



Solana Ranch School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Solana Beach School District

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District Governing Board

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Debra H. Schade, Ph.D., Vice President
Gaylin Allbaugh, Clerk
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Director of Maintenance & Operations
Jennifer Orr
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Lisa Denham
Coordinator of Student Services

School Description

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

School Mission Statement

The mission of Solana Ranch is to inspire greatness in tomorrow's leaders by providing a dynamic learning environment where all students maximize their potential intellectually, physically, socially, and emotionally. Teachers, staff, and parents create a rigorous and nurturing school environment that is focused on creating the leaders of tomorrow, a school that is cohesive in its desire to provide the very best 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.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	84
Grade 2	63
Grade 3	92
Grade 4	95
Grade 5	82
Grade 6	103
Total Enrollment	572

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
Asian	49.7
Filipino	1.9
Hispanic or Latino	7.3
White	31.6
Two or More Races	7
Socioeconomically Disadvantaged	5.4
English Learners	13.1
Students with Disabilities	6.3

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 for Solana Ranch School	17-18	18-19	19-20
With Full Credential	34	35	33
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Solana Beach School	17-18	18-19	19-20
With Full Credential	♦	♦	220
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Solana Ranch School

Indicator	17-18	18-19	19-20
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.

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Solana Beach School District held a Public Hearing on September 12, 2019, 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 2019

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%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Solana Ranch provides a safe, clean environment for students, staff, and volunteers. Constructed in 2014, Solana Ranch has 34 classrooms on a 11.3-acre campus. 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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/22/2019

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	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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	87	86	85	85	50	50
Math	83	84	81	82	38	39

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.

School Year 2018-19 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	377	373	98.94	86.06
Male	186	183	98.39	86.34
Female	191	190	99.48	85.79
Black or African American	--	--	--	--
Asian	191	190	99.48	93.68
Filipino	--	--	--	--
Hispanic or Latino	26	26	100.00	61.54
White	121	118	97.52	83.05
Two or More Races	30	30	100.00	80.00
Socioeconomically Disadvantaged	23	23	100.00	60.87
English Learners	72	70	97.22	91.43
Students with Disabilities	36	34	94.44	41.18

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	13.4	43.9	35.4

Note: 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.

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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 2018-19 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	377	375	99.47	84.27
Male	186	184	98.92	86.41
Female	191	191	100.00	82.20
Black or African American	--	--	--	--
Asian	191	190	99.48	95.26
Filipino	--	--	--	--
Hispanic or Latino	26	26	100.00	57.69
White	121	120	99.17	75.83
Two or More Races	30	30	100.00	80.00
Socioeconomically Disadvantaged	23	23	100.00	56.52
English Learners	72	72	100.00	86.11
Students with Disabilities	36	35	97.22	34.29

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 2019-20)

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

Contact Information

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

State Priority: School Climate

The SARC provides the following information relevant to the 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 and out 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 including tactical information; safe and orderly school environment; school rules and procedures; hate crimes policies and procedures; and bully prevention policies and procedures. The school evaluates the plan annually and updates as needed. The plan was last updated and reviewed with school staff in Fall 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	0.3	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.3	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	N/A

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.7
Psychologist	.5
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2
Other	0

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	3			19	4			18	3		
1	18	5			21		3		17	5		
2	20	3	1		17	5			21		3	
3	16	5			21		4		18	5		
4	22		4		20	1	3		26		3	
5	24		3		23		4		25		4	
6	27		3		25		3		26		4	
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	7	7

Staff members build teaching skills and concepts throughout the year by participating in conferences, workshops, and collaborative work. The Solana Beach School District offered one districtwide professional learning day at the start of the school 2019-20 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 support student thinking and application of deeper learning around the California State Standards.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,029	\$49,378
Mid-Range Teacher Salary	\$81,810	\$77,190
Highest Teacher Salary	\$110,501	\$96,607
Average Principal Salary (ES)	\$128,890	\$122,074
Average Principal Salary (MS)	\$0	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$189,603	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,640.99	\$126.71	\$6,514.28	\$89,012.23
District	N/A	N/A	\$7,202.68	\$86,880.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-10.0	2.4
School Site/ State	-14.2	13.7

Note: Cells with N/A values 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.