

Midway Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.

Al Quezada, Principal

Principal, Midway Elementary

About Our School

I'm proud to announce that Midway School District was awarded the 2020 California Distinguished School Award on December 18th from State Superintendent Tony Thurmond. We are only 1 of 323 schools recognized in the state and 1 of 6 in Kern County. Our school celebrated this distinction with an assembly on January 10th that honored and congratulated: Parent volunteers, Board of Trustees, community and business partners, KCSOS support staff, Midway staff and all of our wonderful students. The Distinguished Schools program recognizes schools based on performance and progress on the state indicators as specified on the California School Dashboard. Indicators include test scores, suspension rates, and conditions and climate.

Proud to be a part of such a wonderful community and school that has such a bright future. Together we can accomplish so much!

Contact

Midway Elementary
259 F St.
Fellows, CA 93224-0039

Phone: 661-768-4344
Email: alquezada@midwaytigers.com

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Midway Elementary
Phone Number	(661) 768-4344
Superintendent	Al Quezada
Email Address	alquezada@midwaytigers.com
Website	www.midwayschooldistrict.org

School Contact Information (School Year 2019—20)	
School Name	Midway Elementary
Street	259 F St.
City, State, Zip	Fellows, Ca, 93224-0039
Phone Number	661-768-4344
Principal	Al Quezada, Principal
Email Address	alquezada@midwaytigers.com
County-District-School (CDS) Code	15636696009781

Last updated: 1/23/2020

School Description and Mission Statement (School Year 2019—20)

Welcome to Midway School, where we encourage and celebrate high academic achievement for all students. We are a small single school/district with approximately 80 students in grades Transitional Kindergarten through Eighth. We are located in Fellows, California, with a proud hard working rural community on the west end of Kern County. We have over a hundred year history with a beautiful safe campus.

Midway's small-school setting allows for reduced class sizes and individualized attention for all students. Our students participate in academic, athletic, and social events with other similar small schools throughout the school year. In addition, all students participate in a variety of grade-level appropriate field trips. We also have a strong accountability program (TIGER Way) that encourages all students to achieve high expectations with built in recognition and rewards: rallies, field trips, Students of the month, and academic award assemblies.

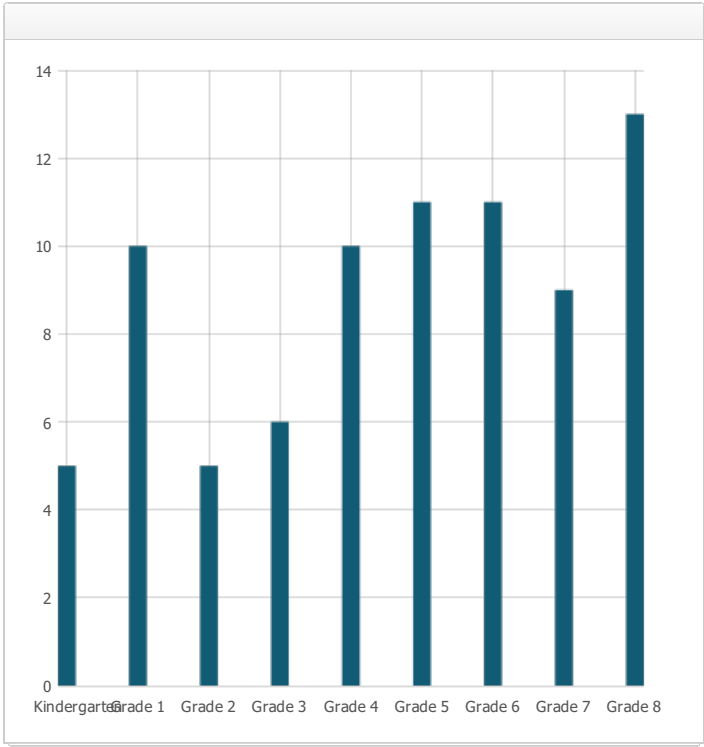
We are fortunate to have many experienced and knowledgeable teachers eager to make a positive impact on our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. Our staff consists of one Superintendent/Principal, six full-time teachers, one part-time RSP teacher, one District Secretary, one Maintenance and transportation Director and three classroom aides. All staff contribute to making Midway School the best that it can be through monthly In-Service meetings.

Please feel free to contact us for any additional information about our wonderful "small school on the hill." We always welcome visitors, parents, community members and new volunteers.

Last updated: 2/4/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	5
Grade 1	10
Grade 2	5
Grade 3	6
Grade 4	10
Grade 5	11
Grade 6	11
Grade 7	9
Grade 8	13
Total Enrollment	80



Last updated: 1/23/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	1.30 %
Asian	%
Filipino	%
Hispanic or Latino	11.30 %
Native Hawaiian or Pacific Islander	%
White	83.80 %
Two or More Races	3.80 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	53.80 %
English Learners	%
Students with Disabilities	11.30 %
Foster Youth	%
Homeless	2.50 %

A. Conditions of Learning

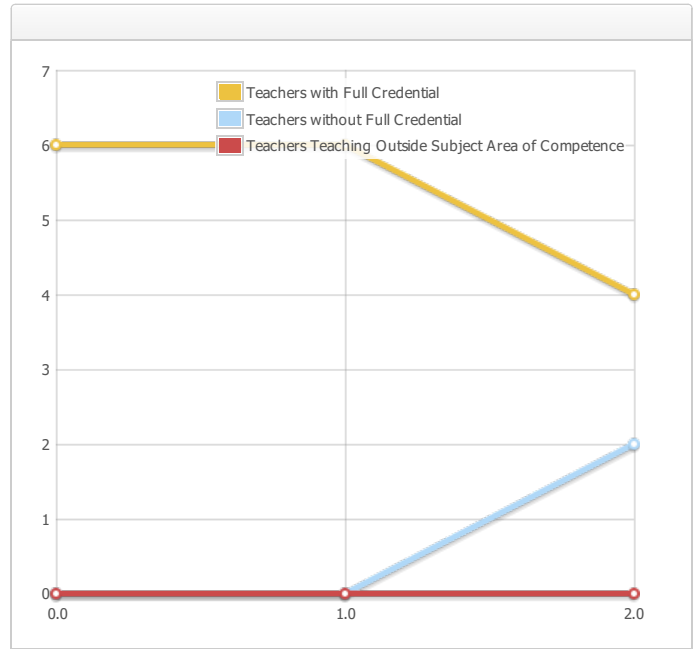
State Priority: Basic

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

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

Teacher Credentials

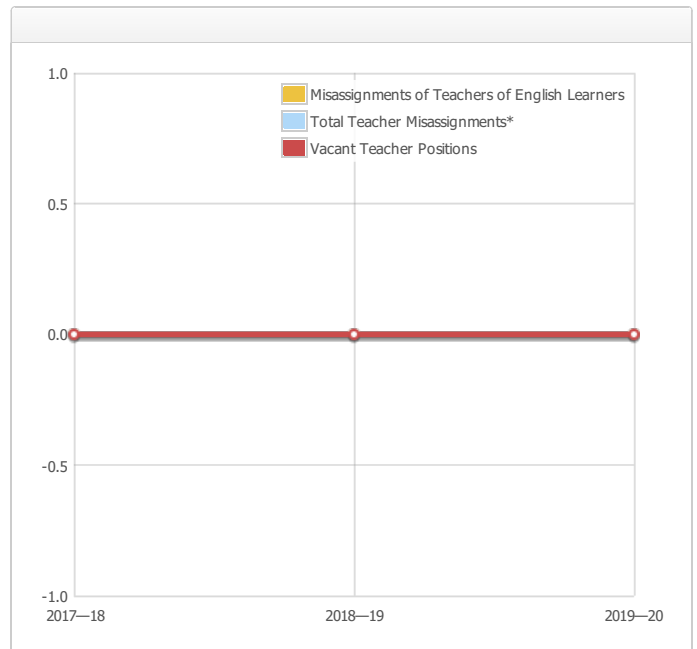
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	6	6	4	4
Without Full Credential	0	0	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/23/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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.

Last updated: 1/23/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten - 8th Grades Houghton Mifflin Harcourt "Collections" and "Journeys"	Yes	0.00 %
Mathematics	Kindergarten - 8th Grades Houghton Mifflin Harcourt "Go Math" Textbook Publisher	Yes	0.00 %
Science	5th -8th Grades Mcdougal Littell Textbook Publisher 1st - 4th Grades Houghton Mifflin Textbook Publisher	Yes	0.00 %
History-Social Science	Kindergarten -8th Grade Pearson Textbook Publisher "My World" Interactive	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/23/2020

School Facility Conditions and Planned Improvements

Midway School places a strong emphasis on ensuring the safety of all students and staff members. The school's maintenance/custodial staff of 5 keeps the facilities in compliance with all federal and state health and safety regulations. The TK-8 campus is currently comprised of 8 classrooms, one staff room, library, auditorium, Gym, fitness center, computer lab, and two playgrounds. The chart below displays the results of the most recent school facilities inspection.

Midway School has also been recently been modernized and is mostly in good repair. We are currently looking for projects that we can do within our budget to complete projects that were not included in the modernization project. Prop 39 has passed and that will give us a money flow for 5 years. Midway School will come up with a plan that has to do with conservation of energy, Insulation, updated thermostats, sealing cracks and changing to new light bulbs will be a part of that plan.

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

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

Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Exemplary
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Last updated: 1/23/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	53.0%	52.0%	53.0%	52.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	58.0%	50.0%	58.0%	50.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/23/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	67	100.00%	0.00%	52.24%
Male	29	29	100.00%	0.00%	55.17%
Female	38	38	100.00%	0.00%	50.00%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino					
Hispanic or Latino	--	--	--	--	
Native Hawaiian or Pacific Islander					
White	58	58	100.00%	0.00%	48.28%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	41	41	100.00%	0.00%	46.34%
English Learners					
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/23/2020

**CAASPP Test Results in Mathematics by Student Group
 Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	67	100.00%	0.00%	44.78%
Male	29	29	100.00%	0.00%	48.28%
Female	38	38	100.00%	0.00%	42.11%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino					
Hispanic or Latino	--	--	--	--	
Native Hawaiian or Pacific Islander					
White	58	58	100.00%	0.00%	43.10%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	41	41	100.00%	0.00%	34.15%
English Learners					
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/23/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/23/2020

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

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.40%	46.20%	--
7	--	--	--

Note: 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.

Last updated: 1/23/2020

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Parents and the community are very supportive with special events through out the school year. Midway School offers opportunities for parents to meet in our library and give input and organize events. Example of events and support they participate in are: volunteering in classrooms, fund-raisers, field trip chaperones, Back-To-School Night, parent-teacher conferences, awards assemblies, Red Ribbon Week, athletic events, fall carnival, Santa's Secret Shop, book fair and Christmas program. The school also informs parents of student progress through our on-line grading system (Jupiter Ed), Progress Reports, Report Cards, Parent Conferences requested by parents or teachers, Teacher/Principal letters, telephone calls and our school-wide notification system "SchoolWise."

Contact Person: Al Quezada
Principal/Superintendent
Contact Phone Number: (661) 768-4

State Priority: Pupil Engagement

Last updated: 1/30/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	5.30%	3.10%	0.00%	5.30%	3.10%	0.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/29/2020

School Safety Plan (School Year 2019—20)

A comprehensive school safety plan is in place to ensure a secure, peaceful, and clean environment for the school community. The plan was reviewed on April 9, 2019 by our Board of Trustees. Our Safety Committee, which consists of the Superintendent, local fire department, parents, and all school staff were involved in reviewing plan. The school's disaster preparedness plan identifies procedures to follow during emergencies and natural disasters. Emergency drills, including fire, earthquake, and intruder on campus are conducted monthly and annually. We have an automated system (Schoolwise) that can alert all parents of emergencies. Faculty members, administrators, and yard duty monitors are responsible for supervising students before and after school, at recess and during lunch. All visitors are required to check in and sign out at the office and wear a badge at all times.

Last updated: 1/30/2020

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	4.00	1		
1	6.00	1		
2	6.00	1		
3	12.00	1		
4	11.00	1		
5	13.00	1		
6	13.00	1		
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	9.00	1		
1	6.00	1		
2	6.00	1		
3	14.00	1		
4	12.00	1		
5	12.00	1		
6	9.00	1		
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	5.00	1		
1	10.00	1		
2	5.00	1		
3	6.00	1		
4	7.00	1		
5	11.00	1		
6	11.00	1		
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 1/29/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

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

**Average Number of Pupils per Counselor

Last updated: 1/29/2020

Student Support Services Staff (School Year 2018—19)

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	1.00
Resource Specialist (non-teaching)	1.00
Other	

*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.

Last updated: 1/29/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$75340.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$64941.00
Percent Difference – School Site and State	N/A	N/A	--	--

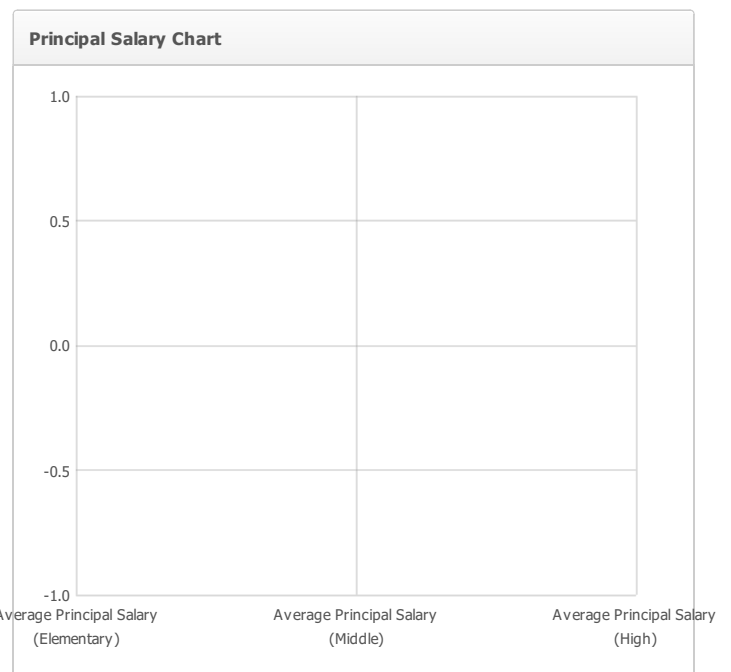
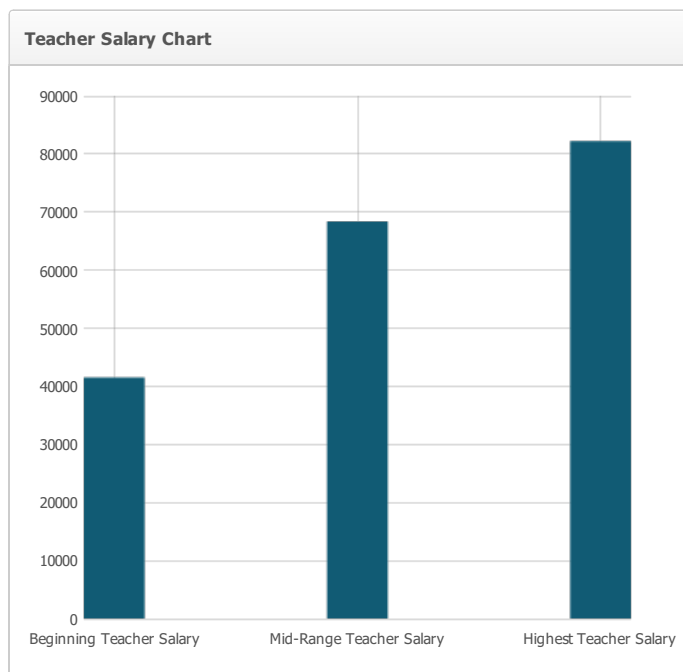
Note: Cells with N/A values do not require data.

Last updated: 1/29/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,526	\$45,252
Mid-Range Teacher Salary	\$68,393	\$65,210
Highest Teacher Salary	\$82,223	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	--
Superintendent Salary	\$100,000	\$124,686
Percent of Budget for Teacher Salaries	27.00%	31.00%
Percent of Budget for Administrative Salaries	6.00%	7.00%

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



Last updated: 1/29/2020

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9