



MANUEL MACHADO, PRINCIPAL

School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12

El Toyon School

www.nsd.us



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Creating Successful Learners NOW...

NATIONAL SCHOOL DISTRICT
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Introduction

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], federal Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

At El Toyon School, We Promise

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, and problem-solving
- A focus on individual student achievement

We Believe

- All students will learn
- Student success is everyone's responsibility
- Our community's cultural diversity enriches learning opportunities

Principal's Message

Welcome to El Toyon School! We strive for excellence in education and provide an inspiring, safe, and challenging environment for all children. We have a diverse and motivated student population and a supportive, nurturing, and highly qualified staff. This year we will be refining our best practices within the classrooms focusing on our math adoption, writing program, and English Language Development (ELD) program, as well as refining our character education program, PeaceBuilders, and the continual implementation of Promethean Boards. This year we have upgraded all computers schoolwide as well as replaced 91 desktop computers with netbooks. We welcome your feedback and any questions you may have.

El Toyon's Mission Statement

We, the staff of El Toyon, provide a caring, positive, and challenging educational environment for our students while building character, responsibility, and pride. As result, we will motivate students to become life-long learners, independent thinkers, problem solvers, and productive members of society.

Parent Involvement

Contact Person Name: Monica Bonilla
Administrative Assistant
Contact Person Phone Number: (619) 336-8052

Home/School Partnership:

- CST Awards Recognition
- Electronic Marquee
- End of Year Awards Ceremony
- Family Math Night & Family Reading Night
- Family Movie Night
- The Parent Institute for Quality Education (Parent Education)
- Parent Teacher Organization (PTO)
- Parent Volunteer Workshop
- PeaceBuilders
- Por la Vida (Parent Education)
- School Newsletters
- Spring Festival
- Student of the Month Assemblies
- Family Dance Night

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Average Class Size and Class Size Distribution

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.7	3	0	0	22.1	0	3	0	22.0	3	0	0
1	18.3	3	0	0	21.9	0	3	0	22.0	3	0	0
2	18.0	2	0	0	21.8	0	3	0	22.0	3	0	0
3	17.0	1	0	0	19.9	1	2	0	22.0	3	0	0
4	32.0	0	1	1	32.1	0	2	0	32.5	0	1	1
5	31.0	0	1	0	32.3	0	1	0	32.0	0	1	0
6	31.0	0	2	0	32.2	0	2	0	33.0	0	0	1

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

School Enrollment by Grade Level 2010-11

Grade Level	Number of Students
Kindergarten	66
Grade 1	67
Grade 2	66
Grade 3	66
Grade 4	67
Grade 5	45
Grade 6	68
Total Enrollment	445

Enrollment by Subgroup 2010-11

Group	Percent of Students
Black or African-American	4.5%
American Indian or Alaska Native	0.4%
Asian	0.7%
Filipino	8.9%
Hispanic or Latino	84.3%
Native Hawaiian or Pacific Islander	0.7%
White	0.4%
Two or More Races	0.2%
Socioeconomically Disadvantaged	100.0%
English Learners	75.3%
Students with Disabilities	6.3%

III. School Climate

School Safety

SB187 Safety Plan

Date the plan was last updated:

January, 2011

Date the plan was last reviewed with the staff:

January, 2011

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification to teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

We have worked with the District and the local police department to develop our own site plan. We have monthly fire drills and quarterly earthquake and stranger on campus drills. A disaster drill is conducted annually.

Student safety ensures that rules are followed during recess and lunch, which help to keep the school safe, orderly, and clean.

Climate for Learning

School programs and practices that promote a positive learning environment are as follows:

- Assertive Discipline Program
- Academic/Citizenship Recognition
- Accelerated Reader
- Common English Language Development (ELD) time throughout all grade levels
- Homework Policy
- Intramurals (Soccer)
- Mandatory School Uniforms
- PeaceBuilders
- Promethean Boards (interactive whiteboards) in every classroom
- School Peace Patrol
- Second Step Violence Prevention
- Spirit Days to promote school pride
- Technology Upgraded, including netbooks in selected classrooms
- Visual and Performing Arts

Our library circulation and catalogue systems are computerized and connected to the National City Public Library. Students can use an on-line catalogue to check the availability of books in their school library.

Suspensions and Expulsions

Rate*	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	3.92%	5.26%	5.35%	1.26%	2.18%	3.66%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.02%	0.00%

*The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

Adequacy of School Facilities

El Toyon's main campus was built in 1952. Since our opening the following major renovations or improvements have been addressed:

- 1997—Relocatables were added to support class size reduction
- 1998—Relocatables were added to support class size reduction
- 2006—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry in school office, staff workroom, and staff lounge
- 2006—Relocatables were added to replace existing relocatable and added for a new Parent Center
- 2006—Outdoor public address system installed
- 2007—Promethean Boards (interactive whiteboards) installed in every classroom
- 2007—Dirt field was sodded and a backstop and soccer goals were installed
- 2007—Audio and visual equipment upgraded in auditorium
- 2007—Electronic Marquee installed
- 2010—New portable air conditioners installed in classrooms
- 2011New garden/play area for kinder and pre-school
- 2011Upgraded all desktop computers and replaced 91 older desktops with netbooks
- Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment

El Toyon has 19 classrooms including portable classrooms. There is one classroom in a relocatable building.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean.

The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Fund

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the district has budgeted \$735,000 for the deferred maintenance program. This represents 1.59% of the district's general fund.

For the 2011-12 school year, the District's Governing Board has approved deferred maintenance projects for all ten schools that will result in asphalt paving, fencing, flooring, millwork and roofing.

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	17	18	19	260
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
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.

Core Academic Courses Taught by Highly Qualified Teachers (2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at <http://www.cde.ca.gov/nclb/sr/tq/>

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

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School Facility Good Repair Status (2011-12)

Most recently completed school site inspection, done on August 9, 2011, to determine the school facility's good repair status. (No deficiencies were found)

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical /HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds/Windows/Doors/Gates/Fences		X			
Overall Rating	X	X			

VI. Support Staff

Academic Counselors and Other Support Staff (2010-11)

Title	FTE
Counselor (Social Behavior)	0.5
Impact Teachers	3.0
Instructional Assistants—Special Education	2.0
Language Arts Specialist	1.0
Library Media Specialist	0.5
Nurse/Medical Assistant	1.0 (district)
Psychologist	0.3
Resource Specialist (Non-teaching)	1.0
Speech/Language/Hearing Specialist	0.3

*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.

VII. Curriculum and Instruction

Specialized Programs

EXCEPTIONAL NEEDS STUDENTS: Our school is committed to meeting the needs of students with exceptional needs in the least restrictive environment. We offer a variety of special education aids and services to help students be successful in the general education program. Students who need a more restrictive program will continue to participate in the general education classroom for some part of each school day. In 2010-11 our school had approximately 54 students who qualified for these special education programs.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in bilingual/transitional classes that help them gain fluency. During the 2010-11 school year we had 335 English Learners enrolled. We plan to transition our English Learners into regular classes as soon as academically possible.

Other Programs

The following are other programs that support instruction and learning:

- Accelerated Reader
- Before and After-School Program (WINGS)
- BubbleSoft and Cognos (Data scanning and monitoring software)
- Gifted and Talented Education (GATE)
- NCS SuccessMaker
- PeaceBuilders
- Promethean Boards (Interactive whiteboards)
- Read About
- SIPPS (Systematic Instruction in Phoneme Awareness, Phonics and Sight Words)
- Starbase Atlantis (U.S. Naval Station)
- Visual and Performing Arts
- Language for Learning, Language for Thinking, Language for Writing
- Learning Headquarters Writing Program
- Reasoning and Writing



VIII. School Finances

Types or Services Funded (Fiscal Year 2010-11)

Funding Source	10-11 Allocation
Title I	\$103,600
Economic Impact Aid (LEP)	\$130,817
Economic Impact Aid (SCE)	\$65,746
Total	\$300,163

Quality, Currency, and Availability of Adopted Textbooks and Other Instructional Materials (2010-11)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. **Year and month in which data were collected:** August 24, 2011

Core Curriculum Areas	Grade Levels	Textbooks and Instructional Materials/Year of adoption	From most recent adoption	% students lacking own assigned copy
Reading/Language Arts	K-6	Houghton-Mifflin	2003/2004	0%
Reading/Language Arts	Sp. Ed.	Sopris West <i>LANGUAGE!</i>	2009/2010	0%
Mathematics	K-6	Pearson/Scott Foresman <i>EnVision Math</i>	2009/2010	0%
Science	K-6	Macmillan-McGraw-Hill—CA Science	2008/2009	0%
History-Social Science	K-6	Harcourt <i>Reflections</i>	2007/2008	0%
English Language Development	K-5 6	Rigby: <i>On Our Way to English</i> Hampton Brown	2004/2005	0%

Teacher & Administrative Salaries (Fiscal Year 2009-10)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,310	\$41,692
Mid-Range Teacher Salary	\$61,417	\$68,251
Highest Teacher Salary	\$82,491	\$86,582
Average Principal Salary (Elementary)	\$113,936	\$108,334
Superintendent Salary	\$172,800	\$180,492
Percentage of Budget for Teachers Salaries	44.00%	42.00%
Percentage of Budget for Administrative Salaries	6.00%	6.00%

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students—Three Year Comparison

Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)									
Subject	School			District			State		
	2008 2009	2009 2010	2010 2011	2008 2009	2009 2010	2010 2011	2008 2009	2009 2010	2010 2011
ELA	39%	48%	44%	46%	49%	47%	50%	52%	54%
Math	50%	51%	54%	56%	57%	59%	46%	48%	50%
Science	39%	45%	48%	38%	41%	42%	50%	53%	56%
History-Social Science	0%	0%	0%	0%	13%	84%	41%	44%	48%

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

IX. Student Performance

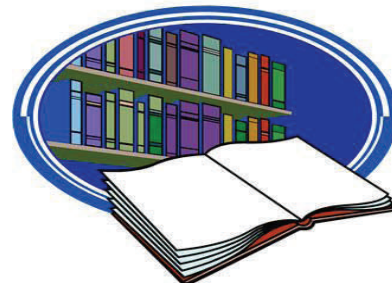
Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 9 through 11.

California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades 3 through 11; mathematics for grades 3 through 7, Algebra I, and Geometry; and science in grades 5 and 8, and Life Science in grade 10. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades 2 through 11, and science for grades 5, 8, and 10. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.



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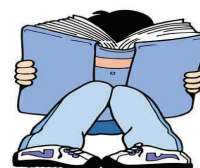
Pupil Expenditures and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,134	\$1,018	\$4,116	\$59,191
District			\$4,027	\$62,764
Percent Difference-School Site and District			7%	(1%)
State			\$5,455	\$69,419
Percent Difference-School Site and State			(16%)	(5%)

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced		
	ELA	Math	Science
All Students in the LEA	47%	59%	42%
All Students at the School	44%	54%	48%
Male	42%	57%	43%
Female	46%	51%	53%
Hispanic or Latino	41%	52%	47%
Two or More Races	58%	62%	0%
Socioeconomically Disadvantaged	44%	54%	48%
English Learners	41%	57%	47%
Students with Disabilities	35%	29%	0%



X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks Three Year Comparison

This table displays the school's statewide and similar schools API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	5	5	5
Similar Schools	10	10	6

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.



California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grade 5 only. This table displays the percent of students meeting fitness standards for the most recent testing period.

For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.90%	25.00%	3.80%

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

API Changes by Student Group Three Year Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at School	11	-1	0
Hispanic or Latino	13	2	0
Socioeconomically Disadvantage	11	-1	0
English Learners	13	2	-5

API Growth by Student Group - 2011 Growth API Comparison

Federal Intervention Program (2011-12)

Group	2011 Growth API					
	# of students	School	# of students	LEA	# of students	State
All Students	279	782	3,868	782	4,683,676	778
Black or African American	2		8		317,856	696
Asian	0		2		398,869	898
Filipino	1		5		123,245	859
Hispanic or Latino	235	770	3,159	765	2,405,749	729
Native Hawaiian or Pacific Islander	0		1		26,953	764
White	1		11	782	1,258,831	845
Two or More Races	0		1		76,766	836
Socioeconomically Disadvantaged	279	782	3,862	782	2,731,843	726
English Learners	204	777	2,492	751	1,521,844	707
Students with Disabilities	30	633	485	661	521,815	595

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate).

After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the *CDE PI Status Determinations* Web page <http://www.cde.ca.gov/ta/ac/ay/tidetermination.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First year of Program Improvement		2011-12
Year in Program Improvement		Year 1
Number of Schools Currently in PI		7
Percent of Schools Currently in PI		63.6%

Adequate Yearly Progress (AYP)

The federal No ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP* Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate—ELA	Yes	Yes
Met Participation Rate—Mathematics	Yes	Yes
Met Percent Proficient—ELA	No	No
Met Percent Proficient—Mathematics	Yes	No
Met API Criteria	Yes	Yes

XI. Instructional Planning and Scheduling Professional Development

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator.

The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

