

Mountain Meadows 21st Century Learning Academy

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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.

2023-24 School Contact Information

School Name	Mountain Meadows 21st Century Learning Academy
Street	4200 Mountain Meadows Drive
City, State, Zip	Moorpark, CA 93021
Phone Number	(805) 378-6306
Principal	Teresa Johnson
Email Address	tjohnson@mrpk.org
School Website	https://mountainmeadows.mrpk.org/
County-District-School (CDS) Code	56739406106447

2023-24 District Contact Information

District Name	Moorpark Unified School District
Phone Number	(805) 378-6300
Superintendent	Dr. Kelli Hays
Email Address	khays@mrpk.org
District Website	http://www.mrpk.org/

2023-24 School Description and Mission Statement

Mountain Meadows School opened in 1987 as a Kindergarten-3rd grade school. Mountain Meadows became a Kindergarten-5th grade school in 2008, and currently serves students in TK-5th grade. The staff includes a principal, school counselor, 18 general education classroom teachers, five special education classroom teachers, and additional specialists for serving students on Individual Educational Plans (IEPs). A support staff of certificated and classified employees provides a multitude of services including Reading and Math Intervention, Enrichment, classes in Art, Physical Education, Music and Library. Support personnel includes clerical, custodial, transportation, campus supervision, and food services.

Our Mission: In a rigorous, academic, and positive school climate, students are empowered to be active learners, who are prepared for the numerous and diverse opportunities of the 21st Century. Through highly effective teaching strategies, students engage in the learning process across all content areas. Additionally, they are well prepared with essential skills for success, including critical thinking, problem-solving, communication, and collaboration.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	98
Grade 1	71
Grade 2	51
Grade 3	73
Grade 4	82
Grade 5	59
Total Enrollment	434

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
Asian	5.1%
Black or African American	2.1%
Filipino	0.5%
Hispanic or Latino	41.5%
Two or More Races	4.8%
White	46.1%
English Learners	14.5%
Foster Youth	0.2%
Homeless	0.2%
Socioeconomically Disadvantaged	27%
Students with Disabilities	20.5%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.60	95.16	227.70	85.14	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.80	0.69	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.90	5.58	12115.80	4.41
Unknown	1.00	4.84	22.40	8.40	18854.30	6.86
Total Teaching Positions	20.60	100.00	267.50	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.10	95.26	225.40	83.58	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.60	1.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.80	4.75	11953.10	4.28
Unknown	1.00	4.74	24.90	9.23	15831.90	5.67
Total Teaching Positions	21.10	100.00	269.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Wonders (McGraw Hill) 2017	Yes	0
Mathematics	enVision Math (Pearson) 2015	Yes	0
Science	California Science (Pearson Scott Foresman) 2008	No	0
History-Social Science	Social Studies (Scott Foresman) 2007	No	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Mountain Meadows School opened in September 1987. The facilities consist of a central building, which includes Administrative offices, a Library, a Wellness Center, and a Multi-purpose room. There are four permanent classroom wings with 32 classrooms and an additional six relocatable buildings. The relocatable buildings house classrooms, an Expanded Learning after-school program, Music room, Office/storage, and a PTA Room. The newest building, which houses most of the 4th and 5th-grade classrooms, includes an Art room, and rooms for SPED services and personnel. Mountain Meadows School is situated on a large lot adjacent to Mountain Meadows Park and the school grounds are beautifully landscaped. The two playgrounds have a view of the mountains that surround Moorpark and are bordered by large beautiful trees. Both playgrounds include various pieces of developmentally appropriate equipment that meet state safety standards. There is a large grass field, as well as two baseball diamonds, two basketball courts, four tetherball courts and four handball courts. The facilities and grounds are well maintained by our District's Grounds and Maintenance Departments.

Year and month of the most recent FIT report

2/24/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		MPR: Minor damages on wall; floor tiles lifting RM 18: Minor pieces of wall covering missing RM 33: Carpet needs to be replaced; Stained ceiling tiles RM 34: Carpet needs to be replaced; Stained ceiling tiles RM 35: Carpet needs to be replaced; Stained ceiling tiles RM 36: Carpet needs to be replaced; Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			RM 20: Stained ceiling tiles indicating previous leak RM 33: Carpet needs to be replaced; Stained ceiling tiles RM 34: Carpet needs to be replaced; Stained ceiling tiles RM 35: Carpet needs to be replaced; Stained ceiling tiles RM 36: Carpet needs to be replaced; Stained ceiling tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	58	63	57	56	47	46
Mathematics (grades 3-8 and 11)	53	52	43	42	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	212	204	96.23	3.77	62.75
Female	103	100	97.09	2.91	66.00
Male	109	104	95.41	4.59	59.62
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	83.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	94	87	92.55	7.45	45.98
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	92	91	98.91	1.09	74.73
English Learners	31	27	87.10	12.90	14.81
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	58	93.55	6.45	41.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	39	95.12	4.88	23.08

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	212	208	98.11	1.89	51.92
Female	103	103	100.00	0.00	43.69
Male	109	105	96.33	3.67	60.00
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	83.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	94	90	95.74	4.26	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	92	92	100.00	0.00	63.04
English Learners	31	31	100.00	0.00	9.68
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	60	96.77	3.23	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	39	95.12	4.88	25.64

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	36.47	49.09	39.18	40.12	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	58	57	98.28	1.72	47.37
Female	32	32	100.00	0.00	40.63
Male	26	25	96.15	3.85	56.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	19	95.00	5.00	26.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	27	100.00	0.00	59.26
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	12	100.00	0.00	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93%	93%	93%	93%	93%

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.

2023-24 Opportunities for Parental Involvement

An active PTA and many parent volunteers support our instructional programs. PTA fundraising provides for our STEAM education, Art and PE classes, field trips, and classroom supplies. There are many opportunities for on-site volunteers in classrooms, the School Garden, Book Fairs, and helping with our school events. Parents serve on advisory committees such as our School Site Council, English Learner Advisory Committee, and District LCAP Advisory Committee. Our parent community provides valuable input and support to our school improvement endeavors. For more information about the PTA or other volunteer opportunities, call the school at 805.378.6306 or visit our website at <https://mountainmeadows.mrpk.org/>.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	451	445	72	16.2
Female	222	218	28	12.8
Male	229	227	44	19.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	24	23	4	17.4
Black or African American	10	10	2	20.0
Filipino	2	2	0	0.0
Hispanic or Latino	193	188	42	22.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	21	21	0	0.0
White	201	201	24	11.9
English Learners	69	67	13	19.4
Foster Youth	2	2	1	50.0
Homeless	5	5	1	20.0
Socioeconomically Disadvantaged	141	140	35	25.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	108	108	34	31.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.44	0.44	0.06	1.71	2.75	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.44	0
Female	0	0
Male	0.87	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.52	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.5	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.85	0

2023-24 School Safety Plan

Safety is always a high priority at Mountain Meadows. The campus is regularly inspected and any unsafe conditions are quickly remedied. The School Emergency Response Plan is reviewed, updated and practiced annually in October. The school's Comprehensive School Safety Plan (CSSP) is reviewed and revised annually. It includes input from our school community of students, staff and parents. The CSSP is approved by the Mountain Meadows School Site Council and the School Board in January. Staff and students are continuously trained in emergency situations. All students and staff participate in monthly safety simulations/drills for crises such as fire, active assailant, and earthquake. Emergency supplies are available on site both inside the classrooms and in outside storage. Parents are encouraged to provide a comfort kit with suggested supplies for use in an emergency, and additional comfort supplies are provided to all students by the PTA. Administration, support staff and campus aides consistently supervise outdoor areas and the school is fenced with closed and locked gates. Security cameras and the school-wide PA system are connected to the District office and to our partners in law enforcement. All visitors must enter the school through the front office. We solicit community support in helping us guard our students' safety and encourage our community to report any suspicious or unsafe activity at any time by calling the school and/or using the district's "We Tip" hotline. The School Resource Officer is available to assist students, staff and families as needed.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	5		
1	21		3	
2	19	2	1	
3	21	1	1	
4	17	2	2	
5	31		2	
Other	11	5	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		4	
1	24		2	
2	23		3	
3	23		3	
4	26		2	
5	28		3	
Other	7	4		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	4	0
1	22	0	3	0
2	16	1	2	0
3	24	0	3	0
4	26	0	3	0
5	28	0	2	0
6	0	0	0	0
Other	11	3	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	434

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$74,061
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

State and Federal programs at Mountain Meadows Elementary School include Special Education and Federal funding for English Learners (Title III). Through these programs, we offer intervention, staff development, and supplementary materials.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,959	\$54,190
Mid-Range Teacher Salary	\$71,164	\$85,111
Highest Teacher Salary	\$93,629	\$104,999
Average Principal Salary (Elementary)	\$116,707	\$132,492
Average Principal Salary (Middle)	\$120,772	\$140,987
Average Principal Salary (High)	\$140,762	\$153,884
Superintendent Salary	\$222,000	\$255,503
Percent of Budget for Teacher Salaries	32.12%	32.09%
Percent of Budget for Administrative Salaries	5.95%	5.25%

Professional Development

Fifteen total days were provided for professional development during the past three-year period.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	