El Toro Health Science Academy

455 East Main Ave. • Morgan Hill, CA, 95037 • 408-201-6380 • Grades K-5
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

School Description

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, multiage Autistic classroom, and Preschool/Kindergarten Autism 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 strives 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. They promise to provide a safe and compassionate yet challenging and progressive learning experience for each student. They 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. They 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. They 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 to deliver high quality instruction/assessment in math and reading. We are staying focused on providing lessons to meet the diverse needs of our children and learning 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 students attend Science Camp and we have an annual school play.

Our school-wide intervention practices include TK, K, 1st, 2nd, 3rd, 4th, 5th and multiage reading and math support.

Our Home and School Club has been 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.

We identify GATE students based on multiple criteria: Intellectual, Specific Academic, High Achievement, Creativity, Leadership, and Visual and Performing Arts. We use standardized test results as well as anecdotal data to assess students.

The core curriculum is differentiated and based on the California Common Core State Standards, which provide our 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.

We have one full-time Resource Specialist Program (RSP) teacher and one assistant who work with our special education students. We have a speech therapist two days a week and a psychologist two days a week. 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 their area of difficulty. In the regular classroom they receive accommodations according to their Individualized Education Programs (IEPs). Examples include more time to take tests, sitting close to the teacher, or altered homework. Our resource students have mild to moderate learning differences. We provide Designated Instructional Services in occupational therapy and adaptive PE as necessary. We also have a preschool speech program.

Our teachers deliver instruction to our English learners with a focus on addressing language development and acquisition through an ELD period and core content instruction. Designated teachers teach English Language Development (ELD) intensively during 1 instructional period(45 minutes) to English Learners based on individual CELDT 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 ways to present subject matter to English learners, and we plan further training and professional development in instructing the ELD standards. Many of our English learner students have intervention opportunities 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.

About the SARC

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	126
Grade 1	45
Grade 2	54
Grade 3	46
Grade 4	53
Grade 5	64
Total Enrollment	388

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.5
Asian	6.7
Filipino	2.6
Hispanic or Latino	52.8
Native Hawaiian or Pacific Islander	1.3
White	28.4
Socioeconomically Disadvantaged	49.2
English Learners	15.2
Students with Disabilities	9.3
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
El Toro Health Science Academy	16-17	17-18	18-19
With Full Credential	22	24	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	1
Morgan Hill Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	388
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
El Toro Health Science Academy	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	McGraw Hill Education World of Wonders, Gr TK, McGraw Hill Wonders, Gr K-5 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Pearson Investigations with Envision supplement Gr K-5 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	MacMillian-McGraw Hill CA Science Glencoe/McGraw Hill Focus On Science Series **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Houghton Mifflin Social Science Series McDougal Littell CA (half year), Pearson My World (half year) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July/Aug 2018		
System Inspected	**Repair Status**	**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	New roof installed summer 2017.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	A new kindergarten playground and soft matting was installed summer 2018.
Overall Rating	**Exemplary**	

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

Subject	2017-18 CAASPP Results for All Students Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	38.0	34.0	52.0	52.0	48.0	50.0
Math	30.0	30.0	42.0	43.0	37.0	38.0

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.

Subject	CAASPP Test Results in Science for All Students Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.0	33.3	33.3

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	167	167	100.00	34.13
Male	73	73	100.00	27.40
Female	94	94	100.00	39.36
Black or African American	--	--	--	--
Asian	11	11	100.00	63.64
Filipino	--	--	--	--
Hispanic or Latino	95	95	100.00	24.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	44	100.00	43.18
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	89	89	100.00	22.47
English Learners	50	50	100.00	32.00
Students with Disabilities	22	22	100.00	4.55
Students Receiving Migrant Education Services	--	--	--	--

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

Note: 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.

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	167	167	100	29.94
Male	73	73	100	26.03
Female	94	94	100	32.98
Black or African American	--	--	--	--
Asian	11	11	100	54.55
Filipino	--	--	--	--
Hispanic or Latino	95	95	100	16.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	44	100	43.18
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	89	89	100	20.22
English Learners	50	50	100	20
Students with Disabilities	22	22	100	4.55
Students Receiving Migrant Education Services	--	--	--	--

Note: 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.

Note: 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.

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.

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 2018-19)
Our campus 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 we staff a community liaison in an effort to maintain our community support. 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. We purchase technology and other literary materials for the library through Home and School fundraisers such as our school-wide book fair. In addition, we encourage parents to join committees such as our Positive Behavior Intervention Support Implementation Team to build a full range of stakeholder input as we make impacting 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: 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.

School Safety Plan
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.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.0	2.6	1.7
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	2.5	4.2	4.9
Expulsions Rate	0.1	0.1	0.1
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	
Nurse	.15
Speech/Language/Hearing Specialist	2.6
Resource Specialist (non-teaching)	1
Other	1.25
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	26	26	25				4	4	5			
1	24	26	23				2	2	2			
2	21	25	18	1		1	2	2	2			
3	30	26	23				2	2	2			
4	26	29	27				2	2	2			
5	32	25	32				2	2	2			
6	31						2					

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

Professional Development provided for Teachers

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 on 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 trainings and professional development has included Literacy Boot Camps, Common Core Trainings, Envision curriculum trainings, NGSS curriculum, The Tech Museum of Innovation PD for teachers, Systematic ELD and other instructional/teacher leadership and capacity building trainings.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,713	$47,547
Mid-Range Teacher Salary	$79,027	$74,775
Highest Teacher Salary	$99,994	$93,651
Average Principal Salary (ES)	$118,409	$116,377
Average Principal Salary (MS)	$124,347	$122,978
Average Principal Salary (HS)	$134,968	$135,565
Superintendent Salary	$255,234	$222,853
Percent of District Budget		
Teacher Salaries	35.0	35.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5972.77	241.36	5731.40	74420
District	♦	♦	8061.40	$75,780
State	♦	♦	$7,125	$76,522
Percent Difference: School Site/District			-33.8	-1.8
Percent Difference: School Site/ State			-21.7	-2.8

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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. Our Home and School Club raises funds for classroom supplies, field trips, library books, and special assemblies.

Federal Title 1 funds pay for 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 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.

Additionally, MHUSD funds for a 1.0 FTE teacher on special assignment to provide daily professional development to all staff as well as to teachers who come to El Toro to learn specific instructional strategies and implement our area of focus as a Health Science Academy.

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).

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.