

Solvang Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Solvang Elementary School
Street	565 ATTERDAG ROAD
City, State, Zip	SOLVANG
Phone Number	8056884810
Principal	Shannan Cocklin
Email Address	scocklin@solvangschool.org
School Website	www.solvangschool.org
Grade Span	K-8
County-District-School (CDS) Code	42693366046072

2025-26 District Contact Information

District Name	Solvang Elementary School District
Phone Number	8056884810
Superintendent	Sierra Loughridge
Email Address	sloughridge@solvangschool.org
District Website	www.solvangschool.org

2025-26 School Description and Mission Statement

Solvang School is a welcoming community where all students are empowered to become socially and culturally competent, lifelong learners through meaningful relationships, high expectations, and an engaging and rigorous academic experience that they will reflect on with Viking Warrior Pride.

Our core mission is exceptional teaching and learning. We strive to be role models of life-long learning for our students. We engage in ongoing, high quality professional development and learn from each other to create the best atmosphere for classroom learning. The staff takes pride in high teaching standards that have led to exemplary student achievement.

Solvang Elementary School District is a single school TK-8 district with two adjacent campuses of over 600 students. The district hosts a Spanish Dual Language Immersion Program for grades K-7 and will expand in the 26-27 school year to include grade 8. Solvang's Dual Immersion Program is the only one in the Santa Ynez Valley. In addition to expanding the Dual Language Immersion Program, Solvang School currently offers expanded Transitional Kindergarten. The upper campus middle school (6-8) offers a wide variety of electives including: art, music, Spanish, STEM, Leadership, yearbook, and Culinary Arts. Students in 6-8th grades are encouraged to participate in at least one of our interscholastic sports' programs.

The high educational quality of the District is enhanced by a variety of enrichment programs, a full-size gymnasium, multipurpose room, basketball and handball courts, a field area, playgrounds, cafeteria and production kitchen.

District Mission and Goals:

The mission of the Solvang Elementary School District is:

- To educate all students to realize their full potential, as we believe that all students have the ability to learn and succeed.
- To foster shared responsibility among parents, teachers, students, school and community.
- To maintain high standards of ethical and professional behavior.
- To provide a well-rounded education that includes the core subjects, fine arts, STEM electives, and opportunities to be involved in athletics and other pro-social activities.

2025-26 School Description and Mission Statement

- To support physical fitness and provide quality nutrition to foster better learning.
- To provide a safe and orderly learning environment.

Solvang School provides each child with a broad range of learning experiences to ensure that all students are successful learners, who will succeed far beyond Solvang School into high school and the universities and careers of their choice.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	73
Grade 2	64
Grade 3	61
Grade 4	69
Grade 5	57
Grade 6	49
Grade 7	73
Grade 8	71
Total Enrollment	602

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8
Male	49
Non-Binary	0.2
American Indian or Alaska Native	0.7
Asian	0.3
Black or African American	0.5
Filipino	0.5
Hispanic or Latino	57.8
Two or More Races	4
White	32.9
English Learners	18.8
Homeless	2.3
Socioeconomically Disadvantaged	40
Students with Disabilities	10.6

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.

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)	25.7	85.97	25.7	85.97	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.3	11.1	3.3	11.1	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0.8	2.9	0.8	2.9	15831.9	5.67
Total Teaching Positions	30	100	30	100	279044.8	100

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.

2022-23 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)	24.8	75.24	24.8	75.24	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	9.09	3	9.09	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.1	12.61	4.1	12.61	11746.9	4.23
Unknown/Incomplete/NA	1	3.03	1	3.03	14303.8	5.15
Total Teaching Positions	33	100	33	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	24.5	76.56	24.5	76.56	230039.4	100
Intern Credential Holders Properly Assigned	0.6	2.06	0.6	2.06	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.6	20.81	6.6	20.81	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.5	0.1	0.5	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	32	100	32	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	3.30	3	5.6
Vacant Positions	0.00	0	1
Total Teachers Without Credentials and Misassignments	3.30	3	6.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	4.1	0.1
Total Out-of-Field Teachers	0.00	4.1	0.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.4	15.7	21
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	3.3

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

During the 25-26 school year, Solvang School will unpack the California Mathematics Framework, pilot CDE approved materials, and adopt a new math curriculum to be rolled out in the 26-27 school year.

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin, Wonders (K-5) 2016; McGraw Hill, Collections (6-8) 2016	0
Mathematics	Houghton Mifflin, Expressions (K-5) 2016; College Preparatory Mathematics (6-8) 2016	0
Science	FOSS Science (TK-8), 2023	0
History-Social Science	Houghton Mifflin (K-6) 2006, TCI (6th - 8th), 2024	0
Foreign Language	One Way Education, LLC,: Anecdotas Inicial	0
Health	n/a	
Visual and Performing Arts	n/a	
Science Laboratory Equipment (grades 9-12)	n/a	

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

School Facility Conditions and Planned Improvements

The school is situated on two adjacent sites. The lower campus, serving transitional kindergarten through fifth grade, has 20 permanent classrooms and five modular classrooms, an administrative office, a library, gymnasium and a multipurpose room with a full kitchen. Three full bathroom facilities are located for students on the lower campus. Bathrooms are inspected throughout the day and cleaned at the end of each school day or as needed. The lower campus encompasses 6 acres of land.

The upper campus, which serves sixth through eighth grade students, has 10 permanent classrooms, art room, drama room, band room, culinary arts classroom and counselor's office. Two full bathroom facilities are located on the upper campus. Facilities are inspected on a daily basis for cleanliness and to identify and repair any safety issues. The upper campus is situated on 11 acres of land. All classrooms have been updated with HVAC system and the district added solar fields.

School Facility Conditions and Planned Improvements

The Culinary Arts Center contains a state of the art industrial kitchen for culinary classes and a hot lunch serving station.

Playgrounds and school grounds are fully supervised before, during, and after school. A new Kindergarten playground was added in August of 2024.

Maintenance personnel inspect the facilities routinely throughout the day. All staff are asked to report any safety issues to the maintenance via the facilities fix-it shared document. The Maintenance Supervisor and the Superintendent do an overall campus evaluation annually.

Year and month of the most recent FIT report

1/9/2026

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			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			The District is monitoring roofs on Upper Campus and is planning for repairs in 2028.
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	56	56	56	56	47	48
Mathematics (grades 3-8 and 11)	50	43	50	43	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	386	376	97.41	2.59	56.12
Female	195	188	96.41	3.59	59.04
Male	190	187	98.42	1.58	52.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	221	214	96.83	3.17	42.99
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	28	100.00	0.00	75.00
White	128	125	97.66	2.34	73.60
English Learners	56	53	94.64	5.36	1.89
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	155	150	96.77	3.23	42.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	39	92.86	7.14	17.95

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	387	380	98.19	1.81	42.63
Female	195	191	97.95	2.05	38.22
Male	191	188	98.43	1.57	46.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	222	218	98.20	1.80	29.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	28	100.00	0.00	60.71
White	128	125	97.66	2.34	60.80
English Learners	56	56	100.00	0.00	5.36
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	156	154	98.72	1.28	24.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	39	92.86	7.14	12.82

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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	43.24	44.53	43.24	44.53	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	130	129	99.23	0.77	44.19
Female	65	64	98.46	1.54	46.88
Male	64	64	100.00	0.00	40.63
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	76	76	100.00	0.00	22.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	47	46	97.87	2.13	76.09
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	45	100.00	0.00	22.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	9.09

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	91	92	94	97	98
Grade 7	100	100	100	100	100

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.

2025-26 Opportunities for Parental Involvement

Solvang School District encourages parental engagement and welcomes all families as partners in their child's education. In addition to cultivating a safe and welcoming environment, Solvang School honors and recognizes the funds of knowledge families bring and connects family engagement to student learning. Through policy, programs, and partnership the school seeks to develop the Capabilities (skills and knowledge), Connections (networks), Cognition (beliefs, values), and Confidence (self-efficacy) of both educators and families (Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships, SEDL 2013).

Families are able to participate in the school and in decision making in a variety of ways, including in the English Language Advisory Council and Local Control Accountability Parental Advisory Committee. Both of these advisory committees play an important role in the development of the District's Local Control Accountability Plan (LCAP). These groups provide input on the LCAP and programs that serve English Learners. As part of the LCAP process, parents participate with teachers, administrators, classified staff, and students on a LCAP Advisory that provides consultation on how the District might meet state priorities.

Additionally, Solvang School is fortunate to have the Solvang School Educational Foundation. All parents are encouraged to be members. Through this organization, the school is able to provide special services and programs for students, e.g., art, music, teacher supplies, and scholarships for camps for students in grades 5 and 8. The foundation is responsible for raising funds that help support superior music and arts' programs. Tax deductible donations may be sent to P.O. Box 304, Solvang, CA 93464. If you would like to support SSEF by volunteering or if you have any questions, contact the school office.

Lastly, parents are encouraged to support extra-curricular athletics and activities. Whether as a coach or an advisor to a special activity, parents can provide critical support. Parent and community involvement in school programs add to the school's effectiveness and helps it achieve its mission to provide students with the finest educational experience. Parents provide supportive home environments to ensure learning beyond the school day. Parents are critical partners in their child's education and the school seeks to cultivate and nourish these relationships.

2025-26 Opportunities for Parental Involvement

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	641	622	81	13.0
Female	328	319	38	11.9
Male	312	302	43	14.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	366	359	45	12.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	25	24	4	16.7
White	217	207	24	11.6
English Learners	119	118	17	14.4
Foster Youth	--	--	--	--
Homeless	14	14	4	28.6
Socioeconomically Disadvantaged	265	256	46	18.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	78	77	18	23.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.22	3.57	5.15	3.22	3.57	5.15	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.15	0.00
Female	3.05	0.00
Male	7.37	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.74	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.00	0.00
White	4.15	0.00
English Learners	4.20	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.66	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.69	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The health and safety of students and staff is paramount. As such, health and safety is our utmost priority. The Comprehensive School Safety Plan was approved by the board in 2025 and is brought annually for approval. A hard copy of the plan is available in each of the school offices. The School Safety Plan addresses response to earthquakes, fire, intruders, and many other facets of school safety. Staff input was sought at staff meetings and the updated plan will include their feedback. Moreover, Emergency intervention teams have been explicitly identified with descriptions of all responsibilities. Students and staff regularly practice safety drills. Drills for fire and earthquakes are conducted in accordance with California Education Code and a record is kept in the Middle School office. All visitors must sign in at the school office and are issued temporary passes. Identification badges are distributed to staff each year. Additionally, cameras have been added to help monitor outside areas.

All of these documents are posted on our website.

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.

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	28	0	3	1
1	22	0	3	0
2	23	0	3	0
3	20	1	2	0
4	34	0	1	1
5	17	1	2	0
6	15	14	9	0
Other	19	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24	0	3	0
1	22	0	3	0
2	22	0	3	0
3	22	1	2	0
4	14	2	1	0
5	23	0	2	0
6	14	25	10	0
Other	21	0	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	1	2	
1	24		3	
2	21	1	2	
3	20	2	1	
4	23		3	
5	19	2	1	
6	12	23	6	
Other	3	1		

2024-25 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	0

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$16,598	\$4,240	\$12,358	\$80,185
District	N/A	N/A	\$12,358	\$80,185
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	10.3	-6.2

Fiscal Year 2024-25 Types of Services Funded

- Class Size Reduction Program in TK-5: Small class sizes support more student-to-teacher interaction.
- English Language Development; Spanish Language Development for EO's in Dual Language Immersion
- Special Education: Solvang School was approved by the SELPA for a Special Education Program Transfer and will exit the Santa Ynez Valley Special Education Consortium. Solvang School will offer in-house Special Education services for eligible students in the 26-27
- Academic Achievement, Title I: Funding supports efforts to ensure that all students succeed. A response to intervention specialist identifies and works with targeted groups of students.
- Professional Development, Title II: Funding supports ongoing staff training on a variety of instructional strategies and programs.
- English Learner, Title III: Funding supports a full-time director focused on English learner needs.
- Teacher Induction Program: All new teachers are enrolled in this program for two years.
- Lottery Funds: Funding is provided for instructional materials.
- LCFF supplemental and concentration funds support academic interventions.

Fiscal Year 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$53,295	\$55,248
Mid-Range Teacher Salary	\$79,318	\$80,746
Highest Teacher Salary	\$110,446	\$109,655
Average Principal Salary (Elementary)	\$150,480	\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$196,565	\$155,954
Percent of Budget for Teacher Salaries	28.2%	25.26%
Percent of Budget for Administrative Salaries	8.63%	6.12%

Professional Development

Professional development (PD) goals are based on teacher needs, state and school assessments, and research. Staff complete professional learning surveys to inform the design of professional development. Additionally, as applicable staff attend relevant conferences and workshops and share this learning with their respective colleagues. Many teachers pursue individual professional development and receive credit on their salary schedule for doing so. Additionally, the Principal and Superintendent regularly do classroom walk-throughs that lead to conversations and activities contributing to professional development. Staff work together to learn from the previous year's state testing results to inform professional development. Throughout the year, trainings are provided to support the implementation of core-curriculum, effective pedagogy, and supplemental resources. The Solvang School district has 2 days of Professional Learning prior to the start of the school year, 1 teacher work day, and 2 built-in pupil free professional learning days within the school year.

Solvang School has dedicated early release days on Wednesdays. One Wednesday per month, from 1:55-3:30pm, is dedicated to professional learning. One Wednesday per month is for grade level or department collaboration. This is known as Professional Learning Communities (PLCs) in which teachers look at student data and work to inform their instruction. Teachers are actively integrating new concepts and strategies to ensure that all students achieve at high levels. One Wednesday per month is a staff meeting.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5