

Solana Ranch School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Solana Ranch School
Street	13605 Pacific Highlands Ranch Pkwy.
City, State, Zip	San Diego, CA 92130
Phone Number	(858) 350-6600
Principal	Carey Bartlow
Email Address	careybartlow@sbsd.net
School Website	https://www.sbsd.k12.ca.us/Domain/858
County-District-School (CDS) Code	37-68387-0129049

2022-23 District Contact Information

District Name	Solana Beach School District
Phone Number	(858) 794-7100
Superintendent	Jodee Brentlinger
Email Address	jodeebrentlinger@sbsd.net
District Website Address	www.sbsd.net

2022-23 School Overview

District Mission Statement

Where learners find their voice, share their gifts, and advance the world

District Vision Statement

Inspiring wonder and discovery in learning and life

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. Solana Ranch relies on our District and school mission statements along with our school 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 education for its students, and most importantly, the overall success of each and every child! All students have opportunities to engage in relevant, creative, collaborative, and hands-on learning experiences in all curriculum areas, with a focus on Leadership and STREAM (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.

Solana Ranch is also the recipient of the 2023 California Distinguished School Award.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	65
Grade 2	86
Grade 3	68
Grade 4	96
Grade 5	75
Grade 6	108
Total Enrollment	565

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
American Indian or Alaska Native	0.0
Asian	49.7
Black or African American	0.9
Filipino	1.6
Hispanic or Latino	8.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	7.3
White	29.0
English Learners	11.5
Foster Youth	0.0
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	7.3
Students with Disabilities	6.5

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.20	95.61	140.60	93.74	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	4.39	9.20	6.15	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.10	0.11	18854.30	6.86
Total Teaching Positions	28.40	100.00	150.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.30	93.33	141.60	92.15	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.07	3.00	1.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	1.10	3.57	9.00	5.90	15831.90	5.67
Total Teaching Positions	32.50	100.00	153.60	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.20	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.20	1.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.70	3.40
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Solana Beach School District held a Public Hearing on September 8, 2022, 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.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (Grades K-5) and McGraw Hill StudySync (Grade 6); 2021	Yes	0%
Mathematics	Supplemental Materials: Great Minds™ - Eureka Math™ 2014	Yes	0%
Science	Supplemental Materials: Accelerate Learning™ STEMscopes™ 2015	Yes	0%
History-Social Science	Houghton Mifflin/Harcourt - California Reflections 2006	Yes	0%

School Facility Conditions and Planned Improvements

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. In 2018, four relocatable classrooms were added to Solana Ranch to accommodate growth. 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, and solar panels. The chart shows the results of the most recent school facilities inspection.

Year and month of the most recent FIT report

6/27/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			TWO LIGHT BULBS AND PANELS NEEDED TO BE REPLACED - WILL BE REPAIRED
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	93	N/A	86	N/A	47
Mathematics (grades 3-8 and 11)	N/A	91	N/A	80	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	350	345	98.57	1.43	92.75
Female	172	169	98.26	1.74	98.22
Male	178	176	98.88	1.12	87.50
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	181	176	97.24	2.76	96.59
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	84.62
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	32	32	100.00	0.00	90.63
White	99	99	100.00	0.00	89.90
English Learners	21	16	76.19	23.81	93.75
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	26	26	100.00	0.00	65.38
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	37	37	100.00	0.00	70.27

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	344	342	99.42	0.58	90.64
Female	172	170	98.84	1.16	92.94
Male	172	172	100.00	0.00	88.37
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	177	175	98.87	1.13	97.71
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	80.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	32	32	100.00	0.00	90.63
White	98	98	100.00	0.00	82.65
English Learners	21	19	90.48	9.52	89.47
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	25	25	100.00	0.00	64.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	36	36	100.00	0.00	52.78

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	84.72	NT	72.93	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	72	100	0	84.72
Female	35	35	100	0	85.71
Male	37	37	100	0	83.78
American Indian or Alaska Native	0	0	0	0	0
Asian	38	38	100	0	86.84
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100	0	85.71
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100	0	63.64

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Solana Ranch, with its Parent Teacher Organization and the Solana Beach Schools Foundation, provides substantial financial and volunteer support to our school, supporting enrichment programs such as STREAM (science, technology, research, engineering, art, and mathematics).

Many volunteer opportunities are available before, during, and after school through student club programs such as Tinker Club, Art, and the Animal Rescue Philanthropy Club), academic enrichment opportunities (e.g. Math Olympiad, and History Club), classroom support and community building events (Movie Night, Ice Cream Social, Family Heritage Night, Pancake Breakfasts, Spaghetti Dinners, etc.).

Our parents are also actively involved in our School Site Council (SSC) meetings which help develop, monitor, and annually evaluate/revise the School Plan for Student Achievement (SPSA). These groups support the decision-making process by participating in school events and our Parent Teacher Organization (PTO).

Parents interested in participating in volunteer opportunities at our school site, or have questions, may contact the school site directly at (858) 350-6600.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	587	585	28	4.8
Female	289	288	15	5.2
Male	298	297	13	4.4
American Indian or Alaska Native	0	0	0	0.0
Asian	295	295	8	2.7
Black or African American	5	5	0	0.0
Filipino	9	9	0	0.0
Hispanic or Latino	50	49	4	8.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	42	42	3	7.1
White	170	169	12	7.1
English Learners	70	69	6	8.7
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	42	42	6	14.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	61	61	4	6.6

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.31	0.09	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.33	0.51	0.19	0.37	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.51	0.00
Female	0.00	0.00
Male	1.01	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.68	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.59	0.00
English Learners	1.43	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Staff and student safety and campus security during the school day continue to be a top priority. Perimeter gates are kept locked during the school day, with a single point of ingress/egress. All visitors and volunteers must check in using our visitor management system. Staff are required to wear an identification badge at all times while on school grounds. Surveillance cameras, which are not actively monitored, are installed in each ingress and egress area. Certificated staff, classified staff, and administrators provide supervision before and after school, during lunch and recess periods. Development of the Comprehensive School Safety Plan is a collaborative effort between schools and the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff with 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 students, parents, and school employees including tactical information; safe and orderly school environment; school rules and procedures; hate crimes policies and procedures; and bullying prevention policies and procedures. The school evaluates the plan annually and updates it as needed. Comprehensive School Safety Plans are reviewed and approved by the Board of Education by March 1st of each year. The plan was last updated and reviewed with school staff in the Fall 2022.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	4		
1	21	2	1	
2	19	5		
3	19	4		
4	26		4	
5	27		4	
6	27		3	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	1	
1	21	3	1	
2	22	5		
3	19	4		
4	23		4	
5	22		5	
6	25		4	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3		
1	18	4		
2	16	5		
3	17	4		
4	24		4	
5	24		3	
6	21	1	4	
Other	18	1		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	N/A

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1.2
Library Media Services Staff (Paraprofessional)	0.825
Psychologist	0.5
Social Worker	0.14
Nurse	0.25
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2
Other	0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,129.84	\$1,555.39	\$7,574.45	\$96,873.08
District	N/A	N/A	\$9,426.03	\$90,807.00
Percent Difference - School Site and District	N/A	N/A	-21.8	6.5
State	N/A	N/A	\$6,594.00	\$84,612.00
Percent Difference - School Site and State	N/A	N/A	13.8	13.5

2021-22 Types of Services Funded

- Special Education
- Federal Special Education

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,365	\$51,591
Mid-Range Teacher Salary	\$87,159	\$79,620
Highest Teacher Salary	\$117,725	\$104,866
Average Principal Salary (Elementary)	\$146,255	\$131,473
Average Principal Salary (Middle)	\$0	\$135,064
Average Principal Salary (High)	\$0	\$137,679
Superintendent Salary	\$219,300	\$205,661
Percent of Budget for Teacher Salaries	37%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Staff members build teaching skills and concepts throughout the year by participating in conferences, workshops, and collaborative work. The Solana Beach School District offered two districtwide professional learning days at the start of the school 2021-22 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.

Due to the impact of COVID-19, the District expanded its professional learning support to virtual options. A focus on maximizing the use of digital platforms to support teaching strategies to engage and further student learning in these new platforms has been an area of focus. In addition, professional learning around data and assessment and SEL have been targeted areas of professional learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3