



TORO CANYON MIDDLE SCHOOL

Grades 7-8
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2015-16 School Accountability Report Card

2015-16 Activity Published in February 2017

Coachella Valley Unified School District

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Principal's Message

Welcome to Toro Canyon Middle School! It is our pleasure to share with you the School Accountability Report Card for 2015-16. The following data and information highlights our current accomplishments and outlines our collective vision and goals. Now, in the 13th year of operation our school is committed to striving to build a strong learning community for students premised on high expectations, and strong data-driven academic programs. Teachers meet often to collaborate, develop common lesson plans and build curricular paths which ensure a quality education for each student. Students adhere to a rigorous curriculum in mathematics, science, social studies, and language arts. Those students requiring additional support in reading and mathematics participate in state adopted intervention programs. We also have strong physical education/health science, and elective classes. Extended learning day opportunities in academic tutoring, homework assistance, and youth development are scheduled throughout the year, in addition to extra curricular activities.

During the spring semester, teachers help students prepare for the CAASPP test. Each academic department examines and evaluates state frameworks and blueprints to determine which standards should be reinforced; test-taking skills and strategies are also reviewed and taught. An ongoing effort to prepare students for for college and career is a part of our curricular studies.

Overall, we endeavor to build academic confidence, provide social growth models, and encourage high expectations for our students. We welcome parents to participate with teachers, staff members, and administrators as we develop a culture of academic excellence and social awareness. Our hope is that students become productive citizens and achieve the skills necessary to becoming lifelong learners.

District & School Profile

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school. Coachella Valley Unified School District has a growing reputation for innovative programs and outstanding staff.

Toro Canyon Middle School is located in the central region of the district's boundaries and serves students in grades seven through eight following a traditional calendar. At the beginning of the 2015-16 school year, 1,079 students were enrolled, including 10.9% students with disabilities, 44.8% English Language Learners, and 96.6% socioeconomically disadvantaged.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	0.1%	Kindergarten	
American Indian or Alaskan Native	1.3%	Grade 1	
Asian	0.1%	Grade 2	
Filipino	0.1%	Grade 3	
Hawaiian or Pacific Islander		Grade 4	
Hispanic or Latino	97.9%	Grade 5	
White (not Hispanic)	0.5%	Grade 6	
Two or More Races	0.1%	Grade 7	559
Socioeconomically Disadvantaged	96.6%	Grade 8	520
English Learners	44.8%		
Students with Disabilities	10.9%		
Migrant Education		Total	
Foster Youth	0.2%	Enrollment	1,079

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes – State Priority 8: Covered in the Physical Fitness section, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

School-to-home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through ConnectEd, flyers, and the school website. Contact the parent liaison at (760) 397-2244 for more information on how to become involved in your child's learning environment.

Committees

- School Site Council
- FIAT (Family Involvement Action Team)
- AVID* Parent Group
- English Learner Advisory Council
- Migrant Parent Advisory Council
- Personalized Learning Parent Meeting
- Special Education Advisory Council
- GATE** Advisory

School Activities

- Academic Awards Ceremonies
- Promotion Ceremony
- ASB Activities
- Back to School Night
- Community Clean Up Days
- Math Night
- Memorial Day Celebration
- Parent Conferences
- Parenting Classes
- Parent Education Workshops
- Science Night
- Winterfest

*Advancement via Individual Determination

**Gifted and Talented Education

Student Achievement

Physical Fitness

In the spring of each year, Toro Canyon Middle School is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Seventh	24%	15%	20%

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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Toro Canyon Middle School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Federal Intervention Program 2016-17		
	Toro Canyon	CVUSD
PI Status	In PI	In PI
First Year of PI Implementation	2005-06	2004-05
Year in PI	Year 5	Year 3
# Schools Currently In PI		21
% Schools Currently In PI		100.0%

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

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

California Assessment of Student Performance and Progress Test Results in Science All Students Percentage of Students Meeting or Exceeding the State Standards									
	Toro Canyon			CVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	29	25	33	35	33	32	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. 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.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10) 2015-16				
	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	527	509	96.6%	33.4%
Male	276	265	96.0%	37.0%
Female	251	244	97.2%	29.5%
Hispanic or Latino	515	498	96.7%	33.5%
Economically Disadvantaged	518	501	96.7%	33.3%
English Learners	158	150	94.9%	11.3%
Students with Disabilities	48	44	91.7%	36.4%
Migrant Education	97	95	97.9%	27.4%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. 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.

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)
2015-16**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Grade 7					Grade 7			
All Students Tested	582	567	97.4%	18.2%	582	572	98.3%	10.4%
Male	324	315	97.2%	13.7%	324	318	98.2%	8.6%
Female	258	252	97.7%	23.8%	258	254	98.5%	12.7%
Hispanic or Latino	565	552	97.7%	18.0%	565	557	98.6%	10.1%
Socioeconomically Disadvantaged	569	557	97.9%	17.5%	569	562	98.8%	9.9%
English Learners	252	239	94.8%	1.7%	252	244	96.8%	0.8%
Students with Disabilities	82	82	100.0%	6.2%	82	82	100.0%	2.5%
Migrant Education	108	106	98.2%	11.3%	108	108	100.0%	11.1%
Grade 8					Grade 8			
All Students Tested	527	515	97.7%	20.0%	527	517	98.1%	16.1%
Male	276	270	97.8%	17.5%	276	269	97.5%	15.0%
Female	251	245	97.6%	22.9%	251	248	98.8%	17.3%
Hispanic or Latino	515	504	97.9%	20.1%	515	506	98.3%	16.5%
Socioeconomically Disadvantaged	518	507	97.9%	20.2%	518	509	98.3%	16.2%
English Learners	158	152	96.2%	1.3%	158	153	96.8%	1.3%
Students with Disabilities	48	47	97.9%	2.2%	48	46	95.8%	6.5%
Migrant Education	97	95	97.9%	12.8%	97	95	97.9%	16.8%

Note: ELA & Mathematics test results include the Smarter Balanced 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 on the CAAs divided by the total number of students who participated in both assessments. A dash (-) appears 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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Percentage of Students Meeting or Exceeding the State Standards						
	Toro Canyon		CVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	15	19	18	22	44	48
Mathematics	8	13	11	14	33	36

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.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Suspensions and Expulsions									
	Toro Canyon			CVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	93	113	146	902	828	926	279,383	243,603	230,389
Expulsions (#)	1	2	4	13	23	25	6,611	5,692	6,227

Classroom Environment

Discipline & Climate for Learning

Toro Canyon Middle School's discipline policies are based upon Character Counts and PBIS, which are used as guides to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers follow the PBIS (Positive Behavior Intervention Support) program to establish core values and discipline practices. This program provides tiered, progressive disciplinary interventions to assist students in making the right choice. In an effort to build strong ethical values, Character Counts® six pillars of character (trustworthiness, respect, responsibility, fairness, caring, citizenship) are embedded into campus culture, a component of behavior discussions, and integrated into Advisory class lessons.

Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Toro Canyon Middle School employs a progressive approach incorporating Capturing Kids Hearts strategies and techniques to manage students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Advancement Via Individual Determination

Toro Canyon Middle School implemented the Advancement Via Individual Determination (AVID) program during the 2015-16 school year. The AVID program teaches skills and behaviors for academic success, provides intensive support with tutorials and strong student/teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination. Toro Canyon Middle School is focused on the organizational and note-taking skills for the first year of implementation of this program.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20, 21-32, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
2013-14				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	23	26	62	
Math	23	14	33	
Science	23	10	37	
History	22	14	34	
2014-15				
English	23	12	33	
Math	25	12	46	
Science	26	9	33	
History	24	12	29	
2015-16				
English	23	20	35	
Math	25	9	47	
Science	27	4	42	
History	25	7	35	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Curriculum & Instruction

Staff Development

All training and curriculum development at Coachella Valley Unified School District revolves around the California Content Standards and Frameworks and National Common Core Standards. The district's Educational Services Division works closely with school administrators, teachers, and the superintendent to identify staff training needs based upon review of student performance data results, monthly site leadership collaboration efforts, and principal input.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district allows each teacher to participate in 15 hours of staff development time. Training activities typically relate to the teacher's area of expertise and covers innovative strategies and techniques to improve student achievement and the quality of classroom instruction. Teachers may participate in district-sponsored seminars presented by district personnel, outside consultants, and/or professional development organizations.

2015-16 District-Sponsored Professional Development:

- All Things iPad! Reaching All Learners
- Biliteracy Units of Study
- Common Core State Standards Implementation Using Units of Study
- Read 180/System 44
- Write from the Beginning and Beyond

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The Beginning Teacher Support and Assessment (BTSA) program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period. The Peer Assistance and Review (PAR) program is available to veteran teachers who need to improve instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance. Experienced and knowledgeable veteran teachers, referred to as "coaches", are paired with teachers referred to the PAR program to provide individualized guidance, support, and training.

Classified staff receive job-related training from qualified district personnel, consultants, and the county office of education. Special education aides received specialized training from district office personnel. Long-term substitute teachers are invited to attend designated training sessions.

Site-Based Training

Toro Canyon Middle School works with the Coachella Valley Unified School District to focus on specific areas of study and to improve instructional practices, address areas needing improvement, and implement new programs for improved student learning. Through collaborative efforts of school and district representatives, specific areas for professional training are identified to complement and support districtwide training.

Staff training concentrations for the 2015-16 school year were identified by a team of teachers who identified training needs based upon input and feedback from teaching staff. Teacher training took place after school on every first and third early release Wednesdays of the month. Professional development activities focused on:

- AVID
- Best Practices
- CELDT
- Data Analysis
- EL Instructional Strategies
- Essential Standards
- Improving Student Attendance
- Instructional Rounds
- Keystone - Language Arts
- PBIS
- Professional Learning Communities
- RCOE Common Core Training
- Safe School Plan
- Special Education Training
- Strategies for SBAC Testing
- Technology Training

Instructional Materials

All textbooks used in the core curriculum at Toro Canyon Middle School are being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials (English/language arts, math, science, and social science).

On September 13, 2016, the Coachella Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2017-16 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

Textbooks					
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade	
Reading/Language Arts					
2003	Yes	McDougal Littell: Language of Literature	0%	7-8	
2016	Yes	HMH System 44 Secondary	0%	7-8	
2010	Yes	Longman Pearson: Keystones	0%	7-8	
2010	Yes	Scholastic Read 180 Stage B Next Generation	0%	7-8	
2007	Yes	Rosetta Stone for ELD	0%	7-8	
2003	Yes	Pearson: Side by Side (Newcomers)	0%	7-8	
2003	Yes	HMH English 3D	0%	7-8	
Math					
2014	Yes	McGraw-Hill; CA Middle School Math Course 1, 2, 3	0%	7-8	
2014	Yes	McGraw-Hill: ALEKS	0%	7-8	
2014	Yes	McGraw-Hill; Accelerated Math	0%	8	
Science					
2007	Yes	CPO Science (Life and Physical)	0%	7-8	
2007	Yes	CPO Science Spanish Edition	0%	7-8	
Social Science					
2007	Yes	Holt: World History, Medieval to Early Modern Times	0%	7	
2007	Yes	Holt: World History (Spanish Student Edition)	0%	7	
2007	Yes	Holt: U.S. History, Independence to 1914	0%	8	
2007	Yes	Holt: U.S. History (Spanish Student Edition)	0%	8	
Health					
2005	Yes	MacMillan McGraw-Hill: Health and Wellness	0%	7-8	
2005	Yes	Macmillan: Salud y bienestar	0%	7-8	

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 school year, Coachella Valley Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Professional Staff

Teacher Assignment

During the 2015-16 school year, Toro Canyon Middle School had 45 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	Toro Canyon			CVUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	46	47	50	801	844	857
Teachers with Full Credential	46	45	50	801	840	853
Teachers without Full Credential	0	2	0	0	4	4
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	4	0	0
Teacher Misassignments for English Learners	0	0	0	1	1	1
Total Teacher Misassignments*	0	0	0	1	1	1
Teacher Vacancies	2	2	1	17	15	9

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.

In the following table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Core Academic Classes		
Taught by Highly Qualified Teachers		
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
2015-16		
Toro Canyon	100.0%	
District Totals		
All Schools	99.0%	1.0%
High-Poverty Schools	99.0%	1.0%
Low-Poverty Schools	-	-

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

Counseling & Support Staff

Toro Canyon Middle School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally.

The Counselors and Support Personnel table in this report illustrates the availability of non-instructional support staff to Toro Canyon Middle School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors and Support Personnel (Nonteaching Professional Staff)		
2015-16		
	No. of Staff	FTE*
Academic Counselor	2	2.0
Psychologist	1	0.2
Speech & Language Pathologist	1	0.3
Speech & Language Aide	1	0.2
School Nurse	1	0.2
Adaptive PE Specialist	1	0.1
Security Officers	2	2.0
English Learner Support Assistant	1	1.0
Family Therapist	1	0.2
Occupational Therapist	1	**
Behavior Specialist	1	0.2
Average Number of Students per Academic Counselor		539.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Toro Canyon Middle School's original facilities were built in 2004; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, two security guards inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Toro Canyon Middle School. The day custodian is responsible for:

- Cafeteria Cleanup/Setup
- General Maintenance
- Restrooms
- Special Events Preparations/Setup
- Emergency Cleaning
- Ordering Supplies

Restrooms are checked a minimum of twice a day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classrooms
- Restrooms
- Office Areas
- Gym
- Locker Rooms

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	2004
Acreage	81.86
Bldg. Square Footage	114444
	Quantity
# of Permanent Classrooms	53
# of Portable Classrooms	8
# of Restrooms (student use)	2 sets
Amphitheater	1
Art Room	1
Band Room	1
Computer Lab	3
Gym with Locker Rooms	1
Library	1
Science Lab	4
Staff Lounge	1
Staff Lunch Room	1
Swimming Pool	1

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the following individuals patrol the campus, entrance areas, and designated common areas: administrators, two security guards, and four noon supervisors. Administrators, counselors, noon supervisors and security guards monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, security guards and administrators monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Toro Canyon Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Toro Canyon Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school safety plan was reviewed and updated in May 2016, and discussed with school staff in August 2016.

Condition of Facilities - Riverside County Williams Inspection Results

On an annual basis, representatives from the Riverside County Office of Education visit Coachella Valley Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection for Toro Canyon Middle School completed by the county took place on November 10, 2016. Results of the inspection are provided in the table below.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: November 10, 2016	Good	Fair	Poor	
Systems	✓			M3 109 - A/C is not working properly
Interior Surfaces	✓			Core - Falling cabinet door
Cleanliness		✓		M7 Girls RR & MG Boys RR - Dirty air vent; Core - Dirty sink, trash under sink cabinet, trash under sink; M1 121 - Deficiency noted; M1 119, M1 118, M1 116 & M3 112 - Needs vacuuming
Electrical		✓		MPR - About 15 can lights out; M7 Girls RR - Two light fixtures out and hand dryer has chipping paint; Boys RR/Showers - Hand dryer has chipping paint; MG Girls RR - One missing light diffuser; Core - Four lights out; M5 Core & Core - Two lights out
Restrooms/Fountains		✓		Girls Locker Room RR/Showers - Two sink sensors faucets not working/one shower does not work; Core - Loose drinking fountain, one sink faucet not working, loose faucet, sink faucet does not work/missing push button; MG Girls RR - One sensor faucet not working
Safety	✓			M7 105 Girls Locker Room - Missing fire extinguisher; A-1 Admin - Fire alarm in trouble
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2014-15 school year, Coachella Valley Unified School District spent an average of \$10,112 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2014-15		
	CVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	45,708	44,958
Mid-Range Teacher Salary	73,691	70,581
Highest Teacher Salary	94,705	91,469
Average Principal Salaries:		
Elementary School	109,412	113,994
Middle School	125,908	120,075
High School	130,044	130,249
Superintendent Salary	231,000	218,315
Percentage of Budget For:		
Teacher Salaries	36	38
Administrative Salaries	5	5

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

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Toro Canyon Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to CAASPP, enrollment, and staffing.

Public Internet Access Location

Parents may access Toro Canyon Middle School's SARC and access the internet at any of the county's public libraries. The closest library to Toro Canyon Middle is the Mecca Library located at 91-260 Avenue 66, Mecca.

Mecca Library
(760) 396-2363
Hours: Mon. - Thurs: 10 - 6
Fri. and Sun: Closed
Sat: 10 - 6

Number of computers available: 13
Number of printers available: 1

Current Expense of Education Per Pupil 2014-15

Dollars Spent Per Student					
Expenditures Per Pupil	Toro Canyon	CVUSD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,502	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,571	N/A	N/A	N/A	N/A
Unrestricted (Basic)	3,931	4,809	81.7%	5,677	84.7%
Average Teacher Salary	72,926	76,521	95.3%	74,216	103.1%

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

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Economic Impact Aid (EIA)
- Education Protection Account
- Governor's CTE Initiative: California Partnership Academies
- Head Start Program
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Partnership Academies Program
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I, II, III
- Vocational Programs

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Coachella Valley Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section was acquired in December 2016 and the school facilities section was acquired in January 2016.