

El Toro Health Science Academy
School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	455 East Main Ave. Morgan Hill, CA , 95037-3745	Principal:	Darren McDonald, Principal
Phone:	(408) 201-6380	Grade Span:	K-5

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, 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 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.

About This School

Darren McDonald, Principal

Principal, El Toro Health Science Academy

About Our School

Contact

El Toro Health Science Academy
455 East Main Ave.
Morgan Hill, CA 95037-3745

Phone: (408) 201-6380
Email: mcdonaldd@mhusd.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Morgan Hill Unified
Phone Number	(408) 201-6023
Superintendent	Garcia, Carmen
Email Address	garciacarmen@mhusd.org
Website	www.mhusd.org

School Contact Information (School Year 2021—2022)

School Name	El Toro Health Science Academy
Street	455 East Main Ave.
City, State, Zip	Morgan Hill, CA . 95037-3745
Phone Number	(408) 201-6380
Principal	Darren McDonald, Principal
Email Address	mcdonaldd@mhusd.org
Website	https://eltoro.mhusd.org/
County-District-School (CDS) Code	43695836109375

Last updated: 1/14/22

School Description and Mission Statement (School Year 2021—2022)

El Toro Health Science Academy is situated in the western foothills of Morgan Hill between commercial, greenbelt, suburban homes, and apartments. Our Transitional Kindergarten through fifth grades classrooms, and Preschool/Kindergarten SDC classroom are housed in 24 classrooms. Our children come from many diverse backgrounds from throughout the valley.

Our mission is to Educate, Inspire, and Empower EACH El Toro Scholar. The staff at El Toro Health Science Academy firmly believes that all of our students will be successful and strive to provide a strong curriculum based on the California Common Core State Standards with a focus on results. The staff works with our parent partners to educate the whole child. We promise to provide a safe and compassionate, yet challenging and progressive learning experience for each student. We work as a team of parents, educators, and community members to develop educated, responsible students who will be our citizens of tomorrow.

The El Toro Health Science Academy staff and community believe that students should always be respected. We also believe that students learn best in a safe, engaging, caring, and supportive environment. We believe that strong positive communication builds bridges and that learning is a lifelong process. The partnership between students, parents, teachers, and the community is an important component for student success.

We are constantly working to maintain a positive learning environment and grow student achievement using researched based and results driven best practices. We deliver high quality instruction/assessment in math and reading. We stay focused on providing lessons to meet the diverse needs of our children and explore the best ways to teach children as a learning community. Our school focuses on the three factors of high achieving schools: direct explicit instruction, the response principle, and a multi-source curriculum. We believe children need to talk about their learning both during direct instruction, hands-on activities, and in small group instruction. El Toro is a very unique school in that our school culture represents a kind, caring, and collaborative environment. This is directly modeled by our teaching staff to students, parents and community as a whole. We value the importance of a calm, controlled, and engaging learning environment that promotes students' thinking rather than memorization without meaning. Our school maintains one of the highest positive attendance rates in the school district.

Our After School program supports reading, math, and homework intervention two days a week using computer-assisted instruction and small group instruction from teachers, paraprofessionals and community members.

Our 5th grade students attend Science Camp for one week of the year.

Our school-wide intervention practices include TK thru 5th grades and multiage reading and math support.

Our Home and School Club is very active in fundraising and organizing community events.

Our school continues to strive to increase our student attendance rate, which reflects our belief in students being present as a core contributor to student success.

The core curriculum is differentiated and based on the California Common Core State Standards. Services are an integral part of the school day and may be augmented by a pullout program for special activities outside the classroom, after-school enrichment, or independent study projects.

We have one full-time Resource Specialist Program (RSP) teacher and one paraprofessional who work with our students in special education. We have a speech therapist two days a week and a psychologist full-time. Resource students stay in the regular classroom as much as possible, but come to the RSP classroom to work in small groups or one on one. In the regular classroom they receive accommodations according to their Individualized Education Plan (IEP).

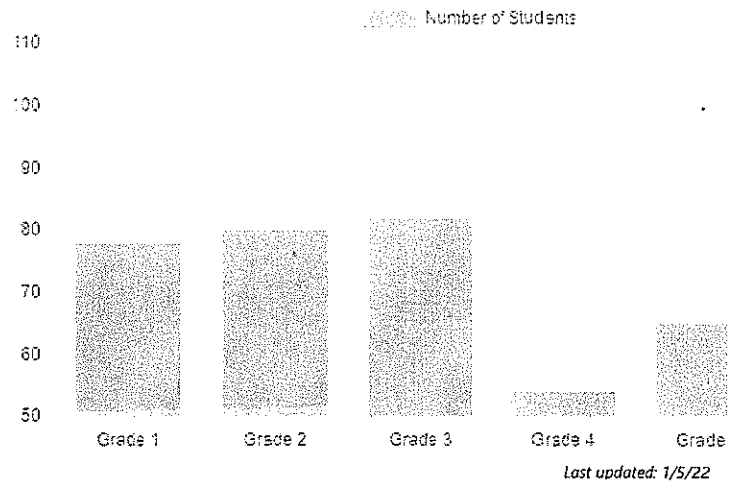
Our teachers deliver instruction to our English learners with a focus on addressing language development and acquisition through an English Language Development (ELD) period and core content instruction. Designated teachers teach ELD during 1 instructional period (45 minutes) to English Learners based on individual ELPAC levels. All of our English learners are in regular classrooms and we provide differentiated instruction to their level of comprehension. All of our teachers attend seminars that address strategies to teach English learners. Many of our English learner students have intervention resources via computer based programming to supplement the daily primary instruction. We encourage the parents of English learners to join our English Language Advisory Committee (ELAC). We depend on the ELAC to help improve and expand our ELD program as our English learner population continues to grow.

Last updated: 1/19/22

Student Enrollment by Grade Level (School Year 2020—2021)

Kindergarten enrollment numbers reflect both Kindergarten and Transitional Kindergarten

Grade Level	Number of Students
Grade 1	78
Grade 2	80
Grade 3	82
Grade 4	54
Grade 5	65
Kindergarten	110
Total Enrollment	469



Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group	Student Group (Other)	Student Group
Black or African American	2.30%	Socioeconomically Disadvantaged	42.90%
American Indian or Alaska Native	0.40%	English Learners	14.50%
Asian	6.60%	Students with Disabilities	9.40%
Filipino	3.80%	Foster Youth	0.00%
Hispanic or Latino	48.20%	Homeless	7.20%
Native Hawaiian or Pacific Islander	0.60%		
White	26.90%		
Two or More Races	6.20%		

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year

2021—2022) Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Read 180 Stage A-C System 44 W.O.W. My Word Book Readers Your Turn Practice Book Close Reading Companion ELD Companion (EL's Only) Literature Anthology Readers, Writer's Workshop Expanding/Bridging ELD Companion Emerging ELD Companion Unit 1-6	Yes	0%
Mathematics	Investigations Worktext	Yes	0%
Science	Twig Science Module 1-5	Yes	0%
History-Social Science	My World Worktext	Yes	0%
Foreign Language	n/a		0%
Health	n/a		0%
Visual and Performing Arts	n/a		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 12/28/21

School Facility Conditions and Planned Improvements

Generally the entire campus (inside and outside) is well maintained. Some finishes are near the end of their life (flooring, casework, ceiling tiles) but are being maintained in a safe and clean way.

Last updated: 1/18/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating

Exemplary

Last updated: 1/18/22

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: 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.

Note: 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.

Last updated: 1/11/22

El Toro Elementary School

English Language Arts	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	182	182	100%	0%	90%
Female	95	95	100%	0%	92%
Male	87	87	100%	0%	89%
American Indian or Alaskan Native	1	1	100%	0%	
Asian	13	13	100%	0%	100%
Black or African American	5	5	100%	0%	
Filipino	7	4	57%	43%	
Hispanic or Latino	89	89	100%	0%	85%
Native Hawaiian or Pacific Islander	0				
Not Specified	8	8	100%	0%	
Two or More Races	11	11	100%	0%	100%
White	48	48	100%	0%	94%
English Learners	24	24	100%	0%	67%
Foster Youth	2	2	100%	0%	
Homeless	23	23	100%	0%	87%
Military	0				
Socioeconomically Disadvantaged	76	76	100%	0%	84%
Migrant Education	6	6	100%	0%	
Students with Disabilities	26	26	100%	0%	73%
Mathematics	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	182	182	100%	0%	91%
Female	95	95	100%	0%	91%
Male	87	87	100%	0%	91%
American Indian or Alaskan Native	1	1	100%	0%	
Asian	13	13	100%	0%	100%
Black or African American	5	5	100%	0%	
Filipino	7	4	57%	43%	
Hispanic or Latino	89	89	100%	0%	88%
Native Hawaiian or Pacific Islander	0				
Not Specified	8	8	100%	0%	
Two or More Races	11	11	100%	0%	100%
White	48	48	100%	0%	96%
English Learners	24	24	100%	0%	67%
Foster Youth	2	2	100%	0%	
Homeless	23	23	100%	0%	87%
Military	0				
Socioeconomically Disadvantaged	76	76	100%	0%	86%
Migrant Education	6	6	100%	0%	
Students with Disabilities	26	26	100%	0%	73%

Note: NWEA MAP growth assessments in Mathematics and English Language Arts/Reading were administered in the spring of 2020-21 to students in grades 3-8, 11. Percent at or above grade level was determined by the number of students scoring above one standard deviation below the NWEA Nationally Normed grade level averages determined by the pre-pandemic NWEA National norm study. Student groups with less than 10 members do not report Percent At or Above grade level in accordance with Federal Data Privacy requirements.

**CAASPP Test Results in Science for All Students
 Grades Five, Eight and High School
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

Last updated: 1/11/22

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

California Physical Fitness Test Results (School Year 2020—2021)

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

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/11/22

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

Our school provides multiple opportunities for our parents to contribute to our school community. Parents are encouraged to join our School Site Council, which functions as a strategic governing body composed of parents, teachers and administration to plan, implement and evaluate funding and instructional programming. Parents of English learners are vital to our ELAC specifically and in general are a critical component of our overall learning community. In addition, classroom parents help to organize parent volunteers to help with special projects in the classroom and chaperone on field trips. As a part of facilitating our relationships and partnerships with our community, our community liaison actively works with parents and students. Furthermore, our Home and School Club organization serves to encourage parent contributions by fundraising, supporting school programs, and providing community building activities for all of our families. The Home and School Club fundraisers support additional technology and literary materials for the library. In addition, we encourage parents to join committees such as our Positive Behavior Intervention Support Implementation Team to build a full range of educational partner input to help inform decisions for our learning community. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2018-2020	State 2020-2021
Dropout Rate	--	--	--	12.20%	9.00%	3.30%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	84.00%	87.00%	89.20%	84.50%	84.20%	83.60%

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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2022	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	2.59%	0.00%	4.97%	0.07%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.16%	0.00%	0.08%	0.00%

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	2.42%	3.64%	2.45%
Expulsions	0.00%	0.11%	0.05%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

Last updated: 1/11/22

School Safety Plan (School Year 2021-2022)

Our school Safety Plan is reviewed, updated and approved by our School Site Council on an annual basis and serves as a priority document which frames all actions we take to ensure our students' safety. Our staff monitors school common areas during and after school as well as at all recesses and at lunch time. Teachers regularly deploy the rules for safe, respectful, and responsible behavior in school and on the playground. We have a closed campus that is fully fenced. Visitors must enter the school through the main door and sign in at the office, where they receive a badge to wear throughout their stay.

The School Safety Plan includes procedures for emergencies, Code Red, exit routes, and inventories of emergency supplies. We make the plan available in the office for parents. We share the plan with all staff during a school-wide staff meeting. We practice fire, earthquake, and armed intruder drills.

Last updated: 12/27/21

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00	2	3	
1	24.00		3	
2	25.00		2	
3	28.00		2	
4	30.00		2	
5	25.00		2	
6				
Other**				0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	23.00	2	3	
1	26.00		3	
2	26.00		3	
3	24.50		2	
4	30.50		2	
5	31.00		2	
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020-2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00	2	3	
1	26.00		3	
2	26.67		3	
3	27.33		3	
4	27.00		2	
5	33.00		1	
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0.0

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.57
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.15
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.33

Last updated: 1/1/00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6105.59	\$309.38	\$5796.20	\$86863.00
District	N/A	N/A	\$8232.56	\$82914.00
Percent Difference – School Site and District	N/A	N/A	-34.70%	4.70%
State	N/A	N/A	\$8443.83	\$81044.00
Percent Difference – School Site and State	N/A	N/A	-37.20%	6.90%

Last updated: 1/11/22

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

Types of Services Funded (Fiscal Year 2020-2021)

All funding is directly connected to our Single School Plan for Student Achievement. Federal, state and local funds serve general education. Title I funds aids intervention and staff development to support underperforming students to increase achievement. Our Home and School Club raises funds for classroom supplies, field trips, library books, and special assemblies.

Federal Title 1 funds pay for one half the salary for our Health Science Teacher on special assignment, a reading intervention program, staff development and curriculum planning for teachers to provide rigorous instruction in the classroom. It also pays for opportunities for parent engagement.

A combination of federal and state funds are used to hire additional personnel for reading support of all students. We have a 1.0 FTE Reading Teacher working with reading programs and a 1.0 FTE Reading aide.

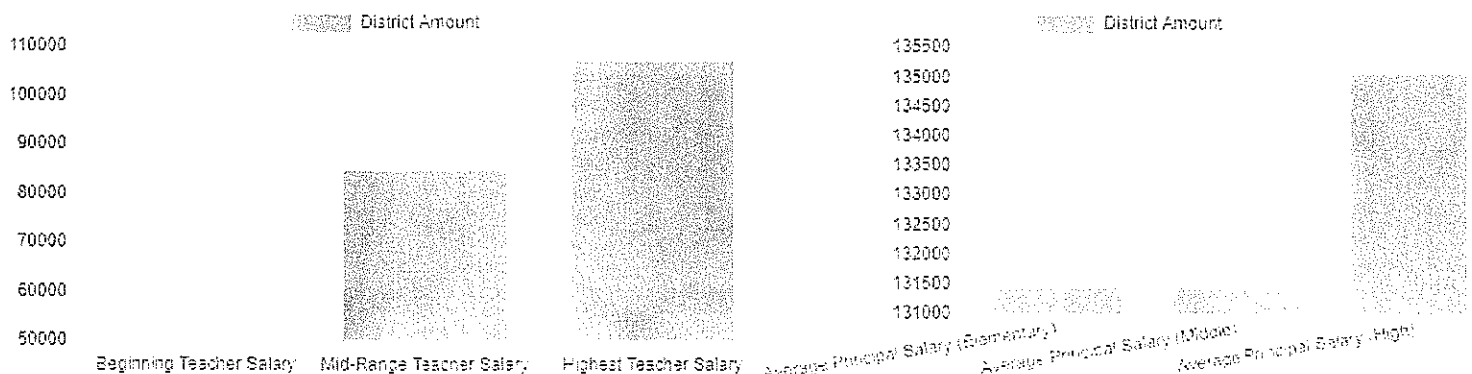
Our Home and School Club holds annual fund-raising events to pay for classroom supplies, field trips, an art program, weekly music, library books, science camp and special assemblies.

Last updated: 12/27/21

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50058.00	\$51029.00
Mid-Range Teacher Salary	\$84684.00	\$78583.00
Highest Teacher Salary	\$107152.00	\$99506.00
Average Principal Salary (Elementary)	\$124783.00	\$124576.00
Average Principal Salary (Middle)	\$131437.00	\$131395.00
Average Principal Salary (High)	\$135073.00	--
Superintendent Salary	\$278901.00	\$240194.00
Percent of Budget for Teacher Salaries	33.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated:

Professional Development

Collaborative Learning drives our instructional culture and is at the core of our school excellence initiative- Professional Learning Communities. The principles of our PLC initiative anchor our curriculum, instruction and assessment actions by focusing our efforts on Learning, Results and Collaboration. Our teachers attend weekly professional learning sessions and grade level collaboration meetings. These sessions include staff development on curriculum, pedagogy, and the analysis of student achievement data. Teachers collaborate to plan standards-based instruction that includes effective teaching practices. Teachers also collaborate to analyze on-going assessment data to plan instruction that meets the needs of all students. Specific training and professional development has included Literacy Boot Camps, Common Core Trainings, Envision curriculum training, NGSS curriculum, Systematic ELD and other instructional/teacher leadership and capacity building training.

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	6	9	9