

ELITE Public Schools

Independent charter school authorized by Solano County Office of Education



SARC
2021-22

School Accountability
Report Card
Published in 2022-23

ELITE Public Schools

Grades TK-12
CDS Code 48-10488-0139030

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President/CEO's Message

ELITE Public Schools is a TK-12 charter public school located within the boundaries of Vallejo City Unified School District (VCUSD). ELITE stands for Equipping Leaders through Innovation, Technology and Engineering.

The educational experience for students in ELITE Public Schools is designed to ensure that students meet rigorous academic standards while being exposed to curricular and extracurricular offerings that prepare them to enter prestigious four-year colleges and universities and become global leaders.

ELITE consists of four design elements that form the foundation of our success: entrepreneurial skill development, language development, a dual immersion pathway, and the African American and Latino cultural heritage program. These elements provide students with the opportunity to invent, discover and develop themselves to achieve the necessary skills to be successful as they move forward in their lives and careers.

ELITE offers additional features that include:

- Full-day transitional kindergarten (TK) and kindergarten (K)
- Sports programs
- Cognitive development activities
- Warriors for Social Justice program
- Access to, and effective use of, technology
- Engineering pathway

ELITE is located within the boundaries of VCUSD and serves students in grades TK-12. The school opened in fall 2019 with an initial total enrollment of 548 students, growing to 821 students in year two, 1,063 students in year three and reached full enrollment of 1,212 students in year four.

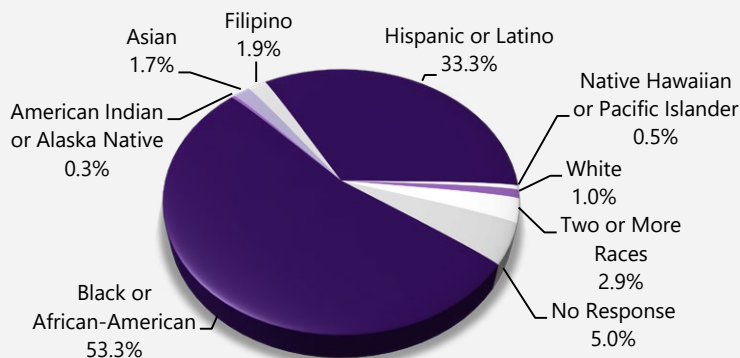
ELITE's program is designed to meet the individual needs of students. Students who are at or above grade level will participate in skill enhancement and enrichment activities throughout the day. Students who are below grade level standards will participate in skill-building activities and receive support to make accelerated progress toward meeting standards. ELITE staff members will focus on accelerating the achievement of all students and eliminate the opportunity gap.

Enrollment by Student Group

The total enrollment at the school was 580 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2021-22 School Year



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

School Mission Statement

Our mission is to ensure all students reach their fullest potential through access to learning spaces that honor and celebrate students' rich cultural heritage and challenge them with rigorous and relevant learning experiences designed to make them active participants in their own success.

School Vision Statement

Students will graduate trilingual (proficient in English, Spanish and Coding), with the confidence and competence to matriculate into four-year universities and become global entrepreneurs and leaders.

E L I T E
P U B L I C S C H O O L S

*ELITE: Equipping Leaders
through Innovation,
Technology and
Engineering.*

"ELITE consists of four design elements that form the foundation of our success: entrepreneurial skill development, language development, a dual immersion pathway, and the African American and Latino cultural heritage program."



Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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

Three-Year Data



Number of Classrooms by Size

Three-Year Data

| Grade | 2019-20 | | | 2020-21 | | | 2021-22 | | |
|-------|--------------------|-------|-----|---------|-------|-----|---------|-------|-----|
| | Number of Students | | | | | | | | |
| | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| K | | 3 | | | 3 | | | 2 | |
| 1 | | 2 | | | 1 | 1 | | 2 | |
| 2 | | 2 | | | 3 | | | 3 | |
| 3 | | 2 | | | 3 | | | 3 | |
| 4 | | 2 | | | 2 | | | 1.5 | |
| 5 | | 2 | | | 2 | | | 1.5 | |
| 6 | | 2 | | | 2 | | 1 | 2 | |
| 7 | | 2 | | | 2 | | | 2 | |
| 8 | | 1 | | | 2 | | | 2 | |
| 9 | | | | | 2 | | | 2 | |
| 10 | | | | | | 1 | | 2 | |
| 11 | | | | | | | | 2 | |

Enrollment by Student Group

Demographics

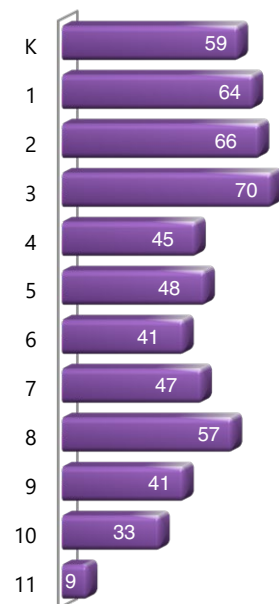
2021-22 School Year

| | |
|---------------------------------|--------|
| Female | 47.20% |
| Male | 52.80% |
| Non-Binary | 0.00% |
| English learners | 16.90% |
| Foster youth | 0.00% |
| Homeless | 1.40% |
| Migrant | 0.00% |
| Socioeconomically Disadvantaged | 73.80% |
| Students with Disabilities | 10.70% |

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2021-22 Enrollment by Grade





Parental Involvement

School Leadership Team

The school leadership team is responsible for the implementation of the school's Local Control Accountability Plan (LCAP). The team is composed of teacher leaders from each grade level span and subject area, student leaders, classified staff leaders, parent leaders and representatives from school administration. The team is facilitated by the principal and meets on a quarterly basis, and more regularly when deemed necessary. The team monitors school and program effectiveness in the areas of academic achievement, school culture and climate issues, and school partnerships.

Activities of the School Leadership Team are as follows:

- Assists in the development of, reviews and approves the school's accountability plan (LCAP, which includes a plan for expenditure of federal funding as well)
- Monitors program effectiveness by tracking progress toward meeting LCAP goals and objectives
- Assists with the development of school policy in alignment with the ELITE Policy Handbook
- Makes recommendations for staff professional development
- Makes recommendations for student activities
- Provides guidance on the development of the school calendar

Parent Advisory Committee (PAC)

Parent leadership is critical to the success of ELITE. The Parent Advisory Committee is composed of representatives from each of the parent committees in the school (including but not limited to the School Site Council, English Learner Advisory Committee and the Parent Teacher Association). A representative from the PAC serves on the School Site Leadership Team. The PAC meets on a quarterly basis. Activities of the PAC are as follows:

- Provide support and assistance to the principal as they work to bring the mission and vision of ELITE to fruition
- Assist with staff appreciation efforts
- Assist with student award programs and student activities
- Serve as a liaison for all families, providing feedback on school operations and activities for the purpose of continuous improvement
- Provide input on the development of school plans
- Assist with family appreciation efforts and events
- Assist with fundraising

School Site Council

On at least a quarterly basis, ELITE convenes a meeting of the School Site Council. The council consists of a relative percentage of teachers, other staff members, parents, students and administrators. The membership is determined by a democratic process outlined in Education Code 52852. This council is responsible for final approval of the Local Control Accountability Plan and the School Site Plan, which may be merged into one document. The council is also responsible for:

- Monitoring and tracking progress toward ensuring that all students meet grade level standards, particularly those that have been historically underserved
- Approves and monitors budgets and approves budget adjustments for restricted funds and LCAP funds
- Makes recommendations to the ELITE board of directors regarding general school programming and operations
- Monitors and tracks progress toward meeting LCAP, Western Association of Schools and Colleges (WASC) and Single Plan goals and outcomes
- Monitors the effectiveness of and makes recommendations for future professional development programs
- Makes recommendations on the final school calendar

English Learner Advisory Committee (ELAC)

The ELAC meets quarterly. The ELAC monitors and supports the progress for English learners at ELITE. ELITE has an intentional focus on providing quality programming for English learners. By law, the committee is required to monitor student language surveys and assessment outcomes, the school's annual language census, and English learner student enrollment. The committee is responsible for conducting a needs assessment, and making recommendations to the School Site Council as to how to strengthen the program and ensure that English learners are making progress toward reaching English proficiency.

For more information on how to become involved, please contact the school at (707) 652-3142.



"ELITE's program is designed to meet the individual needs of students."

Career Technical Education Programs

ELITE Public Schools does not offer CTE courses at this time.

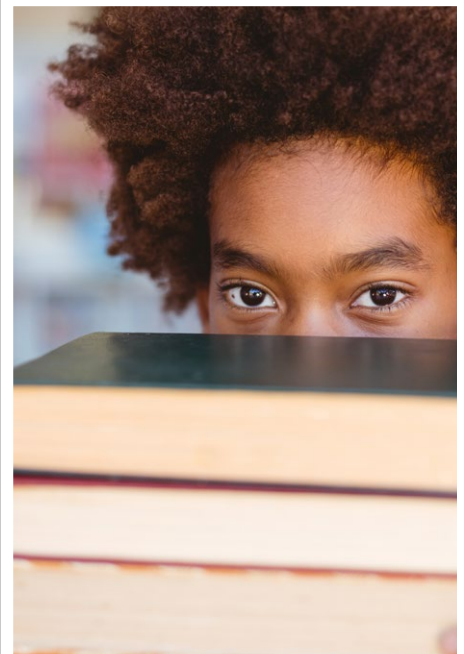
Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data

| ELITE | |
|--|---|
| 2021-22 Participation | |
| Number of pupils participating in a CTE program | ◇ |
| Percentage of pupils who completed a CTE program and earned a high school diploma | ◇ |
| Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education | ◇ |

◇ Not applicable.





School Safety

It is a priority of the administration and staff of ELITE Public Schools that every student who attends our schools will be provided with an environment in which the students not only feel physically safe, but also experience a positive school climate in all activities both in and out of the classroom. Our administration and staff desire to provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements. Our administration encourages staff to teach students the meaning of equality, human dignity and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects and positive student conduct. Our school promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training which implements and supports conflict resolution.

Appropriate Student & Staff Relationships: It is important to build relationships with students that are professional and appropriate. Healthy relationships with students help to establish trust, and give the staff members an opportunity to talk with students one on one to prevent and identify challenges, barriers and obstacles students may be having.

Administrative Support: Staff cannot be effective unless they know they have support from the administration from the top down. Building staff must reinforce this in buildings so that staff not only feels support but they know they are supported.

Cleanliness of Facility: Our facilities maintain a level of cleanliness both inside and out. ELITE faculty and staff model the behavior by picking up litter that is on the ground and working with operations staff to ensure a clean environment.

Crisis Management Plans: Faculty and staff ensure that drills and opportunities to practice the safety plan are implemented so that in the event of an incident all staff will know how to respond.

School Pride: A well-established level of pride is evident at the time a visitor walks in the building. This includes the friendliness of staff, an organized and clean front office, student work displays, billboards that reflect the correct information, etc.

School Uniform Policy: A school uniform policy must be fair, firm and consistent. This process must be established at the beginning of the school year; and be a part of the school culture and not utilized as a management tool to target certain students.

Student Pass Procedures: Student management and supervision is critical in any school environment, knowing where students are at all times will help to reduce school related incidents. Ensuring that all staff is implementing an effective student hall pass procedure reduces the opportunity for students to misbehave during non-supervised times.

Staff Meetings: Staff meetings are an opportunity for school administrators and staff to learn critical information to assist them in the management of the building and the management of a potential crisis. It is designed to bring the latest information and best practices to all staff members.

Positive Behavior Intervention Support (PBIS): PBIS is a proactive approach to establishing the behavioral supports a student needs to be successful in school.

Each classroom has their own expectations and are posted. Students receive positive referrals/acknowledgements for exhibiting expectations. Staff refer to expectations when redirecting students. Staff utilizes positive reinforcement and positive language when engaging with students.

Perimeter Patrols: All faculty and staff keep a watchful eye on the school environment. Checking risk areas of the school including bathrooms, doors, parking lots, etc.

Restorative Practices: A strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. Restorative Circles are utilized to build community, check in with students, and resolve student/staff/parent conflicts.

Incident Reports: An official school record of a school related event reported to school officials and maintained as a record of events.

Mandated School Security Training: Each year, staff participate in security training programs that trains all school staff in the best practices of school safety and security.

Nutrition Services: The schools meals program ensures students are receiving nutritionally balanced, low cost meals while attending school.

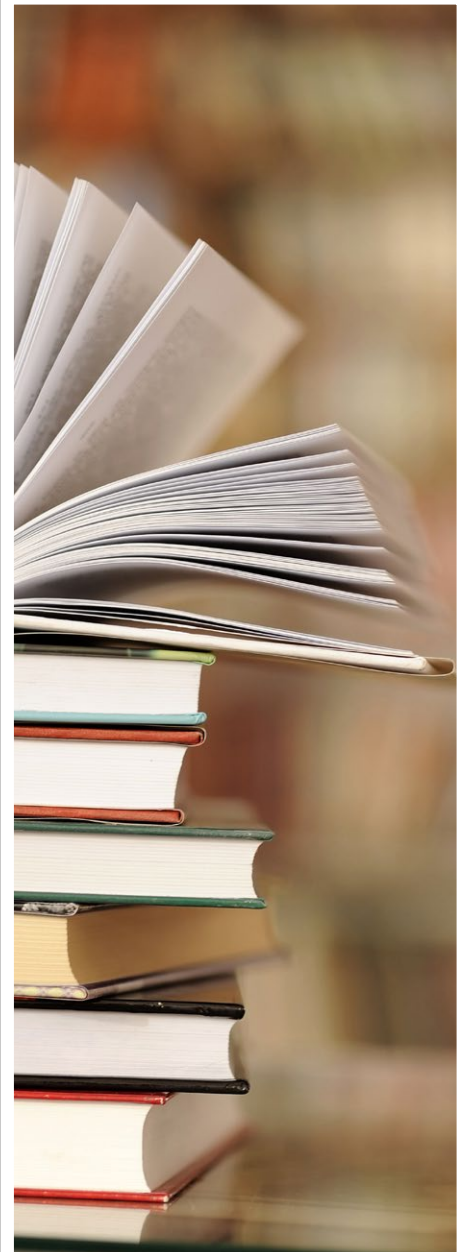
Staff That Believes It Can Happen: Probably the most important component of all is staff that remains positive, and believes that they can make a difference in a student's life by utilizing the mentioned strategies to reduce school disruption and by creating a positive and nurturing school culture.

The school safety plan was last reviewed, updated and discussed with school faculty and staff in August 2022.

Types of Services Funded

Students have access to the following services:

- Homeless Services
- Foster Youth Services
- Engineering Academy
- Gifted and Talented Education—advancement through the SST process
- Full Service Community School Services—socio-emotional support services for all students on an as-needed basis



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

| Suspensions and Expulsions | | | | | Two-Year Data | |
|----------------------------|-------|-------|------------|-------|---------------|-------|
| | ELITE | | Solano COE | | California | |
| | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| Suspension rates | 0.0% | 12.0% | 0.1% | 7.3% | 0.2% | 3.4% |
| Expulsion rates | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

| Suspensions and Expulsions | | | 2019-20 School Year | | | |
|----------------------------|-------|--|---------------------|--|------------|--|
| | ELITE | | Solano COE | | California | |
| | 19-20 | | 19-20 | | 19-20 | |
| Suspension rates | 2.7% | | 3.6% | | 2.5% | |
| Expulsion rates | 0.0% | | 0.2% | | 0.1% | |

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

| Suspensions and Expulsions by Student Group | | | 2021-22 School Year | |
|--|------------------|-----------------|---------------------|--|
| Student Group | Suspensions Rate | Expulsions Rate | | |
| All Students | 12.0% | 0.0% | | |
| Female | 6.5% | 0.0% | | |
| Male | 16.8% | 0.0% | | |
| Non-Binary | 0.0% | 0.0% | | |
| American Indian or Alaska Native | 0.0% | 0.0% | | |
| Asian | 0.0% | 0.0% | | |
| Black or African American | 18.0% | 0.0% | | |
| Filipino | 8.3% | 0.0% | | |
| Hispanic or Latino | 5.0% | 0.0% | | |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | | |
| Two or More Races | 4.4% | 0.0% | | |
| White | 0.0% | 0.0% | | |
| English Learners | 4.1% | 0.0% | | |
| Foster Youth | 0.0% | 0.0% | | |
| Homeless | 14.3% | 0.0% | | |
| Socioeconomically Disadvantaged | 12.9% | 0.0% | | |
| Students Receiving Migrant Education Services | 0.0% | 0.0% | | |
| Students with Disabilities | 19.5% | 0.0% | | |

Professional Development

Staff members receive high-level training on a weekly basis. ELITE administrative staff members and hired consultants provide professional development and coaching in all curriculum areas. Professional development occurs throughout the school year.

ELITE's Professional Learning Community (PLC) affords teachers the opportunity to work with professional colleagues, with an undying commitment to professionalism, collaboration and constant learning. ELITE is a school founded on best practices, innovative initiatives and the search for excellence. The school strives to make teaching public by inviting the community and other educators and teachers to observe and learn from us. Likewise, we seek out best practices from the educational community. Teachers at ELITE are drawn by the opportunity to work with like-minded individuals with a commitment to eliminating the expectation gap and meeting the ELITE Standards of Excellence. Teachers actively and enthusiastically participate in a Professional Learning Community.

According to DuFour (2005), "teachers in a professional learning community engage in continuous inquiry about teaching. They are researchers, students of teaching, who observe others teach, have others observe them, talk about teaching, and help other teachers. In short, they are professionals."

A professional learning community is characterized by:

- Shared mission, vision, values and goals
- Collective inquiry
- Collaborative teams
- Action-research orientation
- Continuous improvement
- Results orientation

ELITE's faculty and staff PLC is supported by our professional development model where teachers have opportunities for daily teacher collaboration/planning and coaching. Teachers meet weekly, and either review data, share best practices, create lesson plans, or participate in other activities to support the instructional program, depending on where they are in the cycle of inquiry. Teacher leadership is key to the success of the Professional Learning Communities. Teachers who are working as content area specialists lead workshops and support other teachers as they work toward mastery at implementation of curriculum elements and/or culturally responsive instructional strategies.

Each quarter there is time allocated to review schoolwide student performance data and teacher input. The PLC provides teachers with additional tools to address the needs of students.

Continued on page 7

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

| California Physical Fitness Test | | | | | 2021-22 School Year |
|---|------------------|----------------------------------|---|-----------------------------------|---------------------|
| Percentage of Students Participating In Each Of The Five Fitness Components | | | | | |
| Grade | Component 1: | Component 2: | Component 3: | Component 4: | Component 5: |
| | Aerobic Capacity | Abdominal Strength and Endurance | Trunk Extensor and Strength and Flexibility | Upper Body Strength and Endurance | Flexibility |
| 5 | 30% | 35% | 40% | 25% | 43% |
| 7 | 25% | 30% | 35% | 31% | 20% |
| 9 | 32% | 17% | 37% | 30% | 15% |

Chronic Absenteeism by Student Group

| Chronic Absenteeism by Student Group | | | | | 2021-22 School Year |
|---|-----------------------|---|---------------------------|--------------------------|---------------------|
| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate | |
| All Students | 699 | 656 | 212 | 32.30% | |
| Female | 324 | 306 | 96 | 31.40% | |
| Male | 375 | 350 | 116 | 33.10% | |
| American Indian or Alaska Native | 6 | 6 | 3 | 50.00% | |
| Asian | 10 | 10 | 2 | 20.00% | |
| Black or African American | 366 | 348 | 118 | 33.90% | |
| Filipino | 12 | 11 | 3 | 27.30% | |
| Hispanic or Latino | 222 | 207 | 62 | 30.00% | |
| Native Hawaiian or Pacific Islander | 6 | 3 | 1 | 33.30% | |
| Two or More Races | 23 | 20 | 10 | 50.00% | |
| White | 9 | 9 | 1 | 11.10% | |
| English Learners | 121 | 118 | 39 | 33.10% | |
| Foster Youth | 5 | 4 | 0 | 0.00% | |
| Homeless | 14 | 10 | 4 | 40.00% | |
| Socioeconomically Disadvantaged | 504 | 478 | 165 | 34.50% | |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.00% | |
| Students with Disabilities | 82 | 75 | 23 | 30.70% | |

Professional Development

Continued from page 6

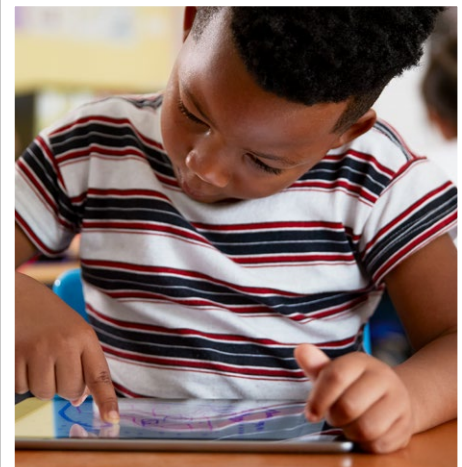
Besides learning, teachers have the responsibility to teach others and to share/exchange knowledge about best practices. Therefore, teachers have the opportunity and are expected to develop as leaders by:

- Observing and giving each other critical feedback
- Leading professional development
- Presenting at professional conferences
- Welcoming visiting educators and other observers into their classrooms, mentoring new teachers and participating in grade level planning

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

| | |
|---------|----|
| 2020-21 | 15 |
| 2021-22 | 15 |
| 2022-23 | 15 |



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.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

| Percentage of Students Meeting or Exceeding State Standard | | | | | Two-Year Data | |
|--|-------|-------|------------|-------|---------------|--------|
| Subject | ELITE | | Solano COE | | California | |
| | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| Science | 3.64% | 4.12% | ◇ | 7.14% | 28.50% | 29.47% |

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

| Percentage of Students Meeting or Exceeding State Standard | | | | | Two-Year Data | |
|--|-------|-------|------------|-------|---------------|-------|
| Subject | ELITE | | Solano COE | | California | |
| | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| English language arts/literacy | * | 16% | * | 12% | * | 47% |
| Mathematics | * | 9% | * | 7% | * | 33% |

◇ Data not available.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

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).



CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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

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 by Student Group: Science (grades 5, 8 and high school)

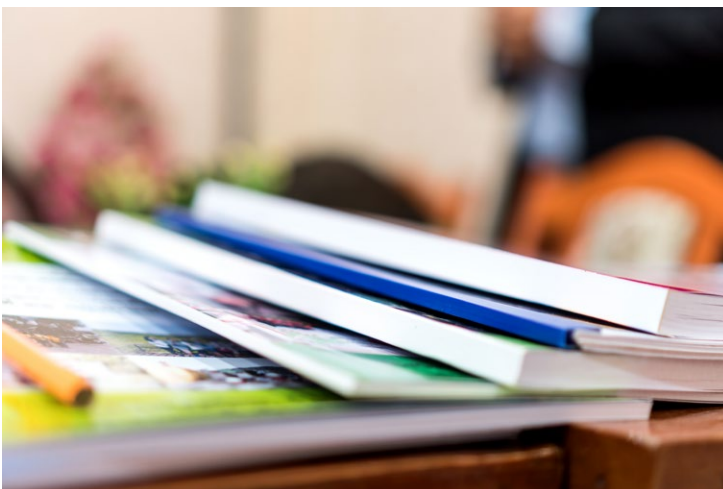
Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Science

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
|--|------------------|---------------|-------------------|-----------------------|----------------------------|
| All students | 104 | 97 | 93.27% | 6.73% | 4.12% |
| Female | 51 | 49 | 96.08% | 3.92% | 8.16% |
| Male | 53 | 48 | 90.57% | 9.43% | 0.00% |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ | ❖ |
| Black or African American | 64 | 60 | 93.75% | 6.25% | 3.33% |
| Filipino | ❖ | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 23 | 22 | 95.65% | 4.35% | 0.00% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | ❖ |
| Two or more races | 12 | 10 | 83.33% | 16.67% | ❖ |
| White | ❖ | ❖ | ❖ | ❖ | ❖ |
| English Learners | 14 | 12 | 85.71% | 14.29% | 0.00% |
| Foster Youth | ❖ | ❖ | ❖ | ❖ | ❖ |
| Homeless | ❖ | ❖ | ❖ | ❖ | ❖ |
| Military | ❖ | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 73 | 68 | 93.15% | 6.85% | 2.94% |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ | ❖ |
| Students with Disabilities | ❖ | ❖ | ❖ | ❖ | ❖ |

❖ 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.

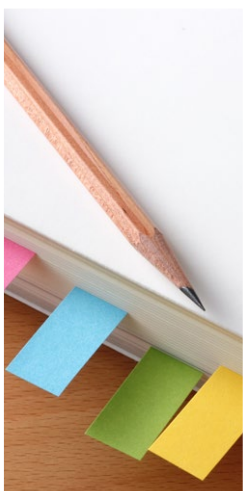




CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)

| Percentage of Students Meeting or Exceeding State Standards | | | | | 2021-22 School Year |
|---|------------------|---------------|-------------------|-----------------------|----------------------------|
| English Language Arts | | | | | |
| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
| All students | 313 | 294 | 93.93% | 6.07% | 15.65% |
| Female | 151 | 143 | 94.70% | 5.30% | 19.58% |
| Male | 162 | 151 | 93.21% | 6.79% | 11.92% |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ | ❖ |
| Black or African American | 173 | 163 | 94.22% | 5.78% | 13.50% |
| Filipino | ❖ | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 90 | 86 | 95.56% | 4.44% | 18.60% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | ❖ |
| Two or more races | 33 | 29 | 87.88% | 12.12% | 10.34% |
| White | ❖ | ❖ | ❖ | ❖ | ❖ |
| English Learners | 47 | 45 | 95.74% | 4.26% | 8.89% |
| Foster Youth | ❖ | ❖ | ❖ | ❖ | ❖ |
| Homeless | ❖ | ❖ | ❖ | ❖ | ❖ |
| Military | ❖ | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 228 | 217 | 95.18% | 4.82% | 14.29% |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ | ❖ |
| Students with Disabilities | 33 | 29 | 87.88% | 12.12% | 0.00% |

❖ 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.

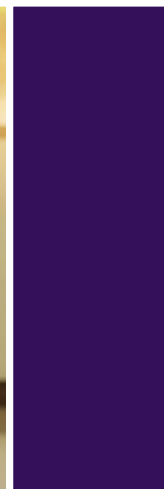
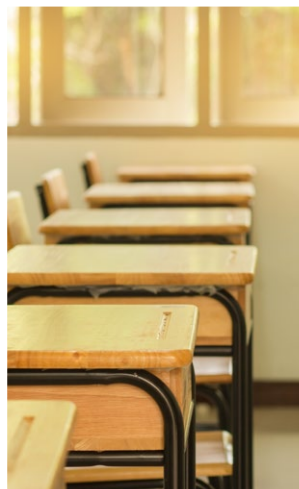




CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)

| Percentage of Students Meeting or Exceeding State Standards | | | | | 2021-22 School Year |
|---|------------------|---------------|-------------------|-----------------------|----------------------------|
| Mathematics | | | | | |
| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
| All students | 314 | 294 | 93.63% | 6.37% | 9.22% |
| Female | 152 | 143 | 94.08% | 5.92% | 7.04% |
| Male | 162 | 151 | 93.21% | 6.79% | 11.26% |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ | ❖ |
| Black or African American | 174 | 164 | 94.25% | 5.75% | 8.59% |
| Filipino | ❖ | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 90 | 86 | 95.56% | 4.44% | 12.79% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | ❖ |
| Two or more races | 33 | 29 | 87.88% | 12.12% | 0.00% |
| White | ❖ | ❖ | ❖ | ❖ | ❖ |
| English Learners | 47 | 45 | 95.74% | 4.26% | 6.67% |
| Foster Youth | ❖ | ❖ | ❖ | ❖ | ❖ |
| Homeless | ❖ | ❖ | ❖ | ❖ | ❖ |
| Military | ❖ | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 228 | 216 | 94.74% | 5.26% | 8.33% |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ | ❖ |
| Students with Disabilities | 33 | 29 | 87.88% | 12.12% | 0.00% |

❖ 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.



Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

| Graduation and Dropout Rates | Three-Year Data | | | | | |
|------------------------------|-----------------|--------|-------|--------------|--------|--------|
| | Graduation Rate | | | Dropout Rate | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| ELITE | ◇ | ◇ | ◇ | ◇ | ◇ | ◇ |
| Solano COE | ◇ | 35.10% | 50% | ◇ | 48.10% | 17.40% |
| California | ◇ | 84.20% | 87% | ◇ | 8.90% | 7.80% |

Graduation Rate by Student Group (Four-Year Cohort Rate)

| Graduation Rate by Student Group | 2021-22 School Year | | |
|--|------------------------------|----------------------------|------------------------|
| | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
| All Students | 0 | 0 | 0.00% |
| Female | 0 | 0 | 0.00% |
| Male | 0 | 0 | 0.00% |
| Non-Binary | 0 | 0 | 0.00% |
| American Indian or Alaska Native | 0 | 0 | 0.00% |
| Asian | 0 | 0 | 0.00% |
| Black or African American | 0 | 0 | 0.00% |
| Filipino | 0 | 0 | 0.00% |
| Hispanic or Latino | 0 | 0 | 0.00% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00% |
| Two or More Races | 0 | 0 | 0.00% |
| White | 0 | 0 | 0.00% |
| English Learners | 0 | 0 | 0.00% |
| Foster Youth | 0 | 0 | 0.00% |
| Homeless | 0 | 0 | 0.00% |
| Socioeconomically Disadvantaged | 0 | 0 | 0.00% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00% |
| Students with Disabilities | 0 | 0 | 0.00% |

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>.

◇ Not applicable.

◇ Information is not available at this time.

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

| Advanced Placement Courses | |
|--|-------|
| 2021-22 School Year | |
| Percentage of total enrollment enrolled in AP courses | 0.00% |
| Number of AP courses offered at the school | 0 |
| Number of AP Courses by Subject | |
| Computer science | 0 |
| English | 0 |
| Fine and performing arts | 0 |
| Foreign language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social science | 0 |

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

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

| UC/CSU Admission | |
|---|---------|
| ELITE | |
| 2020-21 and 2021-22 School Years | |
| Percentage of students enrolled in courses required for UC/CSU admission in 2021-22 | 100.00% |
| Percentage of graduates who completed all courses required for UC/CSU admission in 2020-21 | 0.00% |



Textbooks and Instructional Materials

The textbook committee is composed of administration, teachers, parents and students. The committee spent about 2-4 weeks reviewing curriculum and met with curriculum developers. The committee put forth their recommendation to the governing board for approval. All curriculum adopted is aligned to the curriculum framework adopted by the California State Board of Education.

| Textbooks and Instructional Materials List | | 2022-23 School Year |
|--|--|---------------------|
| Subject | Textbook | Adopted |
| Reading/language arts | Benchmark Advance/Adelante (TK-6) | 2019 |
| Reading/language arts | CA StudySync ELA with ELD (7-12) | 2019 |
| Mathematics | <i>Bridges in Mathematics</i> (TK-5) | 2019 |
| Mathematics | <i>Middle School Math</i> , Courses 1, 2, 3; Carnegie Learning (6-8) | 2019 |
| Mathematics | <i>Algebra I with Computing and Robotics</i> , UC Davis | 2019 |
| Mathematics | <i>Geometry</i> , Carnegie Learning (10) | 2019 |
| Mathematics | Precalculus Blitzer | 2022 |
| Science | Benchmark Advance/Adelante (TK-5) | 2019 |
| Science | Elevate Middle Grades Science (6-8) | 2019 |
| Science | CA Miller Levine Biology | 2019 |
| Science | CA Experience Chemistry | 2019 |
| History/social science | Benchmark Advance/Adelante (TK-5) | 2019 |
| History/social science | <i>Ancient World History</i> , Discovery Education (6) | 2019 |
| History/social science | <i>Medieval and Early Modern World History</i> (7) | 2019 |
| History/social science | <i>US History</i> (8) | 2019 |
| History/Social Science | <i>American Government</i> | 2022 |
| Foreign Language | Español Santillana: Spanish 1 and 2 | 2019 |
| Health | Pearson Health | 2019 |
| Computer Science | <i>Robotics in Technologies</i> , UC Davis | 2020 |
| Computer Science | <i>Intro to Computer Programming</i> , UC Davis | 2020 |
| Computer Science | <i>Computing with Robotics</i> , UC Davis | 2020 |

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

| Quality of Textbooks | | 2022-23 School Year |
|---|--------|---------------------|
| Criteria | Yes/No | |
| Are the textbooks adopted from the most recent state-approved or local governing-board-approved list? | Yes | |

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

| Percentage of Students Lacking Materials by Subject | |
|---|----|
| 2022-23 School Year | |
| Reading/language arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History/social science | 0% |
| Visual and performing arts | 0% |
| Foreign language | 0% |
| Health | 0% |
| Science laboratory equipment | 0% |

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

| Currency of Textbooks | |
|-----------------------|-----------|
| 2022-23 School Year | |
| Data collection date | 6/24/2022 |



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

| School Facility Good Repair Status | | 2022-23 School Year |
|--|---------------|---------------------|
| Items Inspected | Repair Status | |
| Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC) | Good | |
| Interior: Interior surfaces (floors, ceilings, walls and window casings) | Good | |
| Cleanliness: Pest/vermin control, overall cleanliness | Good | |
| Electrical: Electrical systems | Good | |
| Restrooms/fountains: Restrooms, sinks and drinking fountains | Good | |
| Safety: Fire safety, emergency systems, hazardous materials | Good | |
| Structural: Structural condition, roofs | Good | |
| External: Windows/doors/gates/fences, playgrounds/school grounds | Good | |
| Overall summary of facility conditions | Good | |
| Date of the most recent school site inspection | 8/26/2022 | |

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

| Deficiencies and Repairs | | 2022-23 School Year |
|----------------------------|--|---------------------|
| Items Inspected | Deficiencies and Action Taken or Planned | Date of Action |
| Systems | HVAC. Solicited a vendor to address repairs. | 12/19/2022 |
| Interior | Ceiling tile in Room 8, 51; Hole in wall of Girls Restroom near gym. Work order submitted to contractor. | 1/9/2023 |
| Restrooms/fountains | Water Fountain in Room 1 Hallway. Contractor scheduled for repair | 1/9/2023 |
| Safety | Fire Extinguishers hung up in all classrooms. We received the recharged fire extinguishers shortly after inspection and have them hung up in all classrooms. | 8/31/2022 |
| External | Wood is missing from playground lunch table. Contractor scheduled for repair. Broken backboard on basketball hoop. Replace backboard. | 1/9/2023 |

School Facilities

ELITE is located on the former Elsa Widemann campus within the Vallejo City Unified School District. There is a Memorandum of Understanding (MOU) between the two entities, as VCUSD is the owner of the property. The school is maintained through a collaborative agreement, with some shared responsibilities for maintenance as outlined in the MOU.

The school was built in 1931. There are 25 classrooms and three portables used by ELITE.

The school features an engineering lab/library, a gymnasium, outdoor play facilities, including grass area and three play structures, and two student wellness rooms.

The school is in good condition and is cleaned on a daily basis. Items outlined in the FIT form have been addressed. The janitorial staff includes one full-time plant manager and a part-time staff person to assist with nighttime cleaning. The plant manager is responsible for light repairs and, if necessary, the school works with a handyman to address other issues for which the school is responsible. If the issue is a major issue, it may be handled by the staff of the Vallejo City Unified School District.

There are sufficient classroom, playground and staff spaces to support teaching and learning.

The principal is in charge of overall school maintenance, and ensures that issues needing attention are addressed in a timely manner so that the school is safe, clean and in good repair.

Students are kept safe on school grounds before and after school through active staff supervision and implementation of PBIS, which supports positive student behavior based on clearly communicated rules for student conduct.

There is a planned move of one of the play structures to allow for the track to be fully functional. This improvement should be made some time in the spring of 2021. This move did occur. The school will continue to invest in the athletic facilities to the extent possible so that they may be used for the purpose of practice or competition as we integrate our high school athletic program.

Public 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.





Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

| Teacher Preparation and Placement | | | | | 2020-21 School Year | |
|--|---------------|----------------|-----------------|------------------|---------------------|---------------|
| 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) | 1.9 | 9.3% | 20.5 | 30.3% | 228,366.1 | 83.1% |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0% | 4.0 | 5.9% | 4,205.9 | 1.5% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 8.9 | 42.7% | 10.9 | 16.2% | 11,216.7 | 4.1% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.8 | 4.0% | 5.4 | 8.1% | 12,115.8 | 4.4% |
| Unknown | 9.2 | 44.0% | 26.7 | 39.5% | 18,854.3 | 6.9% |
| Total Teaching Positions | 21.0 | 100.0% | 67.7 | 100.0% | 274,759.1 | 100.0% |

| Teacher Preparation and Placement | | | | | 2021-22 School Year | |
|--|---------------|----------------|-----------------|------------------|---------------------|---------------|
| 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) | 4.1 | 13.4% | 24.0 | 31.3% | 234,405.2 | 84.0% |
| Intern Credential Holders Properly Assigned | 1.9 | 6.4% | 4.9 | 6.5% | 4,853.0 | 1.7% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 15.0 | 48.4% | 16.0 | 20.9% | 12,001.5 | 4.3% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.9 | 6.4% | 5.9 | 7.7% | 11,953.1 | 4.3% |
| Unknown | 7.8 | 25.3% | 25.8 | 33.7% | 15,831.9 | 5.7% |
| Total Teaching Positions | 31.0 | 100.0% | 76.7 | 100.0% | 279,044.8 | 100.0% |

Note: The data in these tables 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.

The data source is the California State Assignment Accountability System (CaSAAS) provided by the Commission on Teacher Credentialing. For information on the CaSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf201.asp>.

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





Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

| Teachers Without Credentials and Misassignments | Two-Year Data | |
|--|---------------|---------|
| | 2020-21 | 2021-22 |
| Authorization/Assignment | | |
| Permits and Waivers | 5.7 | 9.3 |
| Misassignments | 3.1 | 5.6 |
| Vacant Positions | 0.0 | 0.0 |
| Total Teachers Without Credentials and Misassignments | 8.9 | 15.0 |

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

| Credentialed Teachers Assigned Out-of-Field | Two-Year Data | |
|---|---------------|---------|
| | 2020-21 | 2021-22 |
| Indicator | | |
| Credentialed Teachers Authorized on a Permit or Waiver | 0.8 | 0.0 |
| Local Assignment Options | 0.0 | 1.9 |
| Total Out-of-Field Teachers | 0.8 | 1.9 |

Class Assignments

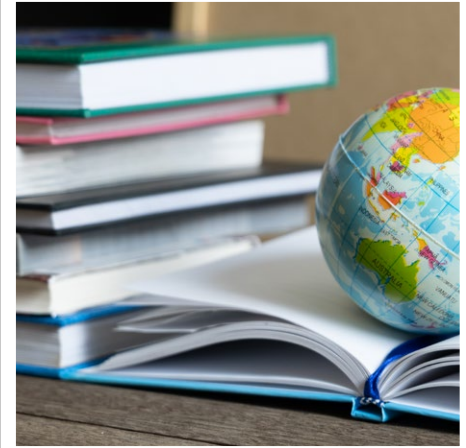
This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

| Class Assignments | Two-Year Data | |
|---|---------------|---------|
| | 2020-21 | 2021-22 |
| Indicator | | |
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 18.4% | 11.1% |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 23.1% | 9.7% |

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data

| 2021-22 School Year | |
|--|-------|
| | Ratio |
| Pupils to Academic counselors | ◇ |
| Support Staff | FTE |
| Counselor (academic, social/behavioral or career development) | 1.0 |
| Library media teacher (librarian) | 0.0 |
| Library media services staff (paraprofessional) | 0.0 |
| Psychologist | 1.0 |
| Social worker | 0.0 |
| Nurse | ▲ |
| Speech/language/hearing specialist | 1.0 |
| Resource specialist (nonteaching) | 0.0 |

◇ Not applicable.

▲ Consultant.



Financial Data

The financial data displayed in this SARC is from the 2020-21 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

| Salary Data | 2020-21 Fiscal Year | |
|---|---------------------|------------------------|
| | Solano COE | Similar Sized District |
| Beginning teacher salary | ⊕ | ⊕ |
| Midrange teacher salary | ⊕ | ⊕ |
| Highest teacher salary | ⊕ | ⊕ |
| Average elementary school principal salary | ⊕ | ⊕ |
| Average middle school principal salary | ⊕ | ⊕ |
| Average high school principal salary | ⊕ | ⊕ |
| Superintendent salary | ⊕ | ⊕ |
| Teacher salaries: percentage of budget | ⊕ | ⊕ |
| Administrative salaries: percentage of budget | ⊕ | ⊕ |

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

| Financial Data Comparison | 2020-21 Fiscal Year | |
|--|--|-------------------------------|
| | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| ELITE | \$8,777 | \$61,807 |
| Solano COE | ◇ | ◇ |
| California | \$6,594 | ◇ |
| School and district: percentage difference | ◇ | ◇ |
| School and California: percentage difference | +33.1% | ◇ |

⊕ County Office of Education schools are not required to display this data (Education Code Section 41409.3).
◇ County office of Education information is not available.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

| School Financial Data | |
|--|----------|
| 2020-21 Fiscal Year | |
| Total expenditures per pupil | \$11,156 |
| Expenditures per pupil from restricted sources | \$2,379 |
| Expenditures per pupil from unrestricted sources | \$8,777 |
| Annual average teacher salary | \$61,807 |



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card