EL SOL SCIENCE AND ARTS ACADEMY
2022–2023 SCHOOL ACCOUNTABILITY REPORT CARD

Address: 328 West Halesworth St. Santa Ana, CA, 92701-3408 **Phone:** (714) 543-0023
Principal: Monique Daviss, Executive Director **Grade Span:** K-8

GENERAL INFORMATION ABOUT THE SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

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 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.

ABOUT THIS SCHOOL

DISTRICT CONTACT INFORMATION (SCHOOL YEAR 2023–24)

Entity	Contact Information
District Name	Santa Ana Unified
Phone Number	(714) 654-9621
Superintendent	Daviss, Monique
Email Address	mdaviss@elsolacademy.org
Website	www.elsolacademy.org

SCHOOL CONTACT INFORMATION (SCHOOL YEAR 2023–24)

Entity	Contact Information
School Name	El Sol Santa Ana Science and Arts Academy
Street	328 West Halesworth St.
City, State, Zip	Santa Ana, CA, 92701-3408
Phone Number	(714) 543-0023
Principal	Monique Daviss, Executive Director
Email Address	info@elsolacademy.org
Website	https://www.elsolacademy.org
County-District-School (CDS) Code	30666706119127

SCHOOL DESCRIPTION AND MISSION STATEMENT (SCHOOL YEAR 2023–24)

ABOUT

Founded in 2001 with an initial enrollment of 110 students, El Sol Academy has evolved into a thriving dual-immersion charter school, now educating 1,000 students from preschool through eighth grade. Despite the ever-changing educational landscape, our institution has consistently expanded in size and achievement, maintaining high expectations for student success.

El Sol Academy has garnered numerous accolades, including recognition as a Bright Spot Awardee by The White House Initiative on Educational Excellence for Hispanics, California Charter School of the Year, California Distinguished School, Title I Academic Achievement Awardee, and more. Our unique dual-immersion curriculum, emphasizing advanced proficiency in both English and Spanish, has earned us distinction as an Educational Results Partnership Honor Roll School and one of America's Best Urban Schools.

El Sol Academy employs a comprehensive curriculum to ensure student success, invests in exemplary professional development for teachers, emphasizes parental involvement, and offers supplementary programs. Our extended day program provides intensive academic instruction for struggling students, complemented by culturally enriching activities. Additionally, our preschool establishes early childhood foundational skills, and the SOS-El Sol Wellness Center offers a range of health services for our school and the wider community.

MISSION STATEMENT

El Sol's mission is to provide a rigorous academic environment that prepares students for entrance into a college preparatory track at the high school of their choice. Along with providing a rigorous academic environment, El Sol's mission includes creating a culture of kindness, creativity, courage, and honesty that will encourage our graduates to assume leadership roles in the 21st Century.

PILLARS OF SUCCESS

Trustworthiness | Care | Fairness | Respect | Responsibility | Citizenship

STUDENT ENROLLMENT BY GRADE LEVEL (SCHOOL YEAR 2022-23)

Grade Level	Number of Students
Kindergarten	125
Grade 1	108
Grade 2	105
Grade 3	106
Grade 4	109
Grade 5	108
Grade 6	97
Grade 7	99
Grade 8	99
Total Enrollment	956
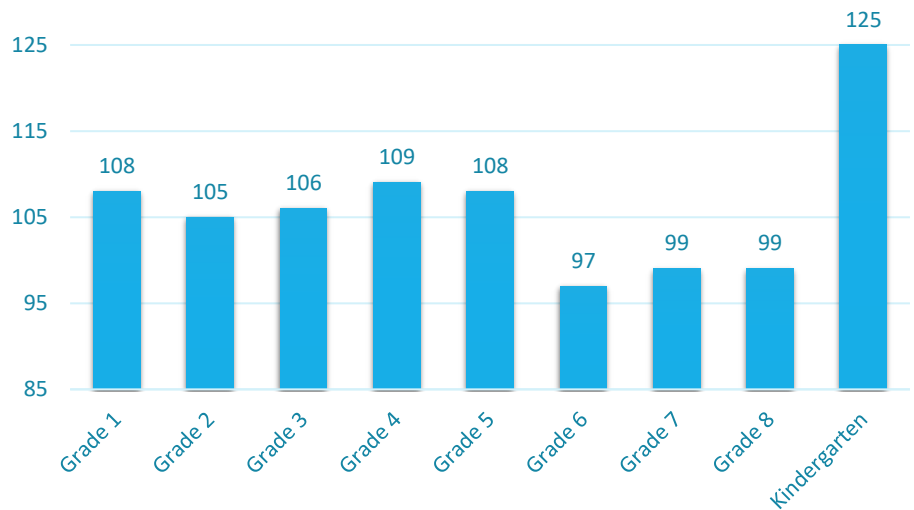
STUDENT ENROLLMENT BY STUDENT GROUP (SCHOOL YEAR 2022–23)

Student Group	Percent of Total Enrollment
Female	49.70%
Male	50.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	0.90%
Black or African American	0.70%
Filipino	0.10%
Hispanic or Latino	96.00%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	0.60%
White	0.90%

English Learners	34.20%
Foster Youth	0.30%
Homeless	0.80%
Migrant	0.00%
Socioeconomically Disadvantaged	58.60%
Students with Disabilities	7.60%

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 PREPARATION AND PLACEMENT (SCHOOL YEAR 2020–21)

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)	12.90	27.55%	1778.10	86.59%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	10.70	0.52%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	34.00	72.43%	113.70	5.54%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	23.50	1.15%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	127.30	6.20%	15831.90	5.67%
Total Teaching Positions	**47.00**	**100.00%**	**2053.50**	**100.00%**	**279044.80**	**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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

TEACHER PREPARATION AND PLACEMENT (SCHOOL YEAR 2022-23)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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 to 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 Number	2021-22 Number
Permits and Waivers	0.00	0.00
Misassignments	3.00	34.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	**3.00**	**34.00**

CREDENTIALED TEACHERS ASSIGNED OUT-OF-FIELD
(considered "out-of-field" under ESSA)

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	9.30	0.00
Total Out-of-Field Teachers	**9.30**	**0.00**

CLASS ASSIGNMENTS

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.60%	77.1%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.20%	5.7%

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

QUALITY, CURRENCY, AVAILABILITY OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS (SCHOOL YEAR 2023–24)

YEAR AND MONTH IN WHICH THE DATA WERE COLLECTED: JANUARY 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	- Benchmark Adelante (Spanish) - Benchmark Advance (English) - Vista Galeria Español para Hispanohablantes - Holt McDougal (English)	Yes	0%
Mathematics	- College Preparatory Mathematics (CPM) - Bridges in Mathematics - Art of Problem Solving (Beast Academy)	Yes	0%
Science	- Generation Genius - Pearson Interactive	Yes	0%
History-Social Science	- Holt McDougall - Studies Weekly - National Geographic History	Yes	0%
Foreign Language	- Vista Galeria Español para Hispanohablantes	Yes	0%
Health	- SPARK - Integrated Sport Units	Yes	0%
Visual and Performing Arts	- SRA Art Connections - California Framework (VAPA)	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

SCHOOL FACILITY CONDITIONS AND PLANNED IMPROVEMENTS

El Sol completed a comprehensive campus redevelopment in the fall of 2019. This includes all new classrooms, hardscapes, softscapes, front offices, and other rooms. The campus is fully compliant with the DSA and has been reviewed and inspected by all related local authorities. The buildings and facility are in excellent, brand-new condition. The school plans to complete one final small building for the preschool and the music program to be completed in 2023 or early 2024.

SCHOOL FACILITY GOOD REPAIR STATUS

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

YEAR AND MONTH OF THE MOST RECENT FIT REPORT: January 2023

System Inspected	Rating	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 FACILITY RATE

YEAR AND MONTH OF THE MOST RECENT FIT REPORT: January 2023

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.

CAASPP TEST RESULTS IN ELA AND MATHEMATICS FOR ALL STUDENTS GRADES THREE THROUGH EIGHT AND GRADE ELEVEN TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT

PERCENTAGE OF STUDENTS MEETING OR EXCEEDING THE STATE STANDARD

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)	41%	45%	31%	32%	47%	46%
Mathematics (grades 3-8 and 11)	35%	36%	19%	20%	33%	34%

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.

Note: 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.

CAASPP TEST RESULTS IN ELA BY STUDENT GROUP FOR STUDENTS TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT

GRADES THREE THROUGH EIGHT AND GRADE ELEVEN (SCHOOL YEAR 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	615	611	99.35%	0.65%	44.84%
Female	321	320	99.69%	0.31%	49.38%
Male	294	291	98.98%	1.02%	39.86%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	592	588	99.32%	0.68%	43.54%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--

Student Group					
English Learners	228	225	98.68%	1.32%	24.89%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	221	219	99.10%	0.90%	36.99%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	59	59	100.00%	0.00%	6.78%

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

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.

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 TEST RESULTS IN MATHEMATICS BY STUDENT GROUP FOR STUDENTS TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT

GRADES THREE THROUGH EIGHT AND GRADE ELEVEN (SCHOOL YEAR 2022-23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	615	613	99.67%	0.33%	35.73%
Female	321	320	99.69%	0.31%	32.50%
Male	294	293	99.66%	0.34%	39.25%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	592	590	99.66%	0.34%	34.24%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	228	227	99.56%	0.44%	17.18%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	221	219	99.10%	0.90%	24.66%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	59	59	100.00%	0.00%	6.78%

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

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.

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 TEST RESULTS IN SCIENCE FOR ALL STUDENTS GRADES FIVE, EIGHT AND HIGH SCHOOL
PERCENTAGE OF STUDENTS MEETING OR EXCEEDING THE STATE STANDARD

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)	27.75%	32.02%	15.30%	16.00%	29.47%	30.29%

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

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.

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 TEST RESULTS IN SCIENCE BY STUDENT GROUP

Grades Five, Eight and High School (School Year 2022-23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	204	203	99.51%	0.49%	32.02%
Female	103	102	99.03%	0.97%	34.31%
Male	101	101	100.00%	0.00%	29.70%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	197	196	99.49%	0.51%	30.61%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	70	70	100.00%	0.00%	18.57%
Foster Youth	0	0	0%	0%	0%

Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	83	83	100.00%	0.00%	26.51%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	16	16	100.00%	0.00%	0.00%

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.

CAREER TECHNICAL EDUCATION PROGRAMS (SCHOOL YEAR 2022–23)

CAREER TECHNICAL EDUCATION (CTE) PARTICIPATION (SCHOOL YEAR 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

COURSE ENROLLMENT/COMPLETION OF UNIVERSITY OF CALIFORNIA (UC) AND/OR CALIFORNIA STATE UNIVERSITY (CSU) ADMISSION REQUIREMENTS

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

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

CALIFORNIA PHYSICAL FITNESS TEST RESULTS (SCHOOL YEAR 2022-23)

PERCENTAGE OF STUDENTS PARTICIPATING IN EACH OF THE FIVE FITNESS COMPONENTS

Grade	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
5	100%	100%	100%	100%	100%

7	100%	100%	100%	100%	100%
9					

Note: Due to changes to the 2022-23 PFT administration, only participation results are required for these five fitness areas.

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.

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

OPPORTUNITIES FOR PARENTAL INVOLVEMENT (SCHOOL YEAR 2023–24)

El Sol has a PTO, a School Site Council, and other parent groups. Our Parent Advisory Committee plays a central leadership role in designing, facilitating, and documenting our yearly Local Control Accountability Plan (LCAP) planning process. El Sol students and families benefit from a variety of partner organizations.

El Sol also has a Family and Children Learning Center that incorporates a variety of partners for on-site services to families, including the following: Legal Aid, Public Law Center, the Department of Social Services, Latino Health Access, Providence Speech and Hearing Center, UCI Health Center, Share Our Selves (SOS), Second Harvest Food Bank and others. The SOS – El Sol Wellness Center, an on-site full-service Federally Qualified Health Center, provides student and family services.

El Sol encourages family engagement and provides ample volunteer opportunities for families. Parents can volunteer throughout campus as they help classroom teachers, complete minor school repairs, organize school events, or provide other needed support. Parents are highly involved in the academic program, reading in the classroom, participating in parent-led science demonstrations, and volunteering to teach enrichment classes. As a dual immersion school, parents can participate in their home language, which cultivates a highly involved parent and family base.State Priority: Pupil Engagement

### STATE PRIORITY: PUPIL ENGAGEMENT

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

DROPOUT RATE AND GRADUATION RATE (FOUR-YEAR COHORT RATE)

Indicator	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
Dropout Rate	--	--	--	4.7%	3.7%	8.4%	9.4%	7.8%	8.2%
Graduation Rate	--	--	--	88.4%	92.4%	89.9%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
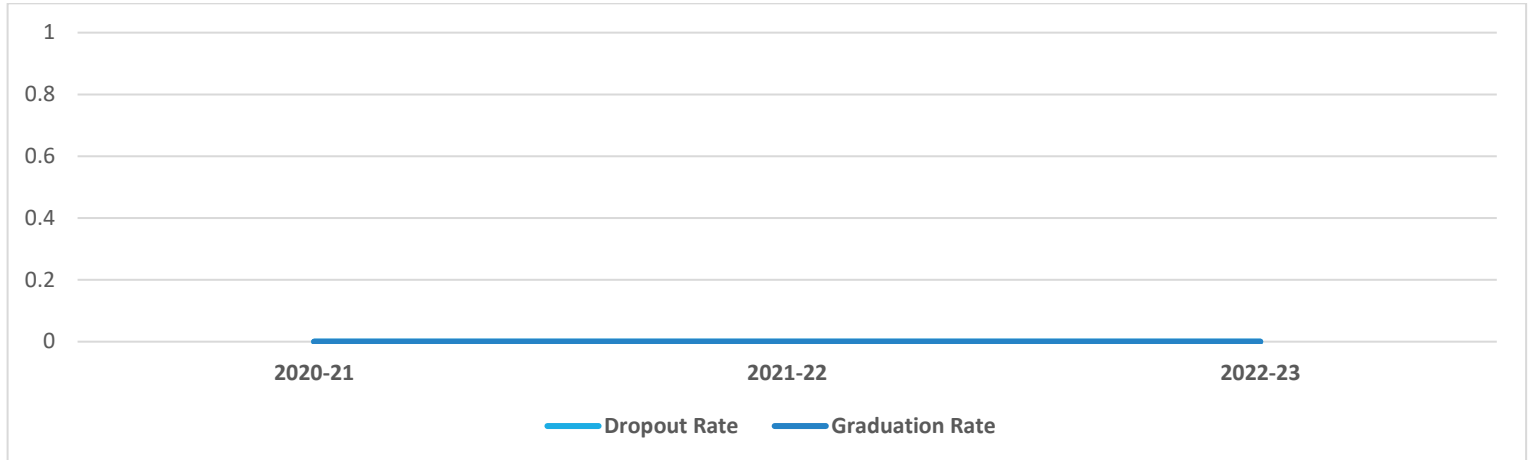
GRADUATION RATE BY STUDENT GROUP (FOUR-YEAR COHORT RATE) (SCHOOL YEAR 2022-23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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.

CHRONIC ABSENTEEISM BY STUDENT GROUP (SCHOOL YEAR 2022-23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	967	961	150	15.6%
Female	477	475	71	14.9%
Male	490	486	79	16.3%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	2	2	1	50.0%
Asian	9	9	2	22.2%
Black or African American	7	7	0	0.0%
Filipino	1	1	0	0.0%
Hispanic or Latino	930	925	143	15.5%
Native Hawaiian or Pacific Islander	3	3	2	66.7%
Two or More Races	7	6	1	16.7%
White	8	8	1	12.5%
English Learners	337	334	51	15.3%
Foster Youth	3	3	0	0.0%
Homeless	8	8	0	0.0%
Socioeconomically Disadvantaged	571	567	95	16.8%
Students Receiving Migrant Education Services	0	0	0	0.0%

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.

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

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%	0.52%	0.62%	0.02%	3.55%	4.33%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.03%	0.00%	0.00%	0.07%	0.08%

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.

SUSPENSIONS AND EXPULSIONS BY STUDENT GROUP (SCHOOL YEAR 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.62%	0.00%
Female	0.63%	0.00%
Male	0.61%	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	0.54%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	1.19%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.05%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.23%	0.00%

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

SCHOOL SAFETY PLAN (SCHOOL YEAR 2023–24)

El Sol Academy is firmly committed to maintaining a safe and healthy working environment. The Comprehensive School Site Safety Plan was developed for El Sol Academy in collaboration with staff, parents, the community, and local agencies, including law enforcement, to fulfill the requirements of Senate Bill 187. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Yearly updates to Routine Emergency Disaster Procedures include updated Emergency and Disaster Preparedness Plans.

New Personnel receive training on the School Site Safety Plan as part of their orientation, and all personnel review the School Site Safety Plan annually at the Staff Meeting in August at the beginning of the school year. Training and updates occur throughout the school year. The plan is available on our website and is renewed annually by the school's board of directors.

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.

AVERAGE CLASS SIZE AND CLASS SIZE DISTRIBUTION (ELEMENTARY) SCHOOL YEAR 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00		20	
1	24.00		28	
2	26.00		24	
3	26.00		24	
4	25.00		20	
5	25.00		28	
6	24.00	10	14	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.

AVERAGE CLASS SIZE AND CLASS SIZE DISTRIBUTION (ELEMENTARY) (SCHOOL YEAR 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	26.00		30	
1	20.00	8	32	
2	21.00	7	28	
3	22.00	8	32	
4	21.00	8	32	
5	20.00	8	32	
6	19.00	13	22	2
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.

AVERAGE CLASS SIZE AND CLASS SIZE DISTRIBUTION (ELEMENTARY) (SCHOOL YEAR 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00	0	30	0
1	27.00	0	32	0
2	26.00	0	28	0
3	27.00	0	32	0
4	27.00	0	32	0
5	27.00	0	32	0
6	24.00	6	20	2

Other**	0.00	0	0	0

*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.

AVERAGE CLASS SIZE AND CLASS SIZE DISTRIBUTION (SECONDARY) (SCHOOL YEAR 2020-21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	3	5	
Mathematics	23.00	3	5	
Science	23.00	4	4	
Social Science	21.00	5	4	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

AVERAGE CLASS SIZE AND CLASS SIZE DISTRIBUTION (SECONDARY) (SCHOOL YEAR 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	6	3	
Mathematics	18.00	5	5	
Science	20.00	5	4	
Social Science	20.00	6	3	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

AVERAGE CLASS SIZE AND CLASS SIZE DISTRIBUTION (SECONDARY) (SCHOOL YEAR 2022-23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	1	7	0
Mathematics	25.00	3	4	1
Science	25.00	1	7	0
Social Science	25.00	2	6	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

RATIO OF PUPILS TO ACADEMIC COUNSELOR (SCHOOL YEAR 2022-23)

Title	Ratio
Pupils to Academic Counselor*	1.00

*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 2022-23)

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	0.00
Resource Specialist (non-teaching)	
Other	0.00

*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.

EXPENDITURES PER PUPIL AND SCHOOL SITE TEACHER SALARIES (FISCAL YEAR 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15974.05	$4401.95	$11572.10	$85590.58
District	N/A	N/A	--	$98288.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

## TYPES OF SERVICES FUNDED (FISCAL YEAR 2022-23)

El Sol provides a comprehensive extended-day program that integrates daytime instruction into the extended day. The school also offers small group instruction, intervention, and pull-outs. The school supports the arts through instrumental music, drama, fine arts, chorus, chess, and athletics instruction. The school spends resources on technology and software, including Mind Institute, Accelerated Reader, Education City, and Pipo. El Sol is a dual immersion school, so the school provides student materials – curriculum, books, games, and other instructional materials in English and Spanish. El Sol students participate in

service learning, off-site educational experiences, and other partnerships that enhance learning. El Sol also offers a 3-year-old and a 4-year-old preschool program.

TEACHER AND ADMINISTRATIVE SALARIES (FISCAL YEAR 2021–22)

	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$63168.00	$55549.60
Mid-Range Teacher Salary	$94508.00	$80702.84
Highest Teacher Salary	$122396.00	$109417.68
Average Principal Salary (Elementary)	$155452.00	$137703.47
Average Principal Salary (Middle)	$152508.00	$143759.63
Average Principal Salary (High)	$167818.00	$159020.77
Superintendent Salary	$350000.00	$319442.91
Percent of Budget for Teacher Salaries	34.87%	30.35%
Percent of Budget for Administrative Salaries	4.04%	4.87%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Teacher Salary

Avgerage Principal Salary
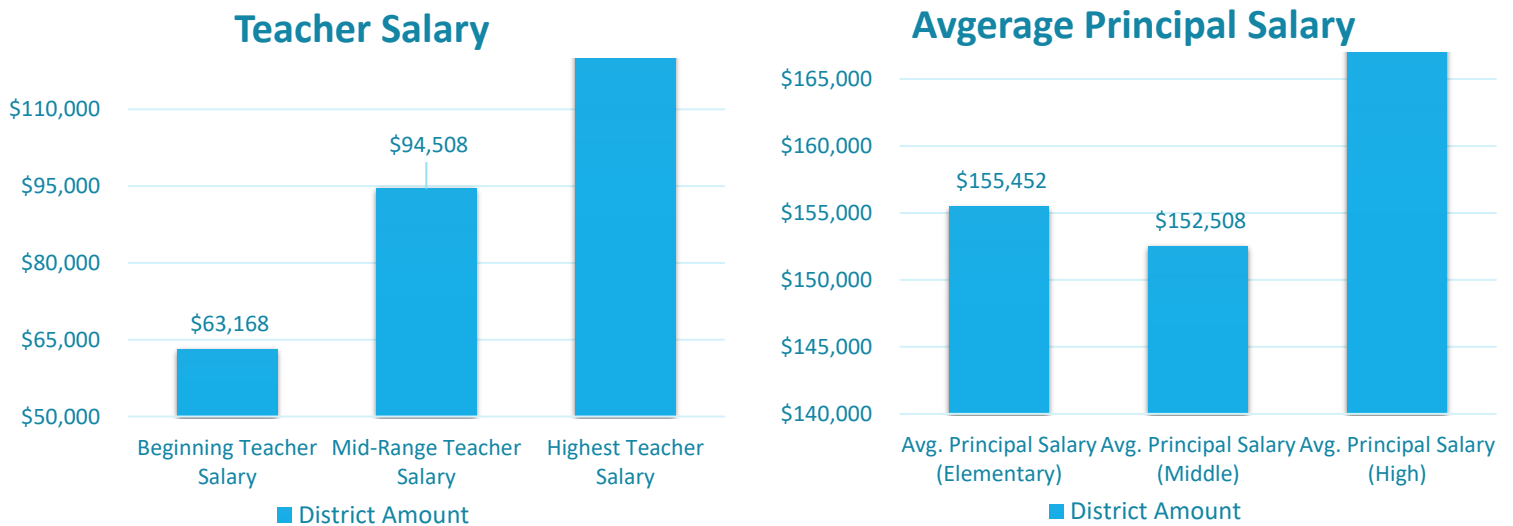
ADVANCED PLACEMENT (AP) COURSES (SCHOOL YEAR 2022–23)
PERCENT OF STUDENTS IN AP COURSES: 0%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0

Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

PROFESSIONAL DEVELOPMENT

Measure	2021–2022	2022–2023	2023–2024
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8