El Toyon Elementary School.
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 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

2022-23 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

2022-23 School Overview

El Toyon Elementary 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 Elementary, 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

2022-23 School Overview

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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	70
Grade 1	74
Grade 2	66
Grade 3	61
Grade 4	73
Grade 5	70
Grade 6	62
Total Enrollment	476

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.0
Asian	2.5
Black or African American	1.1
Filipino	7.6
Hispanic or Latino	80.9
Native Hawaiian or Pacific Islander	1.1
Two or More Races	2.5
White	2.3
English Learners	56.5
Foster Youth	0.0
Homeless	13.2
Migrant	0.0
Socioeconomically Disadvantaged	84.7
Students with Disabilities	8.0

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

2020-21 Teacher Preparation and Placement

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)	20.80	100.00	226.90	93.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.00	1.24	12115.80	4.41
Unknown	0.00	0.00	11.00	5.35	18854.30	6.86
Total Teaching Positions	20.80	100.00	242.90	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	8/24/2022

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%

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 22 classrooms, and one classroom in a relocatable building.

Year and month of the most recent FIT report	7/26/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Storage Room: Clutter Action Taken: Work order submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Library (Relo): Clutter. Ramp has too many trip hazards in plants. PTO (Relo): Filthy Action Taken: Work orders submitted.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

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

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	28	N/A	33	N/A	47
Mathematics (grades 3-8 and 11)	N/A	20	N/A	22	N/A	33

2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	260	252	96.92	3.08	27.78
Female	115	113	98.26	1.74	36.28
Male	145	139	95.86	4.14	20.86
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	21	21	100.00	0.00	61.90
Hispanic or Latino	205	198	96.59	3.41	23.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	121	113	93.39	6.61	6.19
Foster Youth	0	0	0.00	0.00	0.00
Homeless	42	40	95.24	4.76	40.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	212	205	96.70	3.30	26.83
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	25	25	100.00	0.00	8.00

2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	260	256	98.46	1.54	19.92
Female	115	114	99.13	0.87	20.18
Male	145	142	97.93	2.07	19.72
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	21	21	100.00	0.00	47.62
Hispanic or Latino	205	201	98.05	1.95	16.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	121	117	96.69	3.31	11.11
Foster Youth	0	0	0.00	0.00	0.00
Homeless	42	42	100.00	0.00	16.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	212	209	98.58	1.42	18.66
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	25	25	100.00	0.00	4.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	9.86	NT	16.82	28.5	29.47

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	71	100	0	9.86
Female	30	30	100	0	13.33
Male	41	41	100	0	7.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	59	100	0	6.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	40	40	100	0	2.5
Foster Youth	0	0	0	0	0
Homeless	13	13	100	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	55	55	100	0	9.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95.8	98.6	98.6	97.2	100

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.

2022-23 Opportunities for Parental Involvement

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

Under normal school conditions:
- Accelerated Reader Picnics
- Monthly Family Reading Fridays
- Parent Workshops
- 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
- Family Math Night
- Family Movie Night & Family Dance Night
- The Parent Education classes
- Parent/Teacher Association (PTA)
- Parent Volunteer Workshop
- Welcome Back BBQ
- Monthly coffee with the principal
- PeaceBuilders
- School Newsletters
- Spring Festival
- Student of the Month Assemblies
- Talent Show

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	521	501	253	50.5
Female	252	243	121	49.8
Male	269	258	132	51.2
American Indian or Alaska Native	0	0	0	0.0
Asian	12	12	1	8.3
Black or African American	8	7	2	28.6
Filipino	38	38	10	26.3
Hispanic or Latino	415	398	218	54.8
Native Hawaiian or Pacific Islander	5	5	4	80.0
Two or More Races	12	12	7	58.3
White	17	16	7	43.8
English Learners	309	300	141	47.0
Foster Youth	5	5	4	80.0
Homeless	71	69	34	49.3
Socioeconomically Disadvantaged	441	429	228	53.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	56	53	28	52.8

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 February, partial school year due to the COVID-19 pandemic. 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.

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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.69	0.00	1.12	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.69	0.00
Female	2.38	0.00
Male	2.97	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	3.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.29	0.00
Foster Youth	0.00	0.00
Homeless	4.23	0.00
Socioeconomically Disadvantaged	3.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.57	0.00

2022-23 School Safety Plan

SB187 Safety Plan
Date the plan was last updated: February 2022
Date the plan was last reviewed with the staff: December 2022
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.

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	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	1	2	
1	21	1	2	
2	21		2	
3	22		2	
4	29		2	
5	28		2	
6	30		2	
Other	22	1	2	1

2021-22 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	476

2021-22 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	$10,226	$2,798	$7,428	$89,872
District	N/A	N/A	$7,085	$86,117
Percent Difference - School Site and District	N/A	N/A	4.7	4.3
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	11.9	6.0

2021-22 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 Fund: $190,395
LCAP Supplemental and Concentration Fund: $249,650
Total $440,045

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$50,053	$51,591
Mid-Range Teacher Salary	$74,436	$79,620
Highest Teacher Salary	$107,489	$104,866
Average Principal Salary (Elementary)	$133,344	$131,473
Average Principal Salary (Middle)		$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$210,492	$205,661
Percent of Budget for Teacher Salaries	35%	33%
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 2022-23 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.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	16	19	20