Solana Highlands School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Solana Highlands School
Street	3520 Long Run Drive
City, State, Zip	San Diego, CA 92130
Phone Number	(858) 794-4300
Principal	Lindsey Conley
Email Address	lindseyconley@sbsd.net
School Website	https://www.sbsd.k12.ca.us/Domain/10
County-District-School (CDS) Code	37-68387-6106140

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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

School Mission Statement

2023-24 School Description and 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 prepared for a promising, rewarding, fulfilling future.

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	75
Grade 2	66
Grade 3	74
Grade 4	45
Grade 5	50
Total Enrollment	373

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.8%
Male	55.2%
American Indian or Alaska Native	0.3%
Asian	31.6%
Filipino	0.3%
Hispanic or Latino	8.8%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	10.5%
White	46.4%
English Learners	18.2%
Homeless	1.3%
Socioeconomically Disadvantaged	9.7%
Students with Disabilities	6.4%

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)	17.20	93.25	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	6.75	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	18.50	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)	17.30	89.64	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	5.18	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	1.00	5.18	9.00	5.90	15831.90	5.67
Total Teaching Positions	19.30	100.00	153.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	3.2	6.2
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Solana Beach School District held a Public Hearing on September 14, 2023, 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 2023

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 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 33 permanent classrooms, a library, a staff room, a multi-purpose room, STREAM lab, and a playground. In 2017, the building was modernized. The school 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.

Year and month of the most recent FIT report	06/05/23

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			FORMICA IS BROKEN ON SINK CABINET, CEILING TILE AT VENT IS LOOSE, CEILING TILE FRAME IS LOOSE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			ETHERNET OUTLET IS LOOSE ON WALL
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			BOTH EXTERIOR DRINKING FOUNTAINS HAVE LOW FLOW, SINK FAUCET HAS LOW FLOW,

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		

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	85	84	86	84	47	46
Mathematics (grades 3-8 and 11)	83	76	80	81	33	34

2022-23 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	178	164	92.13	7.87	83.54
Female	81	72	88.89	11.11	86.11
Male	97	92	94.85	5.15	81.52
American Indian or Alaska Native	0	0	0	0	0
Asian	55	44	80.00	20.00	88.64
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100.00	0.00	66.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	89.47
White	87	84	96.55	3.45	83.33
English Learners	25	12	48.00	52.00	66.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	21	84.00	16.00	85.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	47.06

2022-23 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	178	176	98.88	1.12	76.14
Female	81	79	97.53	2.47	73.42
Male	97	97	100.00	0.00	78.35
American Indian or Alaska Native	0	0	0	0	0
Asian	55	53	96.36	3.64	83.02
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100.00	0.00	53.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	84.21
White	87	87	100.00	0.00	74.71
English Learners	25	24	96.00	4.00	41.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	24	96.00	4.00	66.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	35.29

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	N/A	63.64	72.93	71.80	29.47	30.29

2022-23 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	55	55	100.00	0.00	63.64
Female	25	25	100.00	0.00	64.00
Male	30	30	100.00	0.00	63.33
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	54.55
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	63.64
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.00	0.00	81.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 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.   The administration of the PFT during 2021-22 and 2022-23 school years, 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	98	96	93	93	96
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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.

2023-24 Opportunities for Parental Involvement

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.
Our School Site Council allows parents to participate in a school-level group, alongside staff, that is charged with improving academic achievement and social emotional well being through the compliant and efficient use of selected funds.
Our Playground Pals volunteer program allows parents to facilitate structured playground games and activities.

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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	410	404	29	7.2
Female	190	186	11	5.9
Male	220	218	18	8.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	139	135	4	3.0
Black or African American	0	0	0	0.0
Filipino	3	3	1	33.3
Hispanic or Latino	35	35	5	14.3
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	41	40	3	7.5
White	183	182	16	8.8
English Learners	84	80	3	3.8
Foster Youth	0	0	0	0.0
Homeless	9	9	3	33.3
Socioeconomically Disadvantaged	50	50	8	16.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	29	29	3	10.3

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.27	0.24	0.19	0.37	0.42	0.20	3.17	3.6
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.24	0
Female	0.53	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.44	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Staff and student safety and campus security during the school day remain top priorities. 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 of 2023.

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.

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	3		
1	15	5		
2	19	5		
3	18	5		

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	17	3		
2	22		3	
3	17	4		
4	23		3	
Other	16	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	22		3	
1	19	4		
2	23		3	
3	18	4		
4	25		2	
5	28		2	

2022-23 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

2022-23 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
Library Media Services Staff (Paraprofessional)	0.6
Psychologist	0.5
Social Worker	0.14
Nurse	0.25
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	0

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$12,141	$1,352	$10,789	$101,188
District	N/A	N/A	$9,377	$96,772
Percent Difference - School Site and District	N/A	N/A	14.0	4.5
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	34.6	13.6

Fiscal Year 2022-23 Types of Services Funded

- Special Education
- Federal Special Education

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$56,007	$54,046
Mid-Range Teacher Salary	$96,772	$84,515
Highest Teacher Salary	$121,281	$110,867
Average Principal Salary (Elementary)	$151,559	$136,841
Average Principal Salary (Middle)	N/A	$141,477
Average Principal Salary (High)	N/A	$137,985
Superintendent Salary	$230,300	$217,473
Percent of Budget for Teacher Salaries	35.73%	32.43%
Percent of Budget for Administrative Salaries	5.64%	5.62%

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 2022-23 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3