

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Mill Street Elementary School	District Name	Orland Unified School District
Street	102 Mill Street	Phone Number	(530) 865-1200
City, State, Zip	Orland, CA 95963	Web Site	http://www.orlandusd.net
Phone Number	(530) 865-1240	Superintendent	Chris Von Kleist
Principal	Francisco Flores	E-mail Address	chris.vonkleist@orlandusd.net
E-mail Address	francisco.flores@orlandusd.net	CDS Code	11754816007488

School Description and Mission Statement

This section provides information about the school's goals and programs.

Principal's Message

The Mill Street School provides a quality academic and social education for kindergarten through second grade students. We accomplish our goals through instruction based on the California Content Standards, ongoing assessment, and high academic and behavioral expectations in a safe, engaging, and language-rich environment. Our students are known for high academic achievement and are recognized for having sound basic skills. Mill Street students feel safe in an environment where everyone is respectful, responsible, and resourceful. Our school is known for its unified and cooperative staff. The teachers, principal, and district administration demonstrate a clear understanding of our academic standards. Parents and community members are welcome and encouraged to participate in any of our programs.

Major Achievements

- Our Academic Performance Index (API) has risen steadily over the past six years. Last year our API was 758, an increase of 137 points over our 1999 score.
- Mill Street School received the Governor's Performance Award.
- Scores on district assessments in second grade indicate that 70 percent of students meet grade-level standards in reading and math.
- Our Reading Recovery tutoring program indicates a 90-percent growth in reading levels for identified students in first grade.
- Our language support group, funded through Title I (federal aid for low-income students), shows a 75- percent growth for English learners.
- Mill Street School is host to a local SPARKS program and participates in the SCNAC program. Our staff has fully integrated S'cool Moves into our daily activities.

Focus for Improvement

- Focus on English language development as a priority and place students in language groups to work on acquisition skills.
- Improve reading comprehension for targeted students by continuing to implement a comprehensive program of extra help that supports the Houghton Mifflin language arts curriculum.
- Increase collaboration between regular education and support programs.
- Increase instructional time and support from teachers and program specialists to assist targeted students; continue with our before-school and afterschool programs to provide instructional support.
- Train teachers on how to use Edusoft computer services to collect student data. We continually review and monitor student performance data for ways to enhance our delivery of instructional services.
- Follow a schoolwide block schedule to increase core curriculum time, with the expectation of increased student learning.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parent Involvement

Mill Street has a parent/community school club. Parents help the school organize annual events including the school carnival, career day, health fair, and other special events. They also work with the bilingual homework club. Parents help teachers supervise students on field trips and with special activities in the classroom. Parents also serve on the ELAC. Parents can contact the school office at (530) 865-1240 to find out how they can help. All parents go through a district screening before they can help in the classroom on a regular basis. The parent members of our SSC are actively involved in daily school activities, and many are parent helpers in the classroom.

Homework

Our teachers assign homework five days a week. They send home a packet on Monday for students to complete during the week and return on Friday. Many teachers require parents to review and sign the packet each week. Teachers also assign reading for at least 15 minutes per night. We offer homework assistance throughout the school year. Bilingual support is offered as needed for families who need assistance with homework. Coordination with County programs (SPARKS) has resulted in the creation of a homework club where students receive homework support daily.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	177
Grade 1	172
Grade 2	185
Total Enrollment	534

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0 %	White (not Hispanic)	40.45 %
American Indian or Alaska Native	0.37 %	Multiple or No Response	3 %
Asian	2.43 %	Socioeconomically Disadvantaged	72 %
Filipino	0 %	English Learners	37 %
Hispanic or Latino	53 %	Students with Disabilities	13 %
Pacific Islander	%		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.1	7	2		19.1	10			19	11		
1	19.1	8			18.4	9			18.9	10		
2	18.7	12			19.4	10			18	10		
Other					18	1						

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Our buildings and play areas are well maintained and safe. The school social environment is very positive, and the principal, teachers, staff, parents, and students actively work together to ensure everyone's safety. We teach the school rules in the classroom and all staff members enforce them uniformly. The principal and staff deal with conflicts of any type immediately and include parents in the resolution. We train teachers and staff in safety procedures and students practice emergency drills regularly. We revised our School Safety Plan on February 12, 2007 to include updated safety procedures, and we upgraded our door locks to safety locks.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	1.7	1.9	0	18.2	18.7	12.5
Expulsions	0	0	0	0.1	1.1	0.2

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Overall our facilities are excellent. The district continues to maintain the facilities, providing upgrades during the summer months and throughout the year. All kindergarten classrooms have bathrooms. There are two playgrounds with age-appropriate equipment to meet the unique needs of the kindergarten student and two playground areas for first and second graders. The school site has a security system in place, along with a public address system and bell system. Each classroom is carpeted and equipped with age-appropriate furnishings.

Our school includes eight buildings, of which one is portable. On an average day, 563 students and staff occupy these buildings. This exceeds our capacity by four percent.

The bathrooms in our school contain 35 toilets, all of which were in good working order when we surveyed the building.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	
Hazardous Materials (interior and exterior)	[X]	[]	[]	
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	
Electrical (interior and exterior)	[X]	[]	[]	
Pest/Vermin Infestation	[X]	[]	[]	
Drinking Fountains (inside and outside)	[X]	[]	[]	
Restrooms	[X]	[]	[]	
Sewer	[X]	[]	[]	
Playground/School Grounds	[X]	[]	[]	
Roofs	[]	[]	[]	
Overall Cleanliness	[]	[]	[]	

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[]	[]	[]

IV. Teachers

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

We offer training seminars throughout the school year to our staff. We set aside days once a month for collaboration and staff development. Teachers also have three additional days available for professional development. These may consist of attending workshops, seminars, trainings, and observing other programs. Teachers promote a support system by collaborating with each other. They are encouraged to team-teach, observe other classes, and visit other programs.

In 2005–2006 many of our staff received training in writing development. Emphasis on writing was selected as an area of concern to accelerate the acquisition of writing skills by English learners.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	32	33	34	122
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence				N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100 %	0 %
All Schools in District	95 %	5 %
High-Poverty Schools in District	90 %	11 %
Low-Poverty Schools in District	%	%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the science standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the social studies standards for first grade, second grade, third grade, fourth grade, and fifth grade, see the CDE's Web site.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts		
Mathematics		
Science		
History-Social Science		
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---		\$53,069
Percent Difference – School Site and District	---	---		
State	---	---	\$4,943	\$56,613
Percent Difference – School Site and State	---	---		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Last year our parent school committee raised money by sponsoring a book fair and school carnival. These funds will be dedicated to purchasing playground equipment and providing special assemblies.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,175	\$36,572
Mid-Range Teacher Salary	\$51,646	\$55,815
Highest Teacher Salary	\$67,661	\$70,985
Average Principal Salary (Elementary)	\$71,722	\$86,995
Average Principal Salary (Middle)	\$75,058	\$90,820
Average Principal Salary (High)	\$84,126	\$96,447
Superintendent Salary	\$111,796	\$128,495
Percent of Budget for Teacher Salaries	41 %	39 %
Percent of Budget for Administrative Salaries	6 %	6 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	32	35	44	31	32	33	40	42	43
Mathematics	65	58	58	29	32	29	38	40	40
Science				21	28	30	27	35	38
History-Social Science				26	20	19	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native				
Asian	*	*		
Filipino				
Hispanic or Latino	38	53		
Pacific Islander				
White (not Hispanic)	51	64		
Male	35	55		
Female	52	61		
Economically Disadvantaged	38	50		
English Learners	22	39		
Students with Disabilities	0	0		
Students Receiving Migrant Education Services	*	*		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004-05	2005-06	2006-07
Statewide	4	6	6
Similar Schools	3	N/A	9

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	89	-14	3	761
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	109	-14	15	739
Pacific Islander				
White (not Hispanic)	65	15	-19	789
Socioeconomically Disadvantaged		-14	-3	729
English Learners	N/A		-45	661
Students with Disabilities	N/A			

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	28.6