 |
| English Learners | 16.4 |
| Students with Disabilities | 8.4 |
| Foster Youth | 0.0 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 | 16-17 | 17-18 | 18-19 |
| With Full Credential | 23 | 23 | 22 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Solana Beach School District | 16-17 | 17-18 | 18-19 |
| 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 Highlands School | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Solana Beach School District held a Public Hearing on September 13, 2018, 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. All materials are available for parent examination at the school site or district office.

The table displays information collected 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 2018 | |
|---|--|
| 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 | 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 | 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% |
| Science Laboratory Equipment | N/A The textbooks listed are from most recent adoption: N/A |

Note: Cells with N/A values do not require data.

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 student engagement and aides 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: 7/30/2018 | | |
|---|---------------|---|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | | |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/30/2018

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|------------------|------------------|---|
| | Exemplary | |

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

| 2017-18 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| ELA | 96.0 | 78.0 | 85.0 | 85.0 | 48.0 | 50.0 |
| Math | 91.0 | 88.0 | 80.0 | 81.0 | 37.0 | 38.0 |

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| CAASPP Test Results in Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 83 | 77 | 92.77 | 77.92 |
| Male | 47 | 43 | 91.49 | 74.42 |
| Female | 36 | 34 | 94.44 | 82.35 |
| Asian | 19 | 17 | 89.47 | 94.12 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| White | 45 | 42 | 93.33 | 73.81 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | 22 | 18 | 81.82 | 72.22 |
| Students with Disabilities | -- | -- | -- | -- |

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 83 | 81 | 97.59 | 87.65 |
| Male | 47 | 45 | 95.74 | 91.11 |
| Female | 36 | 36 | 100 | 83.33 |
| Asian | 19 | 19 | 100 | 100 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| White | 45 | 43 | 95.56 | 83.72 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | 22 | 22 | 100 | 86.36 |
| Students with Disabilities | -- | -- | -- | -- |

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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 State priority: School Climate (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. Perimeter 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. Development of the Comprehensive Safe School Plan is a collaborative effort between school and 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 Fall 2018.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 0.5 | 0.3 | 0.0 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 0.2 | 0.4 | 0.3 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 3.7 | 3.7 | 3.5 |
| 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.

| 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 | 1.0 |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | 1.0 |
| Other | |
| 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+ | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K | 18 | 16 | 19 | 6 | 4 | 4 | | | | | | |
| 1 | 21 | 20 | 14 | 2 | 3 | 5 | 2 | 1 | | | | |
| 2 | 19 | 20 | 20 | 4 | 5 | 4 | | | | | | |
| 3 | 23 | 20 | 22 | | 4 | | 4 | | 4 | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 professional learning days at the start of the school year. Additional professional learning 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 professional learning is on strategies to build support on student thinking and the application of deeper learning around the California State Standards.

| FY 2016-17 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$49,066 | \$48,064 |
| Mid-Range Teacher Salary | \$78,644 | \$75,417 |
| Highest Teacher Salary | \$106,251 | \$94,006 |
| Average Principal Salary (ES) | \$122,566 | \$119,037 |
| Average Principal Salary (MS) | \$0 | \$123,140 |
| Average Principal Salary (HS) | \$0 | \$135,974 |
| Superintendent Salary | \$189,603 | \$183,692 |
| Percent of District Budget | | |
| Teacher Salaries | 40.0 | 36.0 |
| Administrative Salaries | 5.0 | 6.0 |

* 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 <https://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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$8,980.32 | \$10.20 | \$8,970.12 | \$103,747.12 |
| District | ◆ | ◆ | \$7,531.41 | \$81,340 |
| State | ◆ | ◆ | \$7,125 | \$76,046 |
| Percent Difference: School Site/District | | | 17.4 | 24.2 |
| Percent Difference: School Site/ State | | | -25.1 | 30.8 |

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.