

Toyon Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 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	Matt Medellin
Email Address	mmedellin@calaveras.k12.ca.us
School Website	https://tms.custudents.net
County-District-School (CDS) Code	05-61564-6105431

2022-23 District Contact Information

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

2022-23 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	114
Grade 7	234
Grade 8	199
Total Enrollment	547

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
American Indian or Alaska Native	1.8
Asian	0.4
Black or African American	0.9
Filipino	0.0
Hispanic or Latino	23.0
Native Hawaiian or Pacific Islander	0.2
Two or More Races	7.3
White	66.0
English Learners	3.5
Foster Youth	0.7
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	48.6
Students with Disabilities	17.9

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.40	83.06	92.30	76.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	2.52	5.50	4.58	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.04	4.60	3.88	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	1.26	9.90	8.25	12115.80	4.41
Unknown	1.60	8.12	7.70	6.48	18854.30	6.86
Total Teaching Positions	19.80	100.00	120.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.20	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 Math adoption started for 2022-2023. 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: i-Ready 2022 edition
 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 Khan Academy and NewsELA. 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.

Year and month in which the data were collected

January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6th/7th/8th Grade ELA: McGraw Hill CA Study Sync 2015 Houghton Mifflin Harcourt English 3-D 2017	Yes	0
Mathematics	6th/7th/8th Grade Math: i-Ready 2022	Yes	0
Science	CA Earth Science: McMillian/McGraw Hill 2008 Focus on Life Science: Prentice Hall 2008 Focus on Physical Science: Prentice Hall 2008	Yes	0
History-Social Science	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
Foreign Language	NA		
Health	Health Connected Teen Talk Middle School 2017 Health Connected, Teen Talk Adapted for All Abilities 2017		
Visual and Performing Arts	NA		
Science Laboratory Equipment (grades 9-12)	NA		

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.

New HVAC units continue to be monitored and repaired or replaced when needed.

Two additional portables were added in 2022 and are now fully utilized as classrooms. Two more portables plan to be delivered and used in 2023.

Concrete repairs were made to the quad in 2022 for safety.

Year and month of the most recent FIT report

11/01/2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	21	N/A	25	N/A	47
Mathematics (grades 3-8 and 11)	N/A	16	N/A	17	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	539	511	94.81	5.19	21.14
Female	242	223	92.15	7.85	24.22
Male	297	288	96.97	3.03	18.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	130	124	95.38	4.62	17.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	40	97.56	2.44	22.50
White	348	331	95.11	4.89	22.96
English Learners	17	16	94.12	5.88	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	187	173	92.51	7.49	19.08
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	96	89	92.71	7.29	3.37

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	539	505	93.69	6.31	16.04
Female	242	221	91.32	8.68	11.31
Male	297	284	95.62	4.38	19.72
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	130	124	95.38	4.62	10.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	40	97.56	2.44	25.00
White	348	326	93.68	6.32	17.79
English Learners	17	16	94.12	5.88	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	187	170	90.91	9.09	13.53
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	96	87	90.63	9.37	3.45

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	16.67	0	17.71	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	196	186	94.9	5.1	16.67
Female	88	82	93.18	6.82	9.76
Male	108	104	96.3	3.7	22.12
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	39	97.5	2.5	5.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	18.18
White	136	129	94.85	5.15	20.93
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	62	93.94	6.06	12.9
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	31	93.94	6.06	0

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	99%	99%	99%	99%	99%

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.

2022-23 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	596	586	396	67.6
Female	271	266	177	66.5
Male	325	320	219	68.4
American Indian or Alaska Native	10	10	8	80.0
Asian	2	2	1	50.0
Black or African American	4	4	3	75.0
Filipino	1	1	1	100.0
Hispanic or Latino	142	139	88	63.3
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	46	46	32	69.6
White	385	378	260	68.8
English Learners	19	19	12	63.2
Foster Youth	12	11	10	90.9
Homeless	12	12	11	91.7
Socioeconomically Disadvantaged	321	314	233	74.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	109	107	82	76.6

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	15.38	7.52	2.45
Expulsions	0.00	0.06	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	2.03	21.31	1.39	7.27	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	21.31	0.00
Female	10.70	0.00
Male	30.15	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	15.49	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	17.39	0.00
White	23.90	0.00
English Learners	21.05	0.00
Foster Youth	25.00	0.00
Homeless	33.33	0.00
Socioeconomically Disadvantaged	26.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	27.52	0.00

2022-23 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 February 10, 2022 and January 26, 2023.

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 (Second Step Lessons in each elective class, student government and leadership, school athletics, Breaking Down the Walls, FNL Mentoring, etc.), we model and provide opportunities to practice these values.

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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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				
Mathematics				
Science				
Social Science				

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6294	\$1,424	\$4869	\$66,852
District	N/A	N/A	\$7,843	\$70,824
Percent Difference - School Site and District	N/A	N/A	-46.8	-5.8
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-30.1	-16.9

2021-22 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, i-Ready, Newsela in ELA which tracks reading progress for expository text. 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$48,503
Mid-Range Teacher Salary	\$61,345	\$74,912
Highest Teacher Salary	\$89,769	\$100,321
Average Principal Salary (Elementary)	\$90,643	\$122,160
Average Principal Salary (Middle)	\$104,104	\$127,632
Average Principal Salary (High)	\$112,802	\$137,578
Superintendent Salary	\$150,450	\$198,665
Percent of Budget for Teacher Salaries	27%	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 2022-2023 school year, we have allocated 3 Core Days and 22 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3