

El Toro Health Science Academy

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 Toro Health Science Academy
Street	455 East Main Ave.
City, State, Zip	Morgan Hill, CA, 95037
Phone Number	408-201-6380
Principal	Joe Guinane
Email Address	guinanej@mhusd.org
School Website	https://eltoro.mhusd.org/
Grade Span	TK-5
County-District-School (CDS) Code	43 69583 6109375

2024-25 District Contact Information

District Name	Morgan Hill Unified School District
Phone Number	408-201-6023
Superintendent	Dr. Carmen Garcia
Email Address	garcia.carmen@mhusd.org
District Website	www.mhusd.org

2024-25 School Description and Mission Statement

El Toro Health Science Academy is situated in the western foothills of Morgan Hill between commercial, greenbelt, suburban homes, and apartments. El Toro Health Science Academy's Transitional Kindergarten through fifth grades classrooms, along with special classes (Physical Education, Visual and Performing Arts, and Health Science), are housed in 22 classrooms. El Toro Health Science Academy's children come from many diverse backgrounds from throughout the valley.

The mission at El Toro Health Science Academy is to Educate, Inspire, and Empower each El Toro student. The staff at El Toro Health Science Academy firmly believes that all students will be successful and strive to provide a strong curriculum

2024-25 School Description and Mission Statement

based on the California Common Core State Standards with a focus on student results. The staff works with the parent partners to educate the whole child. The staff are dedicated to provide a safe and compassionate yet challenging and progressive learning experience for each student. The staff work as a team of educators in conjunction with parents and the community to develop educated and responsible students who will be positive citizens of tomorrow.

The El Toro Health Science Academy staff and community believe that students should always be respected. The staff also believe that they learn best in a safe, engaging, caring, and supportive environment; that powerful learning takes place when students connect life experiences with learning; and that students need clear and high expectations with multiple pathways in which to learn. The staff believe that strong positive communication builds bridges and that learning is a lifelong process. The staff at El Toro Health Science Academy has a Culture and Climate Team that meets monthly to review student data and to make recommendations to be proactive in maintaining the positive environment at school. The partnership between students, parents, teachers, and the community is an important component for student success.

The El Toro Health Science Academy staff are constantly working to maintain a positive learning environment and grow student achievement using researched based and results driven best practices to deliver high quality instruction/assessment in math and reading. The staff are staying focused on providing lessons to meet the diverse needs of all children and learning the best ways to teach children as a learning community. El Toro Health Science Academy staff believe children need to talk about their learning both during direct instruction, hands-on activities, and in small group instruction. The teachers have also been focusing on a phonics program after noticing a need for the students to grow in the area of phonics. El Toro Health Science Academy is a very unique school in that the school culture represents a kind, caring, and collaborative environment. El Toro Health Science Academy staff value the importance of a calm, controlled, and engaging learning environment that promotes students' thinking rather than memorization without meaning.

EL Toro Health Science Academy is an inclusion school for TK, K, and 1st grades. Students identified as Special Education students are mainstreamed into the general education classroom to provide students a quality education in the least restrictive environment. All students in our inclusion classrooms have shown amazing growth in academics as well as in social/emotional learning. The inclusion program will grow each year, with inclusion moving to 2nd grade for the 2025-2026 school year.

El Toro Health Science Academy's teachers deliver instruction to our English learners with a focus on addressing English Language Development (ELD) and acquisition through an ELD period and core content instruction. Teachers teach ELD intensively during 1 instructional period (30 minutes) to English Learners based on individual English Language Proficiency Assessment of California (ELPAC) levels. All English learners are in general education classrooms and are provided differentiated instruction to their level of comprehension. English Learner students have intervention opportunities via computer based programming or differentiated instruction to supplement the daily primary instruction. Parents of English Learners are encouraged 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.

El Toro Health Science Academy's school-wide intervention practices include TK, K, 1st, 2nd, 3rd, 4th, 5th with differentiated reading and math support. Students who need additional support are recommended to a Student Success Team (SST) where students, parents, their teacher, the principal, and a school psychologist meet to review area of need and strategies to support the student at school and at home to ensure the success of the student at El Toro Health Science Academy.

El Tor Health Science Academy's Home and School Club has been very active in fundraising and organizing community events to build a phenomenal school community.

EL Toro Health Science Academy's school continues to strive to increase the 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, which provide the students rigorous academic learning expectations. 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.

The 5th grade students attend Science Camp for one week each school year.

The after school program at EL Toro Health Science Academy is through the YMCA, which supports the students with their work at school as well as engage the students in enriching experiences that will help them build skills, develop strong friendships and feel connected to a caring community.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	115
Grade 1	66
Grade 2	60
Grade 3	79
Grade 4	74
Grade 5	68
Total Enrollment	462

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.7
American Indian or Alaska Native	0.2
Asian	6.3
Black or African American	1.5
Filipino	2.6
Hispanic or Latino	50.6
Two or More Races	8.2
White	25.8
English Learners	13.9
Foster Youth	0.6
Homeless	4.3
Migrant	0.2
Socioeconomically Disadvantaged	39
Students with Disabilities	10.6

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)	18.50	100.00	327.10	87.46	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.10	0.84	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	18.60	4.98	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.60	3.38	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	12.40	3.33	18854.30	6.86
Total Teaching Positions	18.50	100.00	374.00	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)	17.00	100.00	312.70	86.75	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.97	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	37.60	10.43	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.50	1.27	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	2.00	0.57	15831.90	5.67
Total Teaching Positions	17.00	100.00	360.40	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)	17.00	91.10	313.90	80.52	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.70	0.96	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	7.13	56.10	14.39	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.20	1.34	11746.90	4.23
Unknown/Incomplete/NA	0.30	1.77	10.80	2.79	14303.80	5.15
Total Teaching Positions	18.60	100.00	389.80	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	1.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	1.3

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	10
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		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education World of Wonders, Gr TK, McGraw Hill Wonders, Gr K-5	Yes	0
Mathematics	Pearson Investigations with Envision supplement Gr K-5	Yes	0
Science	TWIG Science by TWIG Education Gr K-5	Yes	0
History-Social Science	Pearson My World	Yes	0

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

School Facility Conditions and Planned Improvements

Nestled between El Toro Mountain and Henry Coe Park, El Toro Elementary School is located on the corner of East Main Avenue and Calle Mazatan.

As part of the Measure G Bond funds, El Toro received a technology infrastructure upgrade which included WiFi in every classroom and exterior, a new phone system and a new public address system including new clock and speakers throughout the campus. The library and adjacent classrooms were converted into a new health science lab and opened for the 2018-19 school year and a new roof was installed summer of 2017.

The campus was repainted December 2019 and a marquee installed. As part of the classroom technology upgrade, they received a new projection device in each of the classroom.

Year and month of the most recent FIT report		November 2023		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces			X	Replace ceiling tiles that need to be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Put in clock in room that does not have one.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Repair Toilet that is not working properly.
Safety: Fire Safety, Hazardous Materials			X	Evacuation map posted in rooms that were missing them.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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)	43	46	46	48	46	47
Mathematics (grades 3-8 and 11)	34	42	35	37	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	224	219	97.77	2.23	46.12
Female	117	115	98.29	1.71	47.83
Male	107	104	97.20	2.80	44.23
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	64.29
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	103	100.00	0.00	32.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	27	87.10	12.90	55.56

White	65	64	98.46	1.54	59.38
English Learners	28	28	100.00	0.00	7.14
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	61	61	100.00	0.00	22.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	26.67

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	224	218	97.32	2.68	41.74
Female	117	114	97.44	2.56	36.84
Male	107	104	97.20	2.80	47.12
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	103	100.00	0.00	24.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	27	87.10	12.90	51.85
White	65	64	98.46	1.54	53.13
English Learners	28	28	100.00	0.00	7.14
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	0.00
Military	--	--	--	--	--

Socioeconomically Disadvantaged	61	61	100.00	0.00	18.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	33.33

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)	30.26	43.94	35.35	35.00	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	70	66	94.29	5.71	43.94
Female	35	34	97.14	2.86	44.12
Male	35	32	91.43	8.57	43.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100.00	0.00	22.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	8	72.73	27.27	--
White	20	19	95.00	5.00	63.16
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	19	19	100.00	0.00	10.53
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	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

El Toro Health Science Academy's campus provides multiple opportunities for parents to contribute to our school community. Parents are encouraged to join 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 the English Learner Advisory Committee (ELAC) specifically and are a critical component of our overall learning community. In addition, classroom teachers help to organize parent volunteers to support with special projects in the classroom and chaperone on field trips. As a part of facilitating our relationships and partnerships with the community, El Toro Health Science Academy staff utilizes a community liaison in an effort to maintain our community support. Furthermore, the Home and School Club serves to encourage parent contributions by fundraising, supporting school programs, and providing community building activities for all families. El Toro Health Science Academy purchases technology and other literary materials for the library through Home and School Club fundraisers such as the school-wide book fair. In addition, parents are we encouraged to join committees such as Climate & Culture Team to build a full range of stakeholder input as impacting decisions for the learning community. Parents are invited to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conference week in the month of November.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	491	479	99	20.7
Female	250	247	53	21.5
Male	241	232	46	19.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	31	30	7	23.3
Black or African American	--	--	--	--
Filipino	12	12	3	25.0
Hispanic or Latino	249	243	63	25.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	40	39	8	20.5
White	127	124	13	10.5
English Learners	70	67	17	25.4
Foster Youth	--	--	--	--
Homeless	29	28	11	39.3
Socioeconomically Disadvantaged	199	195	58	29.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	56	53	15	28.3

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 and expulsions data.

Rate	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
Suspensions	0.42	0.59	1.83	4.44	4.9	5.08	3.17	3.6	3.28
Expulsions	0	0	0	0.15	0.03	0.13	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.83	0.00
Female	0.80	0.00
Male	2.90	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	1.20	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.94	0.00
English Learners	1.43	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.51	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.36	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

El Toro Health Science Academy's 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 taken to ensure our students' safety. The 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. El Toro Health Science Academy has 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.

2024-25 School Safety Plan

The School Safety Plan includes procedures for emergencies, Run, Hide, Defend, exit routes, and inventories of emergency supplies. The plan is available in the office for parents. The plan is shared with all staff during a school-wide staff meeting. Monthly drills are practiced for either fire, earthquake, or armed intruder drills.

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		3	
1	24		3	
2	32		2	1
3	39		1	1
4	45		1	1
5	26		2	
Other	23	1	2	

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	59			4
1	51			2
2	51			3
3	60			2
4	55			2
5	79			2
Other	66			3

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	15	6	3	
1	23		6	
2	24		6	
3	24		9	
4	28		6	
5	25		6	
Other	25		6	

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	924

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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.4

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	\$10,815.41	\$141.34	\$10,674.07	\$106,342
District	N/A	N/A	\$10,555	\$106,381
Percent Difference - School Site and District	N/A	N/A	1.1	0.0
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-0.9	11.6

Fiscal Year 2023-24 Types of Services Funded

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. The 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.

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	\$60,081	\$58,855
Mid-Range Teacher Salary	\$101,641	\$92,519
Highest Teacher Salary	\$128,610	\$114,665
Average Principal Salary (Elementary)	\$145,971	\$142,791
Average Principal Salary (Middle)	\$154,924	\$151,078
Average Principal Salary (High)	\$168,098	\$167,094
Superintendent Salary	\$297,357	\$281,086
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Collaborative learning drives the instructional culture and is at the core of our school excellence initiative. The principles of our Professional Learning Communities anchor the curriculum, instruction and assessment actions by focusing the efforts on learning, results and collaboration. 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 Curriculum Alignment Development, NGSS curriculum, designated ELD, and other instructional/teacher leadership and capacity building training.

Professional development is offered to administrators and teachers regularly during the school year and summer by district and school staff and external partners. Individual schools prioritize and align their professional development learning to their approved School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan.

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	5	5	