

**Midway Elementary**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School Year**  
**California Department of Education**

**Address:** 259 F St.  
Fellows, CA , 93224-0039

**Principal:** Al Quezada

**Phone:** (661) 768-4344

**Grade Span:** K-8

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 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.

# About This School

## Al Quezada

Principal, Midway Elementary

## About Our School

## Contact

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

Phone: (661) 768-4344  
Email: [alquezada@midwaytigers.org](mailto:alquezada@midwaytigers.org)

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

<b>District Name</b>	Midway Elementary
<b>Phone Number</b>	661-768-4344
<b>Superintendent</b>	Quezada, Al
<b>Email Address</b>	<a href="mailto:alquezada@midwaytigers.com">alquezada@midwaytigers.com</a>
<b>Website</b>	<a href="http://midwayschooldistrict.org">midwayschooldistrict.org</a>

### School Contact Information (School Year 2022–23)

<b>School Name</b>	Midway Elementary
<b>Street</b>	259 F St.
<b>City, State, Zip</b>	Fellows, CA , 93224-0039
<b>Phone Number</b>	(661) 768-4344
<b>Principal</b>	Al Quezada
<b>Email Address</b>	<a href="mailto:alquezada@midwaytigers.com">alquezada@midwaytigers.com</a>
<b>Website</b>	<a href="http://midwayschooldistrict.org">midwayschooldistrict.org</a>
<b>County-District-School (CDS) Code</b>	15636696009781

Last updated: 1/19/23

## **School Description and Mission Statement (School Year 2022–23)**

Welcome to Midway School, where we encourage and celebrate high academic achievement for all students. We are a small single school/district with approximately 75 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.

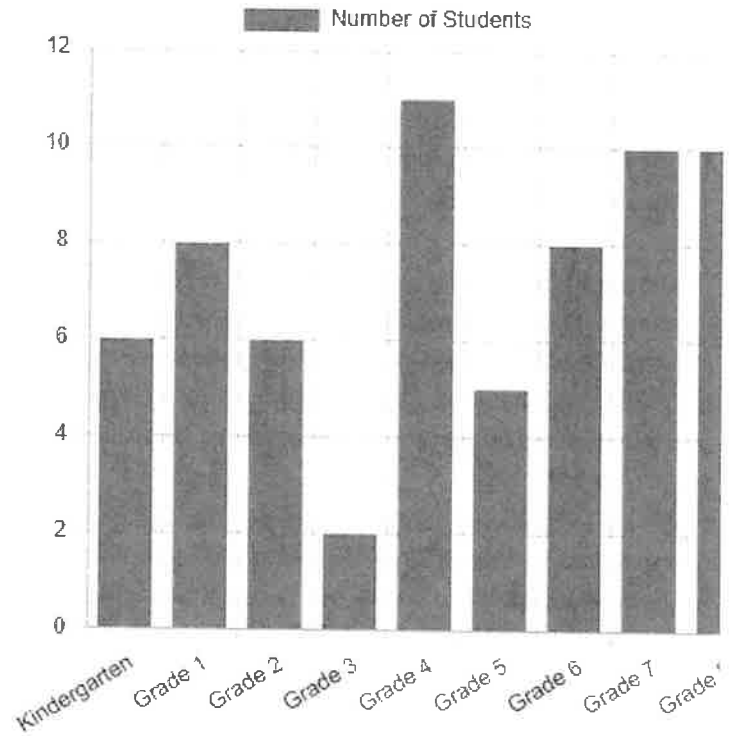
We are fortunate to have many experienced and knowledgeable teachers and instructional aides eager to make a positive impact on our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. Our staff consists of one Superintendent/Principal, five full-time teachers, one part-time RSP teacher, one District Secretary, one Maintenance and Transportation Director, and four classroom aides. All staff members are welcoming and contribute to a safe and positive school environment.

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: 1/19/23*

### Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	6
Grade 1	8
Grade 2	6
Grade 3	2
Grade 4	11
Grade 5	5
Grade 6	8
Grade 7	10
Grade 8	10
Total Enrollment	66



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/19/23

### Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	47.00%
Male	53.00%
Non-Binary	0.00%
American Indian or Alaska Native	2.00%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	17.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	43.00%
Students with Disabilities	8.00%

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	3.00%
White	78.00%

## 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 Preparation and Placement (School Year 2020–21)

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)	3.90	60.78	3.90	60.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.50	39.06	2.50	39.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	6.40	100.00	6.40	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.

*Last updated: 1/19/23*

### Teacher Preparation and Placement (School Year 2021–22)

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						

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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.

*Last updated: 1/19/23*

### **Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)**

<b>Authorization/Assignment</b>	<b>2020-21 Number</b>	<b>2021-22 Number</b>
Permits and Waivers	2.00	
Misassignments	0.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.50	

*Last updated: 1/11/23*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

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

*Last updated: 1/11/23*

**Class Assignments**

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	100.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.60	

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

*Last updated: 1/11/23*



## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: Not Available

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 - All Students Houghton Mifflin Harcourt "Collections" and "Journeys"		0%
Mathematics	Kindergarten - 8th Grades - All Students Houghton Mifflin Harcourt "Go Math" Textbook Publisher		0%
Science	Kindergarten - 8th Grade - All Students TCI - Textbook Publisher		0%
History-Social Science	Kindergarten -8th Grade - All Students Pearson Textbook Publisher "My World" Interactive		0%
Foreign Language	6-8 Grades World Language Acquisition – Spanish Through "Duolingo"		0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/19/23

## 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 4 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, a library, an auditorium, a gym, a fitness center, a computer lab, and two playgrounds. The chart below displays the results of the most recent school facilities inspection.

Midway School has also been recently modernized and is mostly in good repair. We are currently looking for projects that we can do within our budget that was not included in the modernization project. Prop 39 has passed, and that will give us a money flow for five years. Midway School just recently completed a plan for the conservation of energy: Insulation, updating thermostats, sealing cracks, and changing to new, more efficient light bulbs throughout the campus. We also most recently updated the swimming pool filtration system and other general repairs on the swimming pool's deck.

*Last updated: 1/19/23*

### School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: Not Available

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

## Overall Facility Rate

Year and month of the most recent FIT report: Not Available

Overall Rating	Exemplary
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*Last updated: 1/19/23*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **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.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

##### Percentage of Students Meeting or Exceeding the State Standard

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	39%	N/A	39%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	49%	N/A	49%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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: 1/19/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	49	49	100.00	0.00	38.78
Female	24	24	100.00	0.00	54.17
Male	25	25	100.00	0.00	24.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	39	100.00	0.00	38.46
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless				--	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100.00	0.00	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.



**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment**

**Grades Three through Eight and Grade Eleven**

**(School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	49	49	100.00	0.00	48.98
Female	24	24	100.00	0.00	54.17
Male	25	25	100.00	0.00	44.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	39	100.00	0.00	48.72
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100.00	0.00	23.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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: 1/19/23*



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

<b>Subject</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>State 2020–21</b>	<b>State 2021–22</b>
Science (grades 5, 8, and high school)					28.5	29.47

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

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: 1/19/23*

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	17	17	100.00	0.00	23.53
Female	12	12	100.00	0.00	33.33
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	18.18
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

*Last updated: 1/19/23*

## 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 2021–22)

#### Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	7%	7%	7%	7%	7%
7	9%	%	9%	9%	9%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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: 1/19/23*

## 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

### Opportunities for Parental Involvement (School Year 2022–23)

Parents and the community are very supportive of special events throughout the school year. Midway School offers opportunities for parents to meet in our library and give input and organize events. Examples 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 online 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) 768-4344

## **State Priority: Pupil Engagement**

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

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

**Chronic Absenteeism by Student Group  
(School Year 2021–22)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	74	71	25	35.2
Female	37	34	16	47.1
Male	37	37	9	24.3
American Indian or Alaska Native	2	2	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	11	11	7	63.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	59	56	18	32.1
English Learners	1	1	0	0.0
Foster Youth	2	1	1	100.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	44	41	15	36.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	9	9	3	33.3

*Last updated: 1/19/23*

## 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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	2.22%	2.22%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: 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.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	1.18%	1.35%	1.18%	1.35%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: 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.

*Last updated: 1/19/23*

**Suspensions and Expulsions by Student Group  
(School Year 2021–22)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	1.35	0.00
Female	0.00	0.00
Male	2.70	0.00
Non-Binary	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.69	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

*Last updated: 1/19/23*

**School Safety Plan (School Year 2022–23)**

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 19, 2022, 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 the 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: 1/19/23*

## 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 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	5.00	2		
1	5.00	1		
2	11.00	1		
3	7.00	1		
4	9.00	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 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	8.00	1		
1	7.00	1		
2	2.00	2		
3	6.00	2		
4	5.00	1		
5	9.00	1		
6	8.00	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 2021–22**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	3.00	2		
1	8.00	1		
2	6.00	1		
3	1.00	2		
4	11.00	1		
5	5.00	1		
6	8.00	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.

**Student Support Services Staff (School Year 2021–22)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
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	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.

*Last updated: 1/19/23*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$67467.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$74053.00
Percent Difference – School Site and State	N/A	N/A	--	--

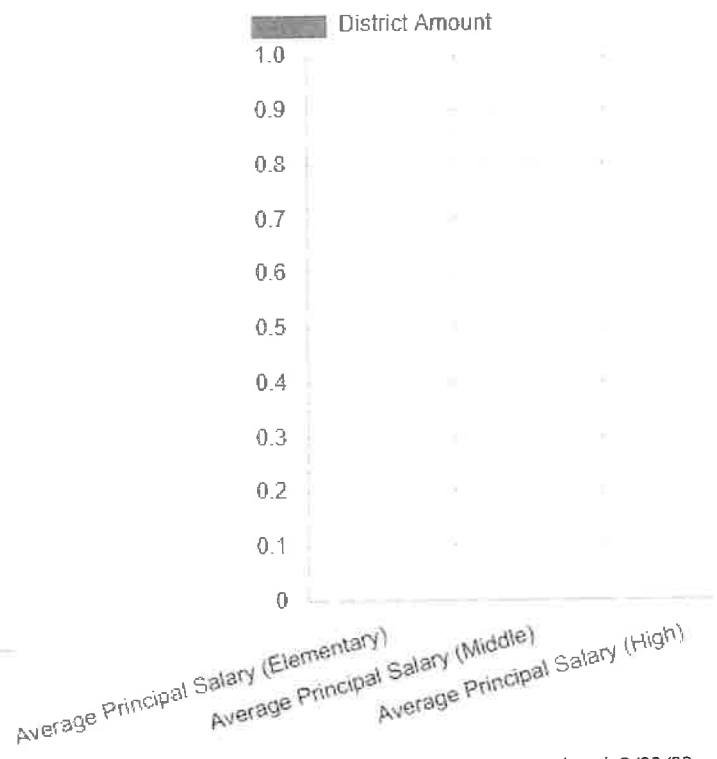
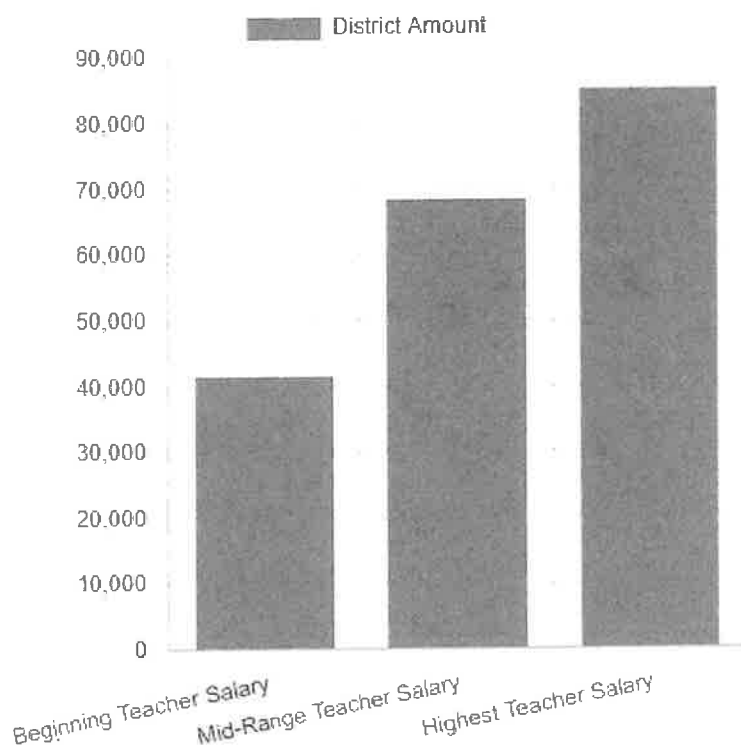
Note: Cells with N/A values do not require data.

Last updated: 1/19/23

### Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41526.00	\$46843.81
Mid-Range Teacher Salary	\$68393.00	\$73398.10
Highest Teacher Salary	\$85268.00	\$93345.17
Average Principal Salary (Elementary)	\$0.00	\$116456.68
Average Principal Salary (Middle)	\$0.00	\$122114.81
Average Principal Salary (High)	\$0.00	\$0.00
Superintendent Salary	\$102000.00	\$136295.61
Percent of Budget for Teacher Salaries	21.65%	29.92%
Percent of Budget for Administrative Salaries	5.37%	6.44%

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



Last updated: 2/23/23

### Professional Development

Measure	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	32

Last updated: 1/19/23

