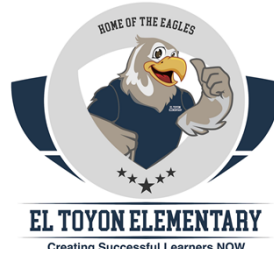


El Toyon Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	El Toyon Elementary School
Street	2000 E. Division St
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
Grade Span	K-6
County-District-School (CDS) Code	37-68221-6038749

2024-25 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

2024-25 School Description and Mission Statement

El Toyon Elementary School Overview

El Toyon Elementary, located in National City and part of the National School District, is a school dedicated to helping every student grow, learn, and succeed. We serve students from preschool through sixth grade, providing a well-rounded education that supports each child academically, socially, and emotionally. At El Toyon, we focus on developing essential skills in reading, math, and problem-solving, while also ensuring that our students are exposed to a variety of subjects including science, the arts, and physical education. We believe that education goes beyond academics, and we are committed to helping

2024-25 School Description and Mission Statement

our students build life skills like kindness, confidence, and teamwork. Our school community works together to create an environment where each child can discover their strengths and shine. We embrace diversity, knowing that every student brings something unique to the classroom, which enriches our learning experience. At El Toyon, we aim to make every student feel valued, supported, and empowered to succeed.

This year, El Toyon is excited to follow the National School District's "Shine" theme, which encourages our students to embrace their unique abilities and strive to reach their full potential. We want every child to understand that their efforts, no matter how big or small, can make a positive impact. Along with academic learning, we focus on developing responsible global citizens who understand the importance of sustainability and community. We are committed to teaching our students Global Goal 12, which emphasizes making thoughtful choices that protect the environment. These lessons go beyond the classroom, inspiring our students to be mindful of the world around them and act with purpose. We encourage our students to think critically about how they can contribute to a better future, both locally and globally. At El Toyon, we believe that helping students become aware of their power to make a difference is key to their growth as individuals and as responsible citizens.

At El Toyon, we recognize that learning is a shared responsibility, and we value the active involvement of our parents and families in their child's education. We are incredibly proud of having the largest PTA membership in National City, which highlights the strong partnership between our school and the families we serve. This collaboration plays a crucial role in ensuring that every student feels supported and has the resources they need to thrive. Our teachers work closely with parents, providing regular updates and opportunities for involvement, so that we can create the best learning environment for each student. By building these strong connections, we make sure that our students not only excel academically but also grow emotionally and socially. We are committed to fostering a welcoming, inclusive community where students, families, and teachers work hand-in-hand to create a safe space where all children can shine. Together, we can continue to help our students reach their highest potential, making a lasting impact on their future and the future of our community.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	44
Grade 2	49
Grade 3	55
Grade 4	61
Grade 5	52
Grade 6	63
Total Enrollment	411

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
Asian	1.9
Black or African American	2.4
Filipino	5.8
Hispanic or Latino	82
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.7
White	1.7
English Learners	57.4
Foster Youth	0.5
Homeless	9.7
Socioeconomically Disadvantaged	84.2
Students with Disabilities	14.1

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	18.00	94.74	191.00	91.69	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.00	0.96	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.00	0.96	11746.90	4.23
Unknown/Incomplete/NA	1.00	5.26	13.30	6.39	14303.80	5.15
Total Teaching Positions	19.00	100.00	208.30	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected 08/28/2024

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%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

El Toyon Elementary has a rich history of providing quality education in National City, with our main campus first built in 1952. Since our opening, we have continuously worked to update and improve our facilities to ensure that our students have the best possible learning environment. In 2006, we added relocatable buildings to replace older ones, which not only helped expand classroom space but also allowed for the creation of a new Parent Center. This improvement was designed to strengthen the connection between our school and families, providing a dedicated space for parent involvement and engagement in their child's education. In 2011, we built a new garden and play area specifically for our younger students in kindergarten and preschool, giving them a safe and interactive environment to explore and learn. These early updates were just the beginning of our commitment to maintaining a school that meets the needs of all our students and families.

Our school has continued to undergo significant improvements over the years to enhance both learning and comfort. In 2015, we added air conditioning to all the original buildings, ensuring that every classroom would be comfortable for both students and teachers, regardless of the weather. Along with the air conditioning, we upgraded the electrical systems and installed a high-speed, wireless network in every classroom, allowing us to fully support our one-to-one computing initiative. This initiative provides our students with the technology needed to be successful in a digital world. In 2018, we repaved and striped the parking lot to improve traffic flow and safety, making it easier for parents and staff to navigate the busy school days. A year later, in 2019, we replaced the roofs on rooms K1 and K2, further ensuring that our buildings remain safe, secure, and functional for the long term. Looking ahead, we are excited to announce the planned renovation of our playground and the addition of an outdoor classroom during the 2025-2026 school year. These updates will provide even more space for hands-on learning and outdoor play, supporting the physical and creative development of our students.

At El Toyon, we are committed to maintaining a safe, welcoming, and beautiful learning environment for all of our students. Our campus consists of 22 classrooms, including one located in a relocatable building, which helps provide enough space for our growing student body. We believe that a clean, organized, and visually appealing school promotes positive behavior and fosters a sense of pride in our students. Ongoing improvements are always a priority, and we regularly add new paint, plants, flowers, grass, and playground equipment to keep the campus looking fresh and inviting. In addition to these efforts, we are especially proud of our new sensory garden, which provides a peaceful and calming space for students to engage with nature and practice mindfulness. We are excited about the upcoming renovations, including the outdoor classroom and playground, as they will offer even more opportunities for outdoor learning and play. With these improvements, we continue to create a supportive and dynamic learning environment where students can thrive and reach their full potential.

Year and month of the most recent FIT report

8/24/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Deficiencies - MECH/HVAC: Room 1, Library Modular (comments not provided) Action Taken: Work orders submitted.
Interior: Interior Surfaces	X			Deficiencies - Interior Surfaces: Girls Restroom (comments not provided) Action Taken: Work order submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Deficiencies - Pest/Vermin Infestation: Admin Office, Multipurpose (comments not provided) Deficiencies - Overall Cleanliness: Women's Restroom, Storage, Multipurpose, Library Modular, Custodial Locker, Custodial Storage, PTO Modular (comments not provided) Action Taken: Work orders submitted.
Electrical	X			

School Facility Conditions and Planned Improvements

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			Deficiency - Window/Doors/Gates/Fences: Room 4 (comments not provided) Action Taken: Work order submitted.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	23	25	31	30	46	47
Mathematics (grades 3-8 and 11)	22	25	25	24	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	238	229	96.22	3.78	25.33
Female	112	108	96.43	3.57	25.93
Male	126	121	96.03	3.97	24.79
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	64.29
Hispanic or Latino	192	187	97.40	2.60	24.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	13.33

White	--	--	--	--	--
English Learners	120	111	92.50	7.50	5.41
Foster Youth	0	0	0	0	0
Homeless	19	19	100.00	0.00	21.05
Military	--	--	--	--	--
Socioeconomically Disadvantaged	160	154	96.25	3.75	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	3.13

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	238	237	99.58	0.42	25.32
Female	112	111	99.11	0.89	22.52
Male	126	126	100.00	0.00	27.78
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	192	191	99.48	0.52	24.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	25.00
White	--	--	--	--	--
English Learners	120	119	99.17	0.83	12.61
Foster Youth	0	0	0	0	0
Homeless	19	19	100.00	0.00	21.05
Military	--	--	--	--	--

Socioeconomically Disadvantaged	160	160	100.00	0.00	23.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	6.25

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	15.38	18.52	18.43	19.16	30.29	30.73

2023-24 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	54	54	100.00	0.00	18.52
Female	25	25	100.00	0.00	20.00
Male	29	29	100.00	0.00	17.24
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	44	100.00	0.00	15.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	27	100.00	0.00	7.41
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	40	40	100.00	0.00	12.50
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.

2023-24 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 requires only participation results 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	94.6	94.6	94.6	94.6	94.6

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.

2024-25 Opportunities for Parental Involvement

At El Toyon Elementary, we believe that parent involvement is essential to a student's success. We understand that when families are engaged in their child's education, children feel supported, encouraged, and motivated to do their best. That's why we offer many opportunities for parents to get involved throughout the school year. One of the highlights is our Family Reading Day, where parents are invited to come to school and read with their children. This event not only helps build strong connections between families and school but also encourages a love of reading that can last a lifetime. In addition, we offer a variety of parent workshops, including Parent Education classes and the Parent Volunteer Workshop, which are designed to ensure families have the tools and knowledge they need to support their children's learning at home. These workshops give parents practical strategies to use in their everyday interactions with their children, creating a more meaningful and supportive learning environment.

El Toyon is proud to be a Community School, meaning that we are deeply connected to and supported by the community around us. A Community School is a place where schools, families, and community partners work together to provide a broad range of support and opportunities for students. This means that in addition to strong academic instruction, we offer resources and services that address the needs of our students and their families, from health and wellness support to after-school programs. Our Parent/Teacher Association (PTA) plays a big role in bringing parents together to work toward common goals. Through the PTA, we host regular events like our Spring Festival, Family Movie Night, and Student of the Month Assemblies, where families can come together to celebrate the success and growth of their children. These events help create a strong sense of community at El Toyon, where families feel welcomed and valued. Parents also enjoy our monthly "Coffee with the Principal" sessions, where they can connect with school leadership, share ideas, and discuss how we can continue to make El Toyon an even better place for students to grow and thrive.

To keep families informed and involved, we use various communication tools such as frequent phone calls, emails, and texts to share important updates. Our electronic marquee is updated regularly to keep parents in the loop about upcoming events, and Peachjar allows for paperless information to be sent directly to families. We also use School Messenger to communicate about school activities, achievements, and any changes to our schedule or procedures. Whether it's for Parent Lunches with the kids, PBIS Award Recognition, or our End of Year Awards Ceremony, we always look for ways to include families in the celebrations and milestones of their children's educational journey. These communication tools help ensure that every parent stays connected to what's happening at school, which is crucial for a strong home-school partnership. If you have any questions or

2024-25 Opportunities for Parental Involvement

need more information about getting involved, please feel free to contact our Administrative Assistant, Valeria Huynh, at (619) 336-8052. At El Toyon, we know that when families are involved, our students shine brighter and soar higher, and together, we create a school community that supports every child's success and growth.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	456	434	125	28.8
Female	230	222	67	30.2
Male	226	212	58	27.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	--	--	--
Black or African American	14	14	5	35.7
Filipino	27	25	3	12.0
Hispanic or Latino	367	353	113	32.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	275	258	81	31.4
Foster Youth	--	--	--	--
Homeless	51	49	14	28.6
Socioeconomically Disadvantaged	389	373	110	29.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	79	77	21	27.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.69	1.79	0.44	1.12	1.89	1.11	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.44	0.00
Female	0.00	0.00
Male	0.88	0.00
Non-Binary	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	0.54	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	0.36	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.51	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.27	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

SB187 Safety Plan

At El Toyon Elementary, student safety is a top priority, and we take several proactive steps to ensure a safe and secure

2024-25 School Safety Plan

learning environment for all. Our Comprehensive Safe School Plan outlines specific policies and procedures designed to keep students, staff, and families safe. The plan includes data regarding school crime, disaster response procedures, and compliance with various laws, such as child abuse reporting and notification of teachers about potentially dangerous students. It also includes school-wide rules on dress codes to prevent gang-related apparel and guidelines for safe school entry and exit. These measures work together to ensure that students learn in an environment where safety and well-being are paramount.

In compliance with California’s SB 187, El Toyon’s Safety Plan emphasizes the importance of having clear and consistent procedures in place for responding to emergencies. SB 187, also known as the “School Safety Plan” law, requires all California schools to develop and implement a comprehensive safety plan that addresses how to handle potential dangers, including natural disasters and security threats. This law mandates that schools review and update their safety plans annually, with regular staff training to ensure preparedness. Below are two important dates related to our Safety Plan:

Date the plan was last updated and board approved: February 2024

This date marks the most recent update to our Comprehensive Safe School Plan, ensuring that all safety procedures and policies are current and aligned with state requirements.

Date the plan was last reviewed with the staff: July 2024

This date reflects when the plan was last reviewed with our staff, ensuring everyone is informed and prepared for any emergency or safety-related situation.

At El Toyon, we are committed to maintaining a safe, welcoming, and orderly environment where students can learn without fear or distraction. The District’s Comprehensive Emergency Disaster Plan is in place to protect students, staff, and families during any unexpected or disruptive events, whether natural or man-made. We ensure that students understand school rules, procedures for discipline, and what to do in emergencies so they feel secure in their school environment. Our staff works diligently to promote a culture of respect and responsibility, ensuring that El Toyon remains a place where students can grow and thrive, knowing that their safety is always a priority. Copies of our Safety Plan are available for public inspection at the school, so families can see the measures we’ve taken to protect our school community.

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.

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	
1	21	1	1	
2	20	2	1	
3	17	3		
4	25		2	
5	31		1	
6	31		2	
Other	12	2		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24		2	
1	22	1	1	
2	16	1	2	
3	18	2	1	
4	29		2	
5	25		2	
6	29		2	
Other	10	1		

2023-24 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	822

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$15,648	\$4,329	\$11,319	\$109,640
District	N/A	N/A	\$10,807	\$97,792
Percent Difference - School Site and District	N/A	N/A	4.6	11.4
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	5.0	15.2

Fiscal Year 2023-24 Types of Services Funded

At El Toyon Elementary, we are grateful for additional funding sources that go beyond what we receive from the State General Fund. These resources are vital in helping us fulfill our vision of providing every student with meaningful and lasting learning experiences. For the 2024-2025 school year, we are fortunate to have two key sources of additional funding: the Title I Fund and the LCAP Supplemental and Concentration Fund. Together, these resources enable us to create a supportive and enriching environment, ensuring that every child has the opportunity to succeed. With these funds, we are able to go above and beyond, offering personalized programs and services that address the unique needs of our students, allowing them to grow both academically and personally.

This year, our Title I Fund provides us with \$27,580, which plays a crucial role in supporting students from all backgrounds. The funding is specifically allocated to help ensure that every child has access to high-quality education, regardless of their circumstances. With these resources, we can offer targeted academic programs that meet the needs of our diverse learners. This includes providing additional learning materials, specialized interventions, and support services designed to address the unique challenges some students face. By investing in these targeted efforts, we ensure that all students have the tools they need to succeed, and no child is left behind in their academic journey.

Fiscal Year 2023-24 Types of Services Funded

The LCAP Supplemental and Concentration Fund, totaling \$100,662 this year, allows us to further expand our services and tailor them to meet the specific needs of our students at El Toyon. This funding is essential in providing a wide range of support for both academic and emotional growth. For example, it enables us to maintain a full-time school counselor who plays an integral role in supporting students' well-being and academic success. The funds also allow us to have a dedicated teacher who focuses on providing additional assistance to students needing extra support to meet their academic goals. These resources are an essential part of our mission to ensure that every child feels valued, supported, and equipped to succeed in both school and life. Additionally, the funds allow us to plan enriching field trips that connect classroom learning to real-world experiences, helping students gain a broader understanding of the world around them. With these investments, El Toyon continues to be a place where every student can shine and reach their full potential.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$56,195	\$57,839
Mid-Range Teacher Salary	\$83,569	\$90,040
Highest Teacher Salary	\$120,678	\$118,647
Average Principal Salary (Elementary)	\$154,082	\$144,639
Average Principal Salary (Middle)	\$0	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$236,319	\$229,986
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

In the 2024-2025 school year, El Toyon Elementary remains committed to providing our teachers with a wide range of professional development opportunities, supported by the National School District. These training sessions are carefully designed to enhance instructional practices and directly benefit our diverse student community by strengthening teaching strategies across all core subjects. We believe that professional growth for our teachers is essential to ensuring that every child receives the highest quality education, and this year's development focus will be on improving literacy, with a special emphasis on writing proficiency. Writing is a critical skill that impacts all areas of learning, and at El Toyon, we are committed to making writing a priority in every classroom. Teachers will work with District Resource Teachers, MTSS Coordinators, Language Arts Specialists, and the Principal to develop the skills necessary to teach writing effectively, ensuring our students build strong literacy skills that will serve them throughout their academic careers.

This year, one of the key professional development programs is the Step Up to Writing training, which is designed to help educators teach writing in a structured and systematic way. This training aligns with our goal to integrate literacy across all subjects, boosting both writing proficiency and reading comprehension. As part of this effort, El Toyon will also focus on the integration of new programs and materials, such as the Summit K-12 English Learner Program, which will help our 3rd through 5th grade teachers provide targeted academic language support for English Learners. Additionally, we will continue to focus on our new science curriculum adoption and the Learning How English Works (LHEW) training, which equips our teachers with the knowledge to support English language development in every classroom. By equipping our teachers with the tools to support students in writing, reading, and speaking, we aim to raise literacy levels across the entire school.

Professional Development

To further support our students' development, El Toyon will also participate in additional training programs, such as NextGen Math and science training sessions aligned with the Next Generation Science Standards. The NextGen Math training focuses on making math more accessible and engaging by connecting concepts to real-world applications, which helps students see the relevance of math in their everyday lives. Similarly, the science training prepares teachers to foster curiosity and critical thinking through hands-on, inquiry-based learning. With these professional development opportunities, our teachers will have the tools and strategies they need to support all students, especially English Learners, and ensure that they succeed academically. At El Toyon, we are proud of our dedication to ongoing teacher development, which is essential to providing a rich and challenging environment where every student can thrive. By investing in our teachers, we are ultimately investing in our students' success, empowering them to shine and reach their full potential.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20