

# Toyon Middle School

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Toyon Middle School
<b>Street</b>	3412 Double Springs Road
<b>City, State, Zip</b>	Valley Springs, CA 95252
<b>Phone Number</b>	(209) 754-2137
<b>Principal</b>	Matt Medellin
<b>Email Address</b>	mmedellin@calaveras.k12.ca.us
<b>School Website</b>	<a href="https://tms.custudents.net">https://tms.custudents.net</a>
<b>County-District-School (CDS) Code</b>	05-61564-6105431

## 2021-22 District Contact Information

<b>District Name</b>	Calaveras Unified
<b>Phone Number</b>	(209) 754-2300
<b>Superintendent</b>	Mark Campbell
<b>Email Address</b>	mcampbell@calaveras.k12.ca.us
<b>District Website Address</b>	<a href="http://www.calaveras.k12.ca.us/">http://www.calaveras.k12.ca.us/</a>

## 2021-22 School Overview

Toyon Middle School is the sole middle school in the Calaveras Unified School District. It provides a transitional experience for 6th, 7th, and 8th grade students coming from five elementary schools of quite disparate communities. The veteran staff is highly competent and caring and has a genuine interest in, and enjoyment of, students at this unique stage of development. Toyon Middle School provides opportunities for students to engage in a variety of academic classes provided by teachers who are specialists in their subject areas— in both the core academic and elective subjects. Our mission is to create an educational environment that provides all individuals with the tools needed to become life long learners and to responsibly participate in our democratic society. We strive for continuous improvement in multiple areas—in our academic achievements, in acceptance of both personal and civic responsibilities, in our appreciation and understanding of the arts, in our personal health and well-being, and in our respect for ourselves, our diverse community, and our environment. Our Schoolwide Learner Outcomes are that we Are safe, Respectful, and Engaged warriors.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	144
Grade 7	187
Grade 8	201
<b>Total Enrollment</b>	<b>532</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.3
Asian	0.2
Black or African American	0.4
Hispanic or Latino	22
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.6
White	69
English Learners	4.7
Foster Youth	0.8
Homeless	1.9
Socioeconomically Disadvantaged	51.5
Students with Disabilities	17.5

### 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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.4	83.1	92.3	76.8	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.5	2.5	5.5	4.6	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.0	5.0	4.6	3.9	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.2	1.3	9.9	8.3	12115.8	4.4
<b>Unknown</b>	1.6	8.1	7.7	6.5	18854.3	6.9
<b>Total Teaching Positions</b>	19.8	100.0	120.1	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	1.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	1.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.2
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.2

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.4

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We currently have sufficient core subject textbooks to meet the needs of all our students. Our history, science, and math texts are up-to-date adoptions and were selected from the standards-based materials adopted by the State Board of Education. Our Language Arts adoption has been in effect since the 2019/2020 school year. Our current textbooks are as follows:

6th Grade Science: CA Earth Science: McMillian/McGraw Hill 2008  
 6th Grade History: Reflections- Ancient Civilization: Harcourt 2007  
 7th Grade World History: Prentice Hall, Medieval and Early Modern Times 2006, Teachers Curriculum Institute  
 8th Grade US History: Teachers Curriculum Institute, History Alive 2005  
 7th Grade Focus on Life Science: Prentice Hall 2008  
 8th Grade Focus on Physical Science: Prentice Hall 2008

6th/7th/8th Grade Math: Illustrative Math 2017 edition (online)  
 6th/7th/8th Grade ELA: McGraw Hill CA Study Sync 2015 edition  
 6/7/8th ELD: English 3D: HMH 2017 edition

TMS further supports Common Core instruction by using resources such as Illustrative Math, Khan Academy, Newsela, Reading Counts, and Moby Max.

To meet the SEL standards, all elective teachers use Second Step online curriculum. Each student receives these lessons through their elective class for each grade level.

Resource and SDC teachers use Unique N2Y supplemental curriculum.

<b>Year and month in which the data were collected</b>	January 2020
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	6th/7th/8th Grade ELA: McGraw Hill CA Study Sync 2015 Houghton Mifflin Harcourt English 3-D 2017	Yes	0
<b>Mathematics</b>	6th/7th/8th Grade Math: Illustrative Math 2017 edition (online)	Yes	0
<b>Science</b>	CA Earth Science: McMillian/McGraw Hill 2008 Focus on Life Science: Prentice Hall 2008 Focus on Physical Science: Prentice Hall 2008	Yes	0
<b>History-Social Science</b>	6th Grade History: Reflections- Ancient Civilization: Harcourt 2007 7th Grade World History: Prentice Hall, Medieval and Early Modern Times 2006, Teachers Curriculum Institute 8th Grade US History: Teachers Curriculum Institute, History Alive 2005 adoption available.	Yes	0
<b>Health</b>	Health Connected Teen Talk Middle School 2017 Health Connected, Teen Talk Adapted for All Abilities 2017		

## School Facility Conditions and Planned Improvements

The district Maintenance and Operations Department continuously utilizes its resources to the best of its ability to provide regular maintenance and make the necessary repairs to ensure the health and safety of our students.

The school opened a twelve classroom, two story classroom building for the start of the 2010-2011 school year. New heating and air conditioning units were installed in the A wing (total of 5 classrooms) in the Spring of 2012. New heating and air conditioning units were also installed in the D wing (total of 3 classrooms)

New HVAC units installed on Gym roof 2017 during winter break.

Year and month of the most recent FIT report

1/05/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>			X	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials		X		
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	548	447	81.57	18.43	29.41
<b>Female</b>	260	206	79.23	20.77	36.59
<b>Male</b>	288	241	83.68	16.32	23.21
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	131	110	83.97	16.03	16.04
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	34	25	73.53	26.47	52
<b>White</b>	371	306	82.48	17.52	32.13
<b>English Learners</b>	26	24	92.31	7.69	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	24	16	66.67	33.33	25
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	279	223	79.93	20.07	22.73
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	97	80	82.47	17.53	3.85

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	548	445	81.20	18.80	13.80
Female	260	207	79.62	20.38	11.59
Male	288	238	82.64	17.36	15.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	131	103	78.63	21.37	7.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	26	76.47	23.53	30.77
White	371	305	82.21	17.79	14.52
English Learners	26	20	76.92	23.08	0.00
Foster Youth	--	--	--	--	--
Homeless	24	16	66.67	33.33	14.29
Military	0	0	0	0	0
Socioeconomically Disadvantaged	279	220	78.85	21.15	10.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	97	85	87.63	12.37	1.18

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A

<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	0.00	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	201	NT	NT	NT	NT
<b>Female</b>	102	NT	NT	NT	NT
<b>Male</b>	99	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	53	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	134	NT	NT	NT	NT
<b>English Learners</b>	12	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	14	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	89	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

TMS is committed to increasing opportunities for parent involvement in the education process. The TMS Parent Club coordinates fund raising and parent volunteer services in support of the school's activities and mission. Parents assist with book fair sales, yearbook production and sales, chaperone Toyon's dances and field trips, and help organize promotion celebration activities. Additionally, parents participate in school governance as members of the school site council, ELAC, and actively support our athletics, music, art and academic programs as coaches, fans, and mentors. TMS invites parents to join their students for a Warrior Welcome, a beginning of the year orientation, to learn about our program and expectations for students at TMS. We also hold at least one Family Night each year to showcase our student work in our elective program. Parents of award recipients are invited to the quarterly awards assembly, are invited to the monthly Student of the Month breakfast sponsored by the local Rotary, and are invited to the yearly Every Student Succeeding breakfast sponsored by ACSA. There is consistent communication between school and home to communicate student needs and successes. We include parents in the process for developing incentive programs for students that are identified as needing PBIS Tier 2 supports through a Social Emotional Screener. We have a strong SST process that involves parents in identifying the challenges of students and developing an action support plan to assist them academically and behaviorally.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	591	580	365	62.9
Female	279	275	160	58.2
Male	312	305	205	67.2
American Indian or Alaska Native	8	8	6	75.0
Asian	1	1	0	0.0
Black or African American	2	2	1	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	138	134	91	67.9
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	36	35	26	74.3
White	401	395	239	60.5
English Learners	30	30	18	60.0
Foster Youth	9	7	5	71.4
Homeless	17	17	14	82.4
Socioeconomically Disadvantaged	311	308	218	70.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	105	105	69	65.7

### 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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	25.49	2.03	10.85	1.39	3.47	0.20
<b>Expulsions</b>	0.22	0.00	0.16	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	15.38	7.52	2.45
<b>Expulsions</b>	0.00	0.06	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	2.03	0.00
<b>Female</b>	1.79	0.00
<b>Male</b>	2.24	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	2.17	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	2.24	0.00
<b>English Learners</b>	3.33	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	5.88	0.00
<b>Socioeconomically Disadvantaged</b>	2.89	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	6.67	0.00

## 2021-22 School Safety Plan

Safety of students and staff is a primary concern of Toyon Middle School. The Comprehensive Safety Plan was developed by the school safety team in consultation with local law enforcement, the County Office of Education, and the Calaveras Unified School District's central office administration in compliance with Senate Bill 187. The plan is reviewed and revised by a committee of TMS administrators, teachers, parents, and district representatives. The key elements of the Safety Plan include behavioral data, attendance data, campus climate data, crime data, child abuse reporting procedures, disaster procedures, suspension/expulsion procedures, harassment and bullying policies, dress code rules, procedures for safe ingress and egress of pupils, and mental health/social-emotional resources available for students. The Safety Plan is revised and affirmed on yearly basis by the School Site Council, Safety Plan Committee, and Board of Education. It was reviewed by SSC on March 5, 2020 and March 4, 2021.

Toyon also fosters a culture of respect, academic achievement, civic engagement, and personal responsibility. Through a variety of activities both in and out of the classrooms (Circle of Friends Club, Character Development, student government and leadership, school athletics, Breaking Down the Walls, FNL Mentoring, etc.), we model and provide opportunities to practice these values.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	4	13	1
Mathematics	25	4	13	
Science	26	2	14	
Social Science	24	5	12	1

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	3	3	9
Mathematics	26	5	10	2
Science	28	1	10	4
Social Science	30	2	3	9



## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	39	3		7
Mathematics	35	4	3	4
Science	63		3	3
Social Science	42	2	1	6

## 2020-21 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	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$6294	\$1,424	\$4869	\$66,852
District	N/A	N/A	\$7,843	\$71,028
Percent Difference - School Site and District	N/A	N/A	-46.8	-6.1
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-53.7	-14.2

## 2020-21 Types of Services Funded

Federal Title I funds and CA State Lottery funds provide professional development opportunities for teachers and support staff, supplemental instructional materials for all students, and a .25 media specialist to support technology and other student services related to intervention. Within our elective program, Toyon maintains a usable and tech friendly media center that supports the health of the Chromebooks. These funds have been used to purchase Chromebooks for students to regularly access Common Core curriculum such as Study Sync, Illustrative Math, Newsela in ELA which tracks reading progress for expository text and MobyMax for common core math practices. Also used in classrooms is Khan Academy and Learn 360 among other web based instructional programs. Assessment data shows that these interventions have helped students to understand the skills and concepts outlined in the Common Core standards and make continuous growth on the statewide assessments.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$44,171	\$48,119
Mid-Range Teacher Salary	\$61,350	\$74,665
Highest Teacher Salary	\$89,769	\$98,160
Average Principal Salary (Elementary)	\$96,155	\$118,542
Average Principal Salary (Middle)	\$99,232	\$125,068
Average Principal Salary (High)	\$112,802	\$133,516
Superintendent Salary	\$150,450	\$194,199
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	5%	6%

## Professional Development

Toyon Middle School is committed to effective and meaningful professional development to further enhance the academic program by implementing 21st century learning strategies that include collaborative environments, project based learning, use of formative assessments to drive instruction, and analyzing assessment data to identify strengths and target areas. During the 2021-2022 school year, we have allocated 3 Core Days and 36 co-planning days for our staff to work together to collaborate, evaluate, and develop teaching and learning strategies that enhance student learning and align with the common core standards as well as Social Emotional Learning Standards. TMS sends many teachers to conferences and workshops focused on formative assessments, training for CAASPP, Project-Based Learning practices, SEL, and 21st century instructional strategies. Student Performance data suggests that instruction is improving in the classroom and students are engaged in the curriculum. Administration and the Site Leadership teams continually monitor the implementation of these practices through classroom observations, teacher mentor partnerships, student performance data, and reviewing curriculum.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

# Calaveras Unified

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Calaveras Unified
<b>Phone Number</b>	(209) 754-2300
<b>Superintendent</b>	Mark Campbell
<b>Email Address</b>	mcampbell@calaveras.k12.ca.us
<b>District Website Address</b>	<a href="http://www.calaveras.k12.ca.us/">http://www.calaveras.k12.ca.us/</a>

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1455	1094	75.19	24.81	28.37
<b>Female</b>	671	508	75.71	24.29	32.87
<b>Male</b>	784	586	74.74	25.26	24.44
<b>American Indian or Alaska Native</b>	22	12	54.55	45.45	8.33
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	352	266	75.57	24.43	18.39
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	105	81	77.14	22.86	34.18
<b>White</b>	959	724	75.50	24.50	31.81
<b>English Learners</b>	61	49	80.33	19.67	2.08
<b>Foster Youth</b>	22	15	68.18	31.82	26.67
<b>Homeless</b>	76	46	60.53	39.47	8.70
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	765	559	73.07	26.93	20.25
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	284	207	72.89	27.11	3.94

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1456	1101	75.62	24.38	15.80
<b>Female</b>	672	511	76.04	23.96	14.51
<b>Male</b>	784	590	75.26	24.74	16.92
<b>American Indian or Alaska Native</b>	22	16	72.73	27.27	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	352	255	72.44	27.56	9.88
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	105	82	78.10	21.90	29.27
<b>White</b>	960	735	76.56		16.67
<b>English Learners</b>	61	45	73.77	26.23	0.00
<b>Foster Youth</b>	22	15	68.18	31.82	13.33
<b>Homeless</b>	76	46	60.53	39.47	13.64
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	766	561	73.24	26.76	12.39
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	284	214	75.35	24.65	2.34

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.