

El Toyon Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

| | |
|--|----------------------------|
| School Name | El Toyon Elementary School |
| Street | 2000 E. Division Street |
| City, State, Zip | National City, CA 91950 |
| Phone Number | (619) 336-8000 |
| Principal | Bryan Vine |
| Email Address | bvine@nsd.us |
| School Website | www.nsd.us |
| County-District-School (CDS) Code | 37-68221-6038749 |

2021-22 District Contact Information

| | |
|---------------------------------|--------------------------|
| District Name | National School District |
| Phone Number | (619) 336-7500 |
| Superintendent | Dr. Leighangela Brady |
| Email Address | lbrady@nsd.us |
| District Website Address | www.nsd.us |

2021-22 School Overview

El Toyon is located in National City. We offer a preschool through sixth grade program dedicated to developing the whole child. Our staff is committed to providing an enriching and challenging educational environment for all students. We invite you to learn more about our school by visiting our campus and seeing first hand our classrooms, programs, and dedicated staff.

School's Mission Statement and Core Values

The National School District is committed to developing successful learners NOW. To support that goal, we have developed the following core values.

- We believe that all students will learn
- We believe that student success is everyone's responsibility
- We believe that our community's cultural diversity enriches learning opportunities
- We promise a safe, nurturing learning environment
- We promise an active partnership with parents and community
- We promise a solid foundation in reading, writing, and problem-solving
- We promise a focus on individual student achievement

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

Message from Principal, Bryan Vine

At El Toyon School, we believe that children deserve the best education possible. We hold strong beliefs about the importance of educating our students and providing them with an inspiring, safe, and challenging environment. Our staff strives for excellence in all areas, and is motivated to support, nurture and provide our students with high quality education in the core areas of reading and math; we believe our students will not succeed in life without those crucial skills! We also believe that the elementary school years are the ideal time to lay a strong foundation in the arts, social studies, science, physical education, and character education. Our teachers continue to refine their teaching practices through data team collaborations and incorporating Common Core Standards into their everyday lessons. Our dedicated and enthusiastic teachers and staff truly do "Whatever it Takes" to make sure our students are attaining the skills that will prepare them for college and future careers. We

are committed to building life-long learners through rigorous inquiry-based instruction and curriculum that allows them to grow academically, socially, and emotionally. We understand that tapping into a student's passion will unlock the desire to learn and generate a place that is safe for them to create, innovate, and explore new opportunities. Parent and community partnerships are vital to the heartbeat of the school. Parent involvement is welcomed, and we offer many opportunities for parents and families to engage with our children's learning. With our newly elected officers in our Parent Teacher Association we are excited to work together and foster those relationships so we can do what is best for our students. Additionally, we understand that we cannot succeed without the support of our families and community members. We take pride in working alongside our families and community members to ensure that we do everything we can to help our students have a memorable and meaningful elementary education.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 71 |
| Grade 1 | 59 |
| Grade 2 | 48 |
| Grade 3 | 69 |
| Grade 4 | 66 |
| Grade 5 | 59 |
| Grade 6 | 67 |
| Total Enrollment | 439 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 46.9 |
| Male | 53.1 |
| Asian | 2.1 |
| Black or African American | 1.8 |
| Filipino | 7.7 |
| Hispanic or Latino | 82 |
| Native Hawaiian or Pacific Islander | 0.7 |
| Two or More Races | 1.6 |
| White | 3.2 |
| English Learners | 49.7 |
| Foster Youth | 0.5 |
| Homeless | 11.2 |
| Socioeconomically Disadvantaged | 83.4 |
| Students with Disabilities | 8.2 |

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

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

2019-20 Teacher Preparation and Placement

| Authorization/Assignment | 2019-20 |
|--|---------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | |
| Intern Credential Holders Properly Assigned | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | |
| Unknown | |
| Total Teaching Positions | |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2019-20 |
|--|---------|
| Permits and Waivers | |
| Misassignments | |
| Vacant Positions | |
| Total Teachers Without Credentials and Misassignments | |

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2019-20 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

2019-20 Class Assignments

| Indicator | 2019-20 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| | |
|--|------------|
| Year and month in which the data were collected | 08/25/2021 |
|--|------------|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|--|--|-----------------------------|--|
| Reading/Language Arts | Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018 | Yes | 0% |
| Mathematics | Houghton-Mifflin-Harcourt California GO MATH! 2015/2016 | Yes | 0% |
| Science | McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009 | Yes | 0% |
| History-Social Science | H. M. Harcourt Reflections 2007/2008 | Yes | 0% |
| Foreign Language | Benchmark Advanced/Adelante for English Language Development 2020 | Yes | 0% |
| Health | | | |
| Visual and Performing Arts | | | |
| Science Laboratory Equipment (grades 9-12) | | | |

School Facility Conditions and Planned Improvements

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

2006 - Relocatables were added to replace existing relocatable and added for a new Parent Center

2011 - New garden/play area for kinder and preschool.

2015 - Air conditioning was added to all original buildings, including every classroom on site. A high speed and wireless network were added to every classroom on site. Additionally, the electrical and the fire alarm systems were upgraded to support the air conditioning and one-to-one computing.

2018 - The parking lot was repaved and striped.

2019 - New roofs installed on rooms K1 and K2.

Ongoing - The school is highly maintained with new paint, plants, flowers, grass and new playground equipment. El Toyon has 21 classrooms, and one classroom in a relocatable building.

Year and month of the most recent FIT report

8/11/2021

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| Interior Surfaces | | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 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

Note that 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.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 255 | NT | NT | NT | NT |
| Female | 119 | NT | NT | NT | NT |
| Male | 136 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | 19 | NT | NT | NT | NT |
| Hispanic or Latino | 207 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 139 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 58 | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 211 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 23 | NT | NT | NT | NT |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 255 | NT | NT | NT | NT |
| Female | 119 | NT | NT | NT | NT |
| Male | 136 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | 19 | NT | NT | NT | NT |
| Hispanic or Latino | 207 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 139 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 58 | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 211 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 23 | NT | NT | NT | NT |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

| iReady Student Groups | iReady Total Enrollment | iReady Number Tested | iReady Percent Tested | iReady Percent Not Tested | iReady Percent At or Above Grade Level |
|----------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--|
| All Students | 478 | 445 | 94 | 6 | 13 |
| Female | 262 | 232 | 88 | 12 | 16 |
| Male | 274 | 246 | 89 | 11 | 11 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 35 | 32 | 91 | 9 | 37 |

| | | | | | |
|--|-----|-----|------|------|------|
| Black or African American | 5 | 5 | 100 | 0 | 20 |
| Filipino | 33 | 31 | 93 | 7 | 36 |
| Hispanic or Latino | 387 | 351 | 90 | 10 | 10 |
| Native Hawaiian or Pacific Islander | 5 | 5 | 100 | 0 | 20 |
| Two or More Races | 14 | 13 | 92 | 8 | 21 |
| White | 11 | 11 | 100 | 0 | 9 |
| English Learners | 273 | 253 | 92 | 8 | 9 |
| Foster Youth | 2 | 2 | 100 | 0 | 100 |
| Homeless | 46 | 39 | 84.8 | 15.2 | 41 |
| Military | 3 | 3 | 100 | 0 | 100 |
| Socioeconomically Disadvantaged | 345 | 308 | 89.3 | 10.7 | 39.7 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 32 | 30 | 93.8 | 6.3 | 16.7 |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| iReady Student Groups | iReady Total Enrollment | iReady Number Tested | iReady Percent Tested | iReady Percent Not Tested | iReady Percent At or Above Grade Level |
|--|--------------------------------|-----------------------------|------------------------------|----------------------------------|---|
| All Students | 478 | 443 | 92 | 8 | 5 |
| Female | 262 | 213 | 81 | 19 | 4 |
| Male | 246 | 230 | 93 | 7 | 5 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 35 | 33 | 94 | 6 | 11 |
| Black or African American | 5 | 5 | 100 | 0 | 0 |
| Filipino | 33 | 25 | 75 | 25 | 12 |
| Hispanic or Latino | 387 | 356 | 91 | 9 | 4 |
| Native Hawaiian or Pacific Islander | 5 | 5 | 100 | 0 | 0 |
| Two or More Races | 14 | 13 | 92 | 8 | 0 |
| White | 11 | 11 | 100 | 0 | 0 |
| English Learners | 273 | 255 | 93 | 7 | 4 |
| Foster Youth | 2 | 1 | 50 | 50 | 0 |
| Homeless | 46 | 39 | 84.8 | 15.2 | 23.1 |
| Military | 3 | 3 | 100 | 0 | 100 |
| Socioeconomically Disadvantaged | 345 | 308 | 89.3 | 10.7 | 27.6 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|-----------------------------------|----|----|------|------|------|
| Students with Disabilities | 32 | 28 | 87.5 | 12.5 | 21.4 |
|-----------------------------------|----|----|------|------|------|

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | NT | N/A | 28.72 |

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 55 | NT | NT | NT | NT |
| Female | 29 | NT | NT | NT | NT |
| Male | 26 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 39 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 19 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 18 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 48 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | NT | NT | NT | NT |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Contact Person Name: Veronica Fonseca
Phone Number: (619) 336-8052

(Due to Covid-19 restrictions all volunteer activities have been suspended.)

Under normal school conditions:

- Accelerated Reader Picnics
- Monthly Family Reading Fridays
- Parent Workshops (Done Virtually)
- Room Parents
- SBAC Award Metals Recognition
- Electronic Marquee
- Weekly phone calls, emails, and texts to families for important updates
- Peachjar communication: Paperless information for parents
- School Messenger
- End of Year Awards Ceremony (Done Virtually)
- Family Math Night
- Family Movie Night & Family Dance Night
- The Parent Education classes (Done virtually)
- Parent/Teacher Association (PTA)
- Parent Volunteer Workshop
- Welcome Back BBQ
- Monthly coffee with the principal (Done virtually)
- PeaceBuilders
- School Newsletters
- Spring Festival

2021-22 Opportunities for Parental Involvement

- Student of the Month Assemblies (Done virtually)
- Talent Show

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 466 | 456 | 90 | 19.7 |
| Female | 222 | 217 | 43 | 19.8 |
| Male | 244 | 239 | 47 | 19.7 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 10 | 10 | 1 | 10.0 |
| Black or African American | 10 | 6 | 1 | 16.7 |
| Filipino | 34 | 34 | 1 | 2.9 |
| Hispanic or Latino | 377 | 373 | 82 | 22.0 |
| Native Hawaiian or Pacific Islander | 4 | 3 | 1 | 33.3 |
| Two or More Races | 9 | 9 | 1 | 11.1 |
| White | 16 | 15 | 2 | 13.3 |
| English Learners | 278 | 272 | 61 | 22.4 |
| Foster Youth | 2 | 2 | 0 | 0.0 |
| Homeless | 49 | 49 | 15 | 30.6 |
| Socioeconomically Disadvantaged | 389 | 383 | 78 | 20.4 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 40 | 39 | 8 | 20.5 |

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. 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.

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 1.75 | 0.00 | 1.58 | 0.00 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 0.42 | 0.78 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2021-22 School Safety Plan

SB187 Safety Plan

Date the plan was last updated: December 2021

Date the plan was last reviewed with the staff: December 2021

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 of teachers of dangerous pupils, (5) sexual harassment, (6) school-wide 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.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 22 | 2 | 2 | |
| 1 | 19 | 3 | | |
| 2 | 22 | 1 | 2 | |
| 3 | 22 | | 2 | |
| 4 | 26 | | 3 | |
| 5 | | | | |
| 6 | 27 | 1 | 4 | |

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 20 | 2 | 2 | |
| 1 | 21 | 1 | 1 | |
| 2 | 18 | 3 | | |
| 3 | 22 | 1 | 2 | |
| 4 | 32 | | 1 | |
| 5 | 28 | | 2 | |
| 6 | 27 | | 2 | |
| Other | 22 | 1 | 2 | |

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 18 | 3 | | |
| 1 | 22 | | 2 | |
| 2 | 20 | 1 | 1 | |
| 3 | 23 | | 3 | |
| 4 | 33 | | 1 | |
| 5 | 26 | | 2 | |
| 6 | 25 | | 2 | |
| Other | 17 | 3 | 1 | |

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 878 |

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.5 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0.5 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 1.5 |
| Resource Specialist (non-teaching) | 0 |
| Other | 1.9 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$7,263 | \$570 | \$6,693 | \$80,399 |
| District | N/A | N/A | \$6,447 | \$83,098 |
| Percent Difference - School Site and District | N/A | N/A | 3.7 | -3.3 |
| State | | | \$8,444 | \$82,431 |
| Percent Difference - School Site and State | N/A | N/A | -23.1 | -2.5 |

2020-21 Types of Services Funded

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I \$97,559
 LCAP Supplemental and Concentration funds \$27,506
 Total \$125,065

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$49,557 | \$51,450 |
| Mid-Range Teacher Salary | \$73,699 | \$80,263 |
| Highest Teacher Salary | \$106,425 | \$101,012 |
| Average Principal Salary (Elementary) | \$136,181 | \$128,082 |
| Average Principal Salary (Middle) | \$0 | \$132,453 |
| Average Principal Salary (High) | \$0 | \$134,792 |
| Superintendent Salary | \$210,492 | \$197,968 |
| Percent of Budget for Teacher Salaries | 34% | 34% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

Professional Development

The selection of focus areas for on-going virtual 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 virtual professional development for all teachers. Teachers also have opportunities to attend conferences and district-wide professional development virtually throughout the year. During the 2021-22 school year all teachers at El Toyon School will receive approximately 30 hours of professional development in mathematics through the University of California Irvine subject matter project. This professional development will empower our teachers to deliver a cohesive, common core curriculum based on the CCSS. The project includes hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core to assist our teachers in the implementation of our GoMath adoption. The Irvine Math Project team is comprised of classroom practitioners, math content experts, and math education researchers. A focus on professional development around the area of mathematics and ELA was selected in response to the needs highlighted in our CAASPP data. In the area of language arts, all of our teachers will receive in-depth virtual professional development in the California ELA/ELD framework. The ELA/ELD framework professional development has been selected as an area of focus due to our high numbers of English language learners and the need for teachers to be excellent discerners of curriculum and materials needed to deliver robust and rigorous lessons. Both these areas of focus have been delivered through teacher release days virtually, bi-weekly data team meetings, collaboration days and weekly staff meetings, off the clock offerings and during individual teacher planning days. We have four Teachers on Special Assignment (TOSA) that provide virtual workshops in the area of Language Arts and English Language Development. We also have credentialed teachers that provide Engineering is Elementary lessons for students. This provides opportunity for the Language Arts and ELD workshops. With our new English Language Arts adoption, all teachers will receive staff development in the implementation of our newly adopted BENCHMARK materials. To support daily, robust and rigorous reading, our district office has adopted the American Reading Company 100 book libraries. All teachers will receive virtual staff development on the implementation and best practices used for these reading baskets for students. Our counselors have received training on the Sanford Harmony social-emotional curriculum which they will deliver in each classroom. Counselors will deliver this curriculum in all classrooms while teachers support the implementation and lesson delivery. In addition, all teachers have received professional development on how to run restorative circles in their virtual classrooms in order to deliver Tier I positive behavior interventions and supports to all students. The focus for teacher trainings include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, ELA Benchmark curriculum, 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 virtual 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.

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

Professional Development

| Subject | 2019-20 | 2020-21 | 2021-22 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 26 | 16 | 19 |

National School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

| | |
|---------------------------------|--------------------------|
| District Name | National School District |
| Phone Number | (619) 336-7500 |
| Superintendent | Dr. Leighangela Brady |
| Email Address | lbrady@nsd.us |
| District Website Address | www.nsd.us |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 2815 | 2 | 0.07 | 99.93 | -- |
| Female | 1375 | 0 | 0.00 | 100.00 | -- |
| Male | 1438 | 2 | 0.14 | 99.86 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 47 | 0 | 0.00 | 100.00 | -- |
| Black or African American | 34 | 0 | 0.00 | 100.00 | -- |
| Filipino | 219 | 0 | 0.00 | 100.00 | -- |
| Hispanic or Latino | 2345 | 1 | 0.04 | 99.96 | -- |
| Native Hawaiian or Pacific Islander | 19 | 0 | 0.00 | 100.00 | -- |
| Two or More Races | 91 | 1 | 1.10 | 98.90 | -- |
| White | 58 | 0 | 0.00 | 100.00 | -- |
| English Learners | 1412 | 1 | 0.07 | 99.93 | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 320 | 0 | 0.00 | 100.00 | -- |
| Military | 13 | 0 | 0.00 | 100.00 | -- |
| Socioeconomically Disadvantaged | 2021 | 2 | 0.10 | 99.90 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 379 | 2 | 0.53 | 99.47 | -- |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 2815 | 2 | 0.07 | 99.93 | -- |
| Female | 1375 | 0 | 0.00 | 100.00 | -- |
| Male | 1438 | 2 | 0.14 | 99.86 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 47 | 0 | 0.00 | 100.00 | -- |
| Black or African American | 34 | 0 | 0.00 | 100.00 | -- |
| Filipino | 219 | 0 | 0.00 | 100.00 | -- |
| Hispanic or Latino | 2345 | 1 | 0.04 | 99.96 | -- |
| Native Hawaiian or Pacific Islander | 19 | 0 | 0.00 | 100.00 | -- |
| Two or More Races | 91 | 1 | 1.10 | 98.90 | -- |
| White | 58 | 0 | 0.00 | | -- |
| English Learners | 1412 | 1 | 0.07 | 99.93 | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 320 | 0 | 0.00 | 100.00 | -- |
| Military | 13 | 0 | 0.00 | 100.00 | -- |
| Socioeconomically Disadvantaged | 2021 | 2 | 0.10 | 99.90 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 379 | 2 | 0.53 | 99.47 | -- |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

