

El Toyon Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page 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.

2023-24 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	Alfonso Denegri
Email Address	adenegri@nsd.us
School Website	www.nsd.us
County-District-School (CDS) Code	37-68221-6038749.

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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, Alfonso Denegri

At El Toyon Elementary, we are deeply committed to providing the best possible education for our students. Our dedication to excellence encompasses not only academic prowess but also a nurturing, safe, and challenging atmosphere. We strongly believe that a robust foundation in reading and math is essential for our students' success, recognizing these skills as indispensable for their future endeavors. However, we also acknowledge the significance of a well-rounded education that includes the arts, social studies, science, physical education, and character development during the crucial elementary years.

Our teachers continually refine their instructional approaches through collaborative data team efforts and the integration of Common Core Standards into their daily teachings. Their unwavering dedication ensures that our students are equipped with the necessary skills for their academic and professional journeys. At the heart of our educational philosophy lies the belief in

2023-24 School Description and Mission Statement

fostering lifelong learners through rigorous, inquiry-based instruction, nurturing students academically, socially, and emotionally.

Moreover, we prioritize parent involvement as a cornerstone of our educational ecosystem. We cherish the partnerships formed with parents and the community, recognizing their invaluable role in our students' growth. Our Parent Teacher Association, with its newly elected officers, is poised to further strengthen these relationships, collaborating to prioritize our students' needs.

We understand that our journey toward educational excellence is a collective effort involving not only our staff but also the unwavering support of families and community members. Together, we endeavor to create a vibrant, enriching environment that ensures every student receives a meaningful and memorable elementary education. At El Toyon Elementary, equity and parental engagement are at the forefront of our commitment to nurturing well-rounded, empowered individuals ready to embrace their future endeavors.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	48
Grade 2	61
Grade 3	54
Grade 4	52
Grade 5	66
Grade 6	65
Total Enrollment	412

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8%
Male	50.2%
Asian	2.9%
Black or African American	1.2%
Filipino	6.8%
Hispanic or Latino	81.3%
Native Hawaiian or Pacific Islander	1%
Two or More Races	2.4%
White	1.5%
English Learners	58.3%
Foster Youth	0.5%
Homeless	11.4%
Socioeconomically Disadvantaged	82.8%
Students with Disabilities	12.9%

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	3.00	1.24	12115.80	4.41
Unknown	0.00	0.00	13.00	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)	20.00	100.00	193.80	91.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.47	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.00	1.42	11953.10	4.28
Unknown	0.00	0.00	14.00	6.61	15831.90	5.67
Total Teaching Positions	20.00	100.00	211.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		08/23/2023	
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

7/7/2023

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			Health Clerk Office: Stained ceiling tile Action Taken: Work order submitted
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Principal's Office: Rodents Storage Rm: Clutter Rm K3: Clutter Workroom: Dirty Custodial Locker: Dirty Library Module: Dirty PTO Modular: Dirty, Clutter Action Taken: Work orders submitted
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Playgrounds: Asphalt needs repairs Action Taken: Playground will be completely remodeled in 2024.

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	28	23	33	31	47	46
Mathematics (grades 3-8 and 11)	20	22	22	25	33	34

2022-23 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	243	240	98.77	1.23	23.33
Female	108	107	99.07	0.93	24.30
Male	135	133	98.52	1.48	22.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	58.82
Hispanic or Latino	200	198	99.00	1.00	21.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	110	108	98.18	1.82	11.11
Foster Youth	--	--	--	--	--
Homeless	39	38	97.44	2.56	21.05
Military	--	--	--	--	--
Socioeconomically Disadvantaged	147	145	98.64	1.36	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	31	100.00	0.00	0.00

2022-23 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	243	242	99.59	0.41	22.31
Female	108	108	100.00	0.00	22.22
Male	135	134	99.26	0.74	22.39
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	47.06
Hispanic or Latino	200	199	99.50	0.50	21.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	110	110	100.00	0.00	9.09
Foster Youth	--	--	--	--	--
Homeless	39	39	100.00	0.00	15.38
Military	--	--	--	--	--
Socioeconomically Disadvantaged	147	146	99.32	0.68	19.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	31	100.00	0.00	3.23

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	9.86	15.38	16.82	18.43	29.47	30.29

2022-23 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	66	66	100.00	0.00	16.67
Female	26	26	100.00	0.00	23.08
Male	40	40	100.00	0.00	12.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	50	50	100.00	0.00	18.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	23	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	23.08
Military	--	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.00	0.00	18.42
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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	98.5	98.5	98.5	98.5	97

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.

2023-24 Opportunities for Parental Involvement

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

- Family Reading Fridays
- Parent Workshops
- PTA Room
- SBAC Award Metals Recognition.
- Electronic Marquee
- Frequent phone calls, emails, and texts to families for important updates
- Peachjar communication: Paperless information for parents
- School Messenger.
- End of Year Awards Ceremony
- Family Movie Night & Family Dance Night
- The Parent Education classes
- Parent/Teacher Association (PTA)
- Parent Volunteer Workshop
- Parent Lunches with the kids
- Monthly coffee with the principal
- Spring Festival
- Student of the Month Assemblies
- Talent Show
- Winter Program
- Fall Festivals

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	447	436	164	37.6
Female	219	213	77	36.2
Male	228	223	87	39.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	13	12	4	33.3
Black or African American	5	5	1	20.0
Filipino	29	28	6	21.4
Hispanic or Latino	362	354	144	40.7
Native Hawaiian or Pacific Islander	6	6	5	83.3
Two or More Races	10	10	3	30.0
White	10	9	1	11.1
English Learners	261	256	97	37.9
Foster Youth	3	2	0	0.0
Homeless	54	51	16	31.4
Socioeconomically Disadvantaged	370	363	137	37.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	74	73	38	52.1

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.69	1.79	0.00	1.12	1.89	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.79	0
Female	1.37	0
Male	2.19	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.21	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.68	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.62	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.76	0

2023-24 School Safety Plan

SB187 Safety Plan

Date the plan was last updated: February 2023

Date the plan was last reviewed with the staff: December 2023

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.

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	21	2	1	0
1	21	1	1	0
2	20	2	1	0
3	17	3	0	0
4	25	0	2	0
5	31	0	1	0
6	31	0	2	0
Other	12	2	0	0

2022-23 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	824

2022-23 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
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$10,807	\$1,848	\$8,959	\$97,171
District	N/A	N/A	\$8,822	\$90,126
Percent Difference - School Site and District	N/A	N/A	1.5	12.1
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	30.4	13.8

Fiscal Year 2022-23 Types of Services Funded

National School District is fortunate to benefit from a range of funding sources beyond the State General Fund. These additional allocations, including the Title I Fund and LCAP Supplemental and Concentration Fund, play a pivotal role in enhancing our educational offerings. The Title I Fund, totaling \$229,216, serves as a cornerstone for our school's initiatives, enabling us to provide vital support to students from diverse backgrounds. This fund is instrumental in ensuring access to quality education through a spectrum of services, including but not limited to specialized academic programs, resources, and additional personnel support.

Moreover, the LCAP Supplemental and Concentration Fund, amounting to \$195,493, significantly contributes to bolstering our efforts. This funding stream empowers us to expand upon our services, allowing for tailored interventions that cater to the specific needs of our students. At our Title 1 elementary school, these funds facilitate the provision of essential services such as a full-time school counselor and an impactful teacher dedicated to addressing the academic challenges and needs of our students.

The impact of these funds reverberates throughout our school community, enabling us to offer enriching experiences beyond the conventional curriculum. With these resources, we're able to organize and support field trips that foster experiential learning and broaden students' horizons. Additionally, teacher extra time, made possible by these funds, allows educators the opportunity for professional development and to further invest in creating an engaging and nurturing learning environment. Ultimately, these allocations enable us to uphold our commitment to educational equity and provide holistic support for every student in our care.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$51,555	\$54,046
Mid-Range Teacher Salary	\$76,669	\$84,515
Highest Teacher Salary	\$110,714	\$110,867
Average Principal Salary (Elementary)	\$129,136	\$136,841
Average Principal Salary (Middle)	\$0	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$216,806	\$217,473
Percent of Budget for Teacher Salaries	32.54%	32.43%
Percent of Budget for Administrative Salaries	5.29%	5.62%

Professional Development

The ongoing professional development at El Toyon School focuses on key areas determined by analyzing achievement data. Our district strategically allocates full days and early release time for site-based professional development, catering to all teachers' needs. Throughout the year, teachers participate in conferences and district-wide professional development opportunities. In the 2023-24 academic year, our educators at El Toyon will engage in approximately 30 hours of mathematics professional development through the District Resource Teacher (DRT) program. This initiative aims to equip our teachers with the skills to implement a cohesive, Common Core-aligned curriculum, enhancing our GoMath program.

The DRT-led Math trainings comprises experienced educators, math content experts, providing hands-on, research-based professional development. Similarly, a focus on language arts stems from insights gleaned from CAASPP data, prompting comprehensive virtual training in the California ELA/ELD framework. With a substantial population of English language learners, this focused development supports our teachers in delivering robust and rigorous lessons tailored to diverse needs.

Our educators benefit from various avenues of support, including bi-weekly data team meetings, collaboration and staff meetings, and off-the-clock offerings. NSD boasts numerous credentialed teachers providing workshops in language arts and English language development. These sessions supplement the adopted BENCHMARK materials, ensuring a unified approach to instruction. Additionally, American Reading Company's 100 book libraries continues to fortify daily, rigorous reading practices across classrooms.

Notably, our counselors are equipped with training in the Sanford Harmony social-emotional curriculum, empowering them to lead classroom sessions while teachers aid in implementation. Furthermore, teachers undergo comprehensive training in running restorative circles in the classrooms, fostering a positive behavior intervention and support framework for all students. Specialized training addresses the needs of students with diverse requirements, ensuring a supportive and inclusive learning environment. This multifaceted professional development occurs through various formats, such as whole-staff sessions, grade-level team meetings, and individual mentoring by school administrators. Additionally, the district extends support through BTSA Induction and the PAR Program, reinforcing a robust system of continual improvement and assistance for educators.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	19	20	20