

El Sol Santa Ana Science and Arts Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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.



Monique Daviss, Executive Director

Principal, El Sol Santa Ana Science and Arts Academy

About Our School

Contact

El Sol Santa Ana Science and Arts Academy
1010 North Broadway St.
Santa Ana, CA 92701-3408

Phone: 714-543-0023
E-mail: info@elsolacademy.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Santa Ana Unified
Phone Number	(714) 558-5501
Superintendent	Stefanie Phillips
E-mail Address	stefanie.phillips@sausd.us
Web Site	http://www.sausd.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	El Sol Santa Ana Science and Arts Academy
Street	1010 North Broadway St.
City, State, Zip	Santa Ana, Ca, 92701-3408
Phone Number	714-543-0023
Principal	Monique Daviss, Executive Director
E-mail Address	info@elsolacademy.org
Web Site	www.elsolacademy.net
County-District-School (CDS) Code	30666706119127

Last updated: 2/1/2017

School Description and Mission Statement (School Year 2016-17)

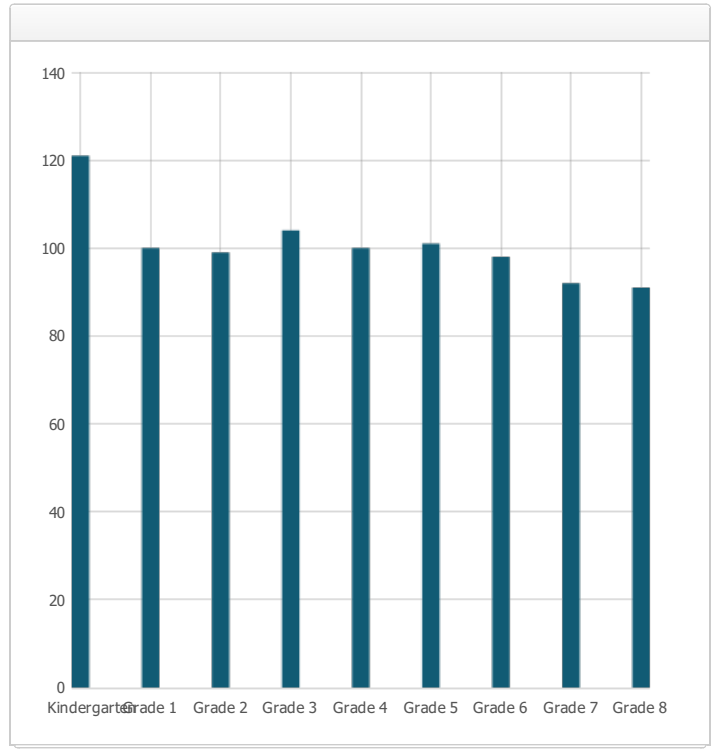
El Sol Science and Arts Academy (El Sol) is a public charter school located in Santa Ana, California. The school opened its doors in September of 2001 with kindergarten and first grade classes. El Sol has been adding a grade level every year since then and currently provides an academic program to over 900 preschool through eighth grade students. Seventy-one percent of students qualify for the federal free and reduced lunch program and the school has Title I designation. 60% of students are English Language Learners. In addition to its rigorous academic standards, El Sol provides a comprehensive enrichment program that nurtures the development of student interest in and talent for dance, music, art and the sciences.

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 and to create a culture of kindness, creativity, courage, and honesty that will permit our graduates to assume leadership roles in the 21st Century. El Sol works to achieve that mission through a variety of curricular areas of focus. In particular, El Sol provides a dual immersion program. The program develops bilingualism and bi-literacy in Spanish and in English. Students emerge competent in multiculturalism through the understanding of different cultures and the development of high self-esteem. The school also places curricular emphasis on instruction in the arts and sciences.

Last updated: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	121
Grade 1	100
Grade 2	99
Grade 3	104
Grade 4	100
Grade 5	101
Grade 6	98
Grade 7	92
Grade 8	91
Total Enrollment	906



Last updated: 2/1/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.6 %
Asian	0.9 %
Filipino	0.2 %
Hispanic or Latino	94.9 %
Native Hawaiian or Pacific Islander	0.1 %
White	2.1 %
Two or More Races	0.7 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	73.1 %
English Learners	44.9 %
Students with Disabilities	3.8 %
Foster Youth	0.1 %

Last updated: 2/1/2017

A. Conditions of Learning

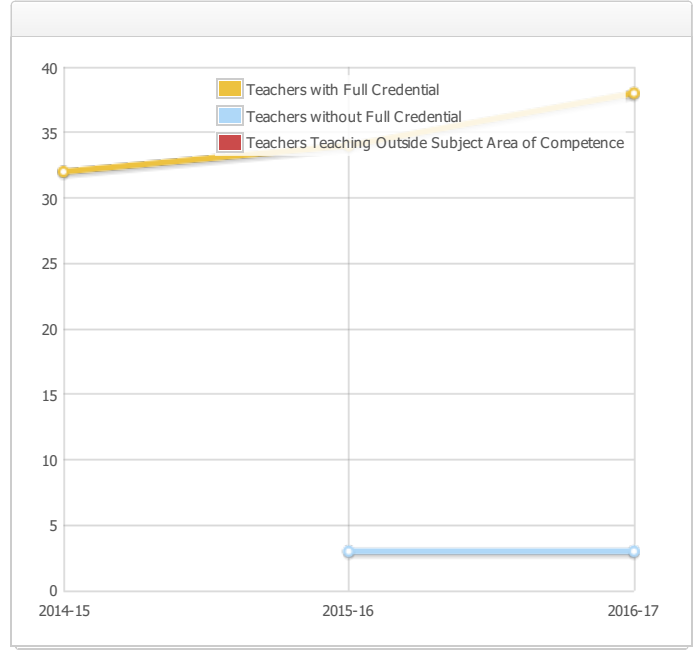
State Priority: Basic

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

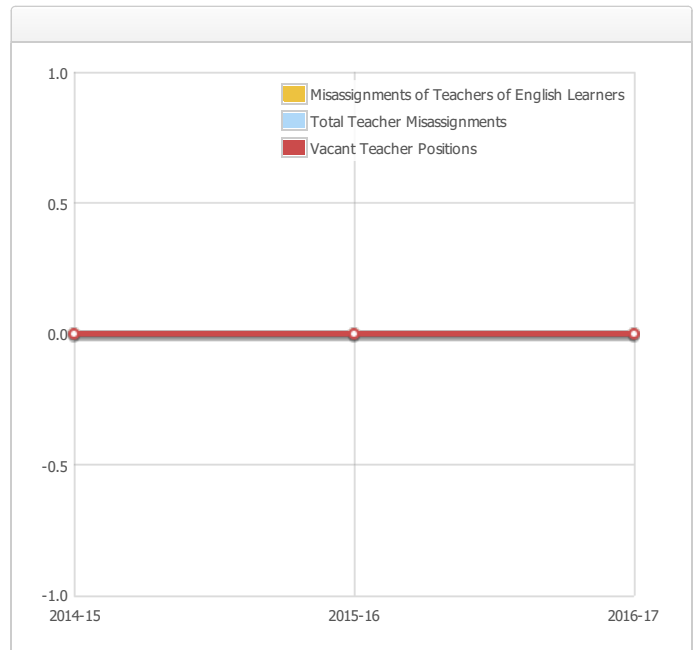
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	32	34	38	
Without Full Credential		3	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 2/1/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of 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.

Last updated: 2/1/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	96.0%	4.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 2/1/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Time Magazine Weekly Scholastic News Studies Weekly Scholastic Words Their Way Houghton Mifflin Holt McDougall	Yes	0.0 %
Mathematics	CPM Bridges Mathematics Houghton Mifflin	Yes	0.0 %
Science	FOSS Pearson Interactive Science National Geographic Ladders	Yes	0.0 %
History-Social Science	Holt Mcdougall Scholastic	Yes	0.0 %
Foreign Language	Santillana	Yes	0.0 %
Health	SPARK	Yes	0.0 %
Visual and Performing Arts	Meet the Masters SRA California Framework	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

The school is currently working on a major redevelopment project that will upgrade all classrooms on the campus as well as provide additional support space for meetings, labs, performances and a wellness center. The first phase of the school-wide renovation is complete adding 12 new classrooms and a playground. The next phase is a new wellness center which is complete. Completion of the remaining phases of the full campus renovation are expected to be completed in the next 18 months.

Last updated: 2/1/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

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 2017

Overall Rating	Good
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Last updated: 2/1/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	49.0%	52.0%	27.0%	31.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	42.0%	44.0%	22.0%	25.0%	34.0%	36.0%

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.

Last updated: 2/1/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	99	96.1%	40.4%
Male	57	54	94.7%	38.9%
Female	46	45	97.8%	42.2%
Black or African American	103	1	1.0%	--
American Indian or Alaska Native	103	1	1.0%	--
Asian	103	2	2.0%	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	103	93	90.1%	38.7%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	103	1	1.0%	--
Two or More Races	103	1	1.0%	--
Socioeconomically Disadvantaged	71	70	98.6%	28.6%
English Learners	72	69	95.8%	33.3%
Students with Disabilities	103	2	2.0%	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/31/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	100	96	96.0%	60.0%
Male	49	48	98.0%	63.8%
Female	51	48	94.1%	56.3%
Black or African American	100	1	1.0%	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	100	91	91.0%	58.6%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	100	4	4.0%	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	76	74	97.4%	52.1%
English Learners	59	58	98.3%	56.1%
Students with Disabilities	100	9	9.0%	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

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

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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.

Last updated: 1/31/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	100	99	99.0%	66.7%
Male	51	50	98.0%	64.0%
Female	49	49	100.0%	69.4%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	100	95	95.0%	65.3%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	100	4	4.0%	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	70	69	98.6%	56.5%
English Learners	48	48	100.0%	52.1%
Students with Disabilities	100	4	4.0%	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

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

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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.

Last updated: 1/31/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	98	94	95.9%	41.5%
Male	36	35	97.2%	28.6%
Female	62	59	95.2%	49.2%
Black or African American	98	1	1.0%	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	98	1	1.0%	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	98	90	91.9%	40.2%
Native Hawaiian or Pacific Islander	98	1	1.0%	--
White	98	1	1.0%	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	79	78	98.7%	35.9%
English Learners	46	46	100.0%	28.3%
Students with Disabilities	98	3	3.0%	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

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

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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.

Last updated: 1/31/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	91	90	98.9%	50.0%
Male	46	45	97.8%	31.1%
Female	45	45	100.0%	68.9%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	91	1	1.0%	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	91	88	96.9%	48.9%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	91	1	1.0%	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	73	72	98.6%	43.1%
English Learners	26	25	96.2%	8.0%
Students with Disabilities	91	5	5.0%	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

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

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Last updated: 1/31/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	90	100.0%	51.1%
Male	44	44	100.0%	43.2%
Female	46	46	100.0%	58.7%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	90	1	1.0%	--
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	90	89	99.0%	51.7%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	0	0	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	77	77	100.0%	46.8%
English Learners	26	26	100.0%	0.0%
Students with Disabilities	90	2	2.0%	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

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

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Last updated: 1/31/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	0	0	0.0%	0.0%
Male	0	0	0.0%	0.0%
Female	0	0	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	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%
White	0	0	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%
English Learners	0	0	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

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

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Last updated: 1/31/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	99	96.1%	50.5%
Male	57	54	94.7%	55.6%
Female	46	45	97.8%	44.4%
Black or African American	103	1	1.0%	--
American Indian or Alaska Native	103	1	1.0%	--
Asian	103	2	2.0%	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	103	93	90.1%	50.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	103	1	1.0%	--
Two or More Races	103	1	1.0%	--
Socioeconomically Disadvantaged	71	70	98.6%	42.9%
English Learners	72	69	95.8%	49.3%
Students with Disabilities	103	2	2.0%	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

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

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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.

Last updated: 1/31/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	100	95	95.0%	54.7%
Male	49	47	95.9%	72.3%
Female	51	48	94.1%	37.5%
Black or African American	100	1	1.0%	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	100	90	90.0%	52.9%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	100	4	4.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	76	73	96.1%	53.4%
English Learners	59	57	96.6%	49.1%
Students with Disabilities	100	9	9.0%	--
Students Receiving Migrant Education Services	0	0	0.0%	--
Foster Youth	0	0	0.0%	0.0%

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

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Last updated: 1/31/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	100	99	99.0%	54.6%
Male	51	50	98.0%	64.0%
Female	49	49	100.0%	44.9%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	100	95	99.0%	52.6%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	100	4	4.0%	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	70	69	98.6%	44.9%
English Learners	48	48	100.0%	41.7%
Students with Disabilities	100	4	4.0%	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/31/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	98	94	95.9%	21.3%
Male	36	35	97.2%	25.7%
Female	62	59	95.2%	18.6%
Black or African American	98	1	1.0%	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	98	1	1.0%	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	98	90	91.9%	20.7%
Native Hawaiian or Pacific Islander	98	1	1.0%	--
White	98	1	1.0%	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	79	78	98.7%	16.7%
English Learners	46	46	100.0%	6.5%
Students with Disabilities	98	3	3.0%	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/31/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	91	90	98.9%	34.4%
Male	46	45	97.8%	24.4%
Female	45	45	100.0%	44.4%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	91	1	1.0%	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	91	88	96.9%	33.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	91	1	1.0%	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	73	72	98.6%	27.8%
English Learners	26	25	96.2%	4.0%
Students with Disabilities	91	5	5.0%	5.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/31/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	90	100.0%	44.4%
Male	44	44	100.0%	43.2%
Female	46	46	100.0%	45.7%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	90	1	1.0%	--
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	90	89	99.0%	44.8%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	0	0	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	77	77	100.0%	45.5%
English Learners	26	26	100.0%	--
Students with Disabilities	90	2	2.0%	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/31/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	0	0	0.0%	0.0%
Male	0	0	0.0%	0.0%
Female	0	0	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	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%
White	0	0	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%
English Learners	0	0	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/31/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	62.0%	50.0%	62.0%	44.0%	40.0%	41.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Last updated: 2/1/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	190	189	99.5%	62.4%
Male	95	94	99.0%	64.9%
Female	95	95	100.0%	60.0%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	1	1	1.0%	--
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	183	182	99.5%	62.1%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	4	4	4.0%	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	147	146	99.3%	57.5%
English Learners	74	74	100.0%	33.8%
Students with Disabilities	6	6	6.0%	6.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Last updated: 2/1/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 2/1/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	4.5%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.0%	39.0%	26.0%
7	26.4%	27.5%	28.6%

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.

Last updated: 2/1/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

El Sol has a PTO, a School Site Council and other parent groups. 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: 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 school recently celebrated the opening of the SOS – El Sol Wellness center, an on-site full service clinic for uninsured students and their families that is funded in part by Hoag Hospital, SOS and the UCI program in Nursing Science. El Sol families volunteer for an average of 20 hours each school year. Volunteer hours can be met by supporting the classroom teacher or by completing small school repairs, clean-up or other needed supports at the school. Parents are highly involved in the academic program; reading in the classroom, participating in parent led science demonstrations, and volunteering to teach enrichment classes.

State Priority: Pupil Engagement

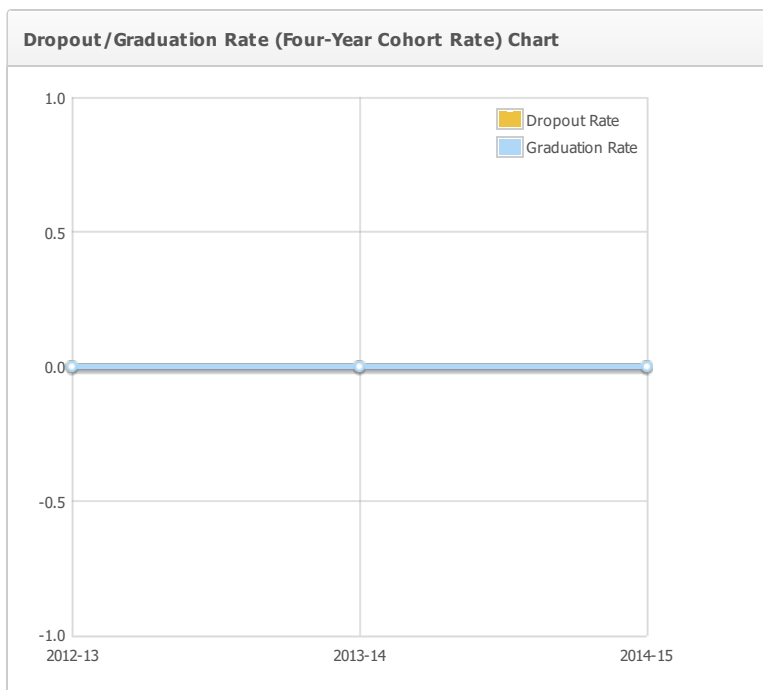
Last updated: 2/1/2017

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00				80.44	80.95	82.27



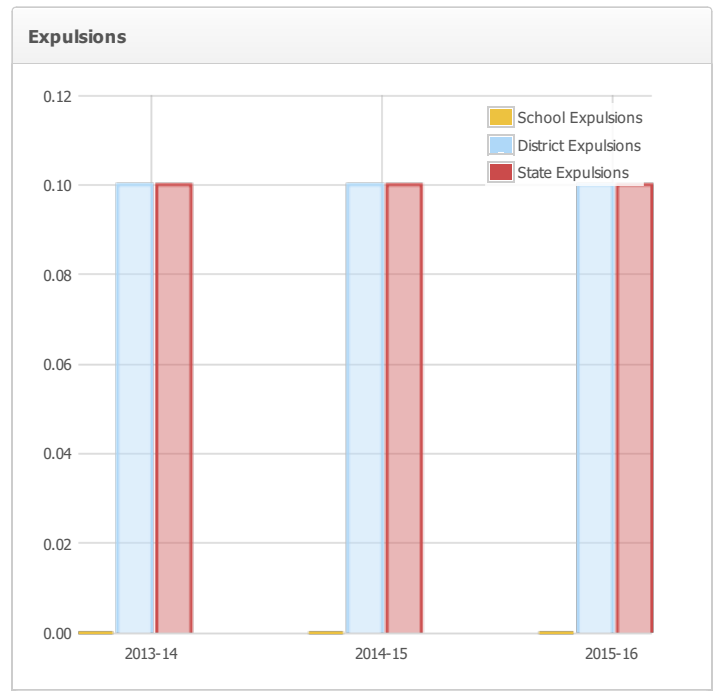
State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.1	1.2	0.9	4.3	3.5	3.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 2/1/2017

School Safety Plan (School Year 2016-17)

The Comprehensive School Site Safety Plan was developed for El Sol Academy in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. 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. The school's most current safety plan was reviewed and updated in April 2011. The safety plan will be updated again in 2017.

Last updated: 2/1/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	54
Percent of Schools Currently in Program Improvement	N/A	90.0%

Note: Cells with NA values do not require data.

Last updated: 2/1/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25.0	0	4	0	23.0	0	30	0	25.0	0	4	0
1	24.0	0	4	0	25.0	0	28	0	25.0	0	4	0
2	24.0	0	4	0	26.0	0	32	0	25.0	0	4	0
3	24.0	1	4	0	25.0	0	28	0	25.0	0	4	0
4	26.0	0	4	0	25.0	1	27	0	25.0	0	4	0
5	24.0	0	4	0	25.0	0	24	0	25.0	0	4	0
6	30.0	0	4	0	26.0	5	16	2	25.0	3	8	1
Other	0.0	0	0	0	0.0	0	0	0		0		0

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

Last updated: 2/1/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	3	0	2	24.0	2	5	0	25.0	5	7	0
Mathematics	18.0	4	1	0	24.0	4	2	1	25.0	7	4	1
Science	25.0	3	0	2	24.0	2	5	0	25.0	6	6	0
Social Science	25.0	3	0	2	24.0	2	5	0	25.0	2	2	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.

Last updated: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker	1.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	1.5	N/A
Other		N/A

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

*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.

Last updated: 2/1/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9888.8	\$1598.9	\$8289.9	\$60625.8
District	N/A	N/A	\$0.0	\$82966.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 2/1/2017

Types of Services Funded (Fiscal Year 2015-16)

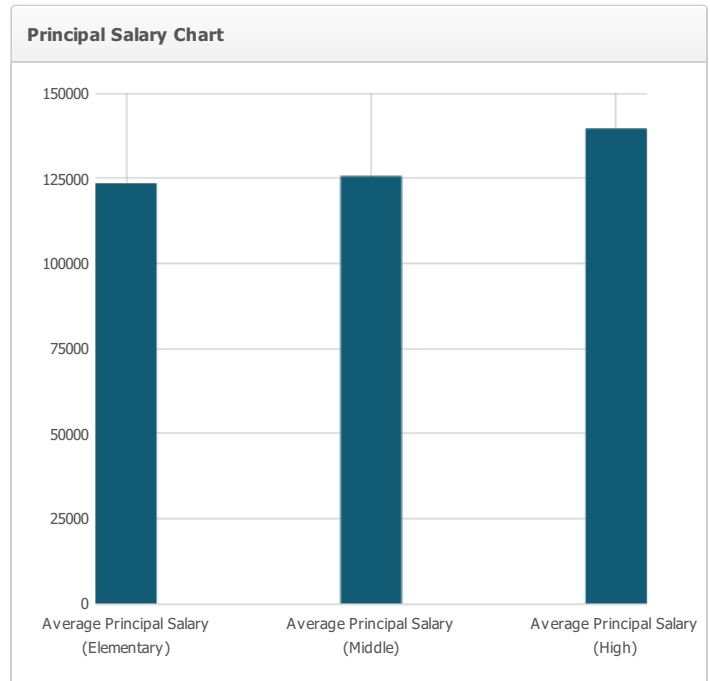
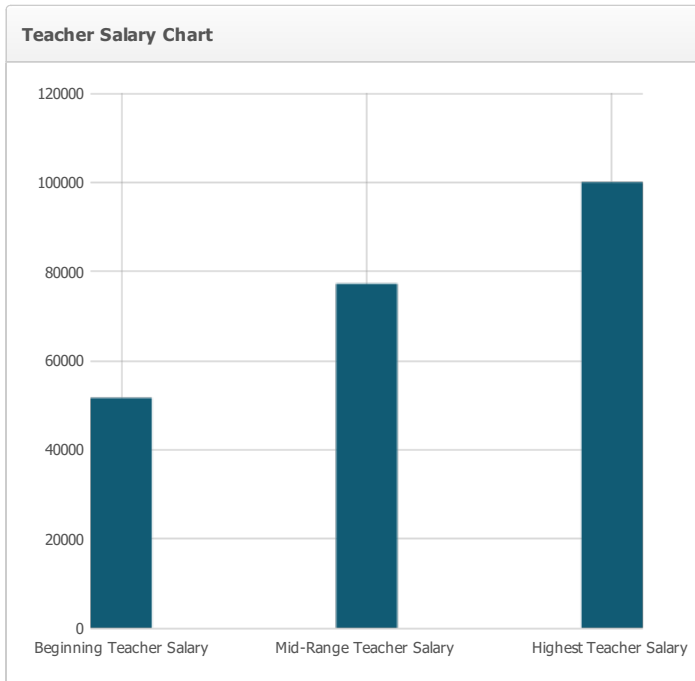
El Sol provides a comprehensive extended day program that integrates the daytime instruction into the extended day. The school also provides small group instruction, intervention, and pull-outs. The school supports the arts through instruction in instrumental music, drama, fine arts, chorus, chess, and athletics. 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 in Spanish. El Sol students participate in service learning, off-site educational experiences and other partnerships that enhance the learning process. El Sol also offers a 3 year-old and a 4 year-old preschool programs.

Last updated: 2/1/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,618	\$45,092
Mid-Range Teacher Salary	\$77,227	\$71,627
Highest Teacher Salary	\$100,016	\$93,288
Average Principal Salary (Elementary)	\$123,500	\$115,631
Average Principal Salary (Middle)	\$125,613	\$120,915
Average Principal Salary (High)	\$139,614	\$132,029
Superintendent Salary	\$313,500	\$249,537
Percent of Budget for Teacher Salaries	39.0%	37.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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



Last updated: 2/1/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 2/1/2017

Professional Development

El Sol Academy places a high value on professional development. The annual number of days dedicated to staff development for the most recent three year period is 15. This includes professional development days that occur just prior to the school year, mid-year and during pupil free days. In addition, staff development is conducted as part of the early release days every week and staff development is also provided to teachers by grade level or subject matter as it becomes available throughout the school year at conferences or other workshops. Professional development topics are determined by teacher subject matter specialty interests, assessment data review, and as we continue our transition to common core.

Last updated: 2/1/2017