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Toyon Middle School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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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 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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at 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 http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Toyon Middle School
Street	3412 Double Springs Road
City, State, Zip	Valley Springs, CA 95252
Phone Number	(209) 754-2137
Principal	Amy Hasselwander
E-mail Address	ahasselwander@calaveras.k12.ca.us
Web Site	
Grades Served	7-8
CDS Code	05-61564-6105431

District Contact Information	
District Name	Calaveras Unified
Phone Number	(209) 754-2300
Superintendent	Mark Campbell
E-mail Address	mcampbell@calaveras.k12.ca.us
Web Site	http://www.calaveras.k12.ca.us/

School Description and Mission Statement (Most Recent Year)

Toyon Middle School is the sole middle school in the Calaveras Unified School District. It provides a transitional experience for 7th and 8th grade students who come from six 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 challenge ourselves to 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.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	231
Grade 8	234
Total Enrollment	465

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.6
Asian	1.1
Filipino	0.2
Hispanic or Latino	18.1
Native Hawaiian or Pacific Islander	1.1
White	73.8
Two or More Races	4.1
Socioeconomically Disadvantaged	49
English Learners	0.4
Students with Disabilities	14.4
Foster Youth	2.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	26	25	23	
Without Full Credential	0	1	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September, 2014

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 new Language Arts adoptions are on hold now due to state and district budget issues. We do, however, have a sufficient number of the older materials to provide a text for all students.
Our current textbooks are as follows:
7th Grade ELA: Prentice Hall, Timeless Voices, Timeless Themes 2002
8th Grade ELA: Prentice Hall, Timeless Voices, Timeless Themes 2002
7th and 8th Intensive English Intervention: Sopris West, Language! Levels A/B and C/D Third Edition 2006
7th Grade World History: Prentice Hall, Medieval and Early Modern Times 2006
8th Grade US History: Teachers Curriculum Institute, History Alive 2005
Algebra Readiness: Holt, Algebra Readiness 2009
Algebra 1: Holt, Algebra 1 2009
Pre-Algebra: Holt Course 2 Mathematics 2009
Pre-Algebra Remedial: Prentice Hall, Pre-Algebra 2001

7th Grade Focus on Life Science: Prentice Hall 2008
8th Grade Focus on Physical Science: Prentice Hall 2008

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current adoption available.		0
Mathematics	Current adoption available.		0
Science	Current adoption available.		0
History-Social Science	Current adoption available.		0
Foreign Language	NA		
Health	NA		
Visual and Performing Arts	NA		
Science Laboratory Equipment (grades 9-12)	NA		

School Facility Conditions and Planned Improvements (Most Recent Year)

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

The school opened its new twelve classroom, two story classroom building for the start of the 2010-2011 school year. Currently, all 12 classrooms are occupied.   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).

An artificial turf playing field and an all weather track has been completed and is used year round by students and school programs, as well as available for community group use by rental agreement.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/21/15				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/21/15

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 12/21/15				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	41	37	44
Mathematics	34	27	33

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.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	6	1	0	0.0	--	--	--	--
	7	230	226	98.3	23	38	29	8
	8	233	226	97.0	23	33	40	5
Male	7		101	43.9	30	48	17	6
	8		133	57.1	26	29	41	4
Female	6		0	0.0	--	--	--	--
	7		125	54.3	18	31	39	10
	8		93	39.9	17	39	38	6
Black or African American	7		3	1.3	--	--	--	--
	8		1	0.4	--	--	--	--
American Indian or Alaska Native	7		1	0.4	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		2	0.9	--	--	--	--
Asian	7		1	0.4	--	--	--	--
	8		4	1.7	--	--	--	--
Filipino	8		1	0.4	--	--	--	--
Hispanic or Latino	6		0	0.0	--	--	--	--
	7		49	21.3	31	35	31	4
	8		33	14.2	36	18	39	6
Native Hawaiian or Pacific Islander	7		4	1.7	--	--	--	--
	8		1	0.4	--	--	--	--
White	7		159	69.1	18	42	30	11
	8		174	74.7	21	35	40	4
Two or More Races	7		9	3.9	--	--	--	--
	8		10	4.3	--	--	--	--
Socioeconomically Disadvantaged	6		0	0.0	--	--	--	--
	7		117	50.9	33	43	18	5
	8		107	45.9	36	34	29	2
Students with Disabilities	6		0	0.0	--	--	--	--
	7		36	15.7	53	44	3	0
	8		25	10.7	60	28	8	4
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	1	0	0.0	--	--	--	--
	7	230	224	97.4	33	34	23	10
	8	233	225	96.6	40	24	21	14
Male	7		101	43.9	39	33	19	10
	8		133	57.1	41	20	24	15
Female	6		0	0.0	--	--	--	--
	7		123	53.5	29	35	26	10

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		92	39.5	39	30	17	13
Black or African American	7		3	1.3	--	--	--	--
	8		1	0.4	--	--	--	--
American Indian or Alaska Native	7		1	0.4	--	--	--	--
	8		2	0.9	--	--	--	--
Asian	7		1	0.4	--	--	--	--
	8		4	1.7	--	--	--	--
Filipino	8		1	0.4	--	--	--	--
Hispanic or Latino	6		0	0.0	--	--	--	--
	7		48	20.9	33	33	25	8
	8		32	13.7	44	25	19	13
Native Hawaiian or Pacific Islander	7		4	1.7	--	--	--	--
	8		1	0.4	--	--	--	--
White	7		158	68.7	30	37	22	11
	8		174	74.7	40	24	22	13
Two or More Races	7		9	3.9	--	--	--	--
	8		10	4.3	--	--	--	--
Socioeconomically Disadvantaged	6		0	0.0	--	--	--	--
	7		115	50.0	43	35	16	6
	8		107	45.9	53	21	14	11
Students with Disabilities	6		0	0.0	--	--	--	--
	7		35	15.2	71	26	3	0
	8		25	10.7	76	16	8	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	71	72	67	57	63	60	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	67
Male	71
Female	60
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	62
Native Hawaiian or Pacific Islander	--
White	67
Two or More Races	--
Socioeconomically Disadvantaged	31
Students with Disabilities	55
Foster Youth	--

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.90	22.90	24.90

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

The TMS Parent Club meets monthly on the 1st Thursday at 5:30 PM in the school library to coordinate 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, volunteer in classrooms, and help organize promotion celebration activities. Additionally parents participate in school governance as members of the school site council and actively support our athletics, music, art and academic programs as coaches, fans, mentors and fundraisers.

Parents and community members also participate on the School Site Council, elected to positions on this council by the parent community at large. This council meets most months on the 2nd Wednesday at 3:15 PM in the school library. For more information, contact ahasselwanderf@calaveras.k12.ca.us.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Suspensions	9.59	10.00	8.48	7.32	7.68	6.25	5.07	4.36	3.80
Expulsions	0.18	0.00	0.00	0.06	0.09	0.03	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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 classroom equipment, communications, fire/earthquake evacuation, lockdown procedures, hazardous materials safety and student or staff injury. Evacuation drills are conducted regularly. Recent review of the key elements of the safety plan were reviewed and updated by the TMS Safety Committee and staff meetings.

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 (Safe Schools Ambassador Program, Circle of Friends Club, Leadership Development, student government and leadership, Every Monday Matters, Team Toyon (Relay for Life), school athletics, etc.) , we model and provide opportunities to practice these values.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2012-2013
Year in Program Improvement*	Year 1	Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	57.1

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	7	15		22	7	15		22	10	10	
Mathematics	22	13	11	3	19	18	12		23	4	15	
Science	27	3	15		26	3	15		27	3	14	
Social Science	25	3	15		24	5	15		23	9	10	

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.6	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	2.0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4,884.00	1,343.00	3,541.00	59,334.00
District	N/A	N/A	5,146.00	61,761.00
Percent Difference: School Site and District	N/A	N/A	-31.2	-3.9
State	N/A	N/A	$5,348	$65,267
Percent Difference: School Site and State	N/A	N/A	-33.8	-9.1

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

Types of Services Funded (Fiscal Year 2014-15)

EIA/SCE and Title I funds provide for intervention programs in both Language Arts and Math. These services include specialized small group instruction, review and individual conferencing by the Student Study Team of at risk students, and after-school homework club services 2 days a week, supervised by our teachers. Title 1 funding provides additional paraprofessional time in the special education classrooms to provide support to students with IEP/504 Plans. Additional clerical hours and media paraprofessional specialist time allow for increased hours to keep the library/media center open bell to bell and to track and address truancy issues. In addition, EIA/ECE funds provided training for students, parents, and staff in the Safe Schools Ambassador Program.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$39,236	$40,379
Mid-Range Teacher Salary	$55,418	$62,323
Highest Teacher Salary	$79,805	$81,127
Average Principal Salary (Elementary)	$93,652	$99,192
Average Principal Salary (Middle)	$105,018	$91,287
Average Principal Salary (High)	$130,138	$112,088
Superintendent Salary	$149,224	$159,821
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

During the 14-15 school year there were 8 core professional development days and during the current school year there were 3 core professional development days. We also had 11 co-planning days in 14-15 and 10 co-planning days for 15-16. These are to help staff transition to the new California state standards and develop 21 st century instructional practices andschool-wide and departmental goals are addressed during these days. Areas of need identified based on student achievement data include language arts achievement, especially in the areas of writing strategies and written conventions, as well as history achievement. Areas of need identified based on student behavioral data included the area of bullying and harassment. In addition to the CORE Development Days and co-planning days, professional development has been delivered through release days for professional learning communities training for the leadership team. Categorical funds were used to send teachers to subject matter conferences common core trainings, and staff and student training in the Safe Schools Ambassador Program, as well as to other specialized staff development opportunities in line with the school's, the district's and individual teacher's professional development goals.