

Mill Street Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Mill Street Elementary School
Street	835 Second Street
City, State, Zip	Orland, CA 95963
Phone Number	(530) 865-1240
Principal	Samuel M. Hess
E-mail Address	shess@orlandusd.net
Web Site	mill.orlandusd.net
CDS Code	11754816007488

District Contact Information	
District Name	Orland Unified School District
Phone Number	(530) 865-1200
Superintendent	Ken Geisick
E-mail Address	kgeisick@orlandusd.net
Web Site	http://www.orlandusd.net

School Description and Mission Statement (School Year 2018-19)

Mission:

Mill Street's mission is to seek excellence in academics and social/emotional learning through high expectations and lasting relationships with students, families, and the community.

Vision:

Our vision includes providing a safe space for students to thrive, promoting academic excellence through standards-based instruction, nurturing the talents and abilities of each student, developing responsible citizens, functioning as a culture of collaboration with all students on the path to college and career readiness by being academically and socially ready for the next grade level.

Mill Street School will continue to develop our English/Spanish, Two-Way Immersion Instructional Program. By the 2019/2020 school year, the Two-Way Immersion program will be fully implemented with two classes in each grade level, K-2. We are committed to providing an academically challenging, standards-based instructional program to ensure that students will become bilingual, bi-literate, and bicultural with advanced levels of communication in both languages.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	206
Grade 1	142
Grade 2	162
Total Enrollment	510

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	2.4
Filipino	0.0
Hispanic or Latino	70.0
Native Hawaiian or Pacific Islander	0.2
White	26.3
Socioeconomically Disadvantaged	82.9
English Learners	41.0
Students with Disabilities	8.4
Foster Youth	1.0

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	27	27	27	117
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments *	1	1	0
Vacant Teacher Positions	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 2016, October

Reading and Writing

Mill Street School will use the Benchmark Advance & Adelante (purchased in 2017) Language Arts curriculum to support ELA instruction as well as designated ELD. In Kindergarten, students are expected to identify and know the sound of every letter of the alphabet and begin to read C-V-C words. By the end of first grade, students should be reading a level 17 book with appropriate fluency and comprehension and be able to write a cohesive paragraph with few errors. When students leave our school at the end of second grade, they are expected to be able to write a two paragraph essay and read small chapter books. Student progress is measured using the curriculum-embedded assessments as well as teacher-created district progress assessments.

Math

Using the math adoption of Houghton Mifflin Harcourt GoMath! (purchased in 2016), teachers are building foundational skills in number sense, algebra, measurement and geometry to prepare students for the next year. Student progress is measured using curriculum-based assessments as well as teacher-created assessments that are aligned with the Common Core Standards and practices.

Science

Houghton Mifflin -Students learn the NGSS science standards starting in kindergarten (CA NGSS) as required by California Education Code 60605.85. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses.

Social Science

Pearson- 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.

Textbooks

Our language arts, math, ELD, social studies and science curriculum were selected from the SBE approved publisher's list. Each student has access to this curriculum and to his or her own textbook in every curricular area.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Adopted Curriculum (2017) Benchmark Adelante Curriculum (2017) Scholastic Reading Counts Read Naturally SIPPS iReady Reading	Yes	0
Mathematics	Houghton Mifflin Harcourt California Adopted Curriculum --"Go Math!" (2016) iReady Math	Yes	0
Science	Houghton Mifflin California Adopted Curriculum	Yes	0
History-Social Science	Pearson Scott Foresman California Adopted Curriculum	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Overall our facilities are well maintained. The district continues to maintain the facilities, providing upgrades during the summer months and throughout the year. To assist in this effort, the district works with staff and parents as well as uses a Facility Inspection Tool developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.orlandusd.net/Schools/Accountability/index.html>.

This school has 27 classrooms, a cafeteria, a library media center, and an administration building. Each classroom is attended to every day and bathrooms are cleaned daily by our custodians. There are three playgrounds. The school site has a security system in place, along with a public address system and bell system. Each classroom is equipped with age-appropriate furnishings. Students are supervised on the playground beginning at 7:30 am, at all recesses, and while waiting to board the buses in the afternoon.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. During the 2008-2009 school year, Hilliard Co was hired to map out a custodial schedule to make sure adequate time was allotted to each campus to ensure cleanliness. During the 2009-2010 year, local bond funds (Measure K), and state matching funds were used to install new air conditioning units for all buildings, install the perimeter fence, and upgrade the playground equipment and flooring. Construction on our new cafeteria was completed in the summer of 2013 and open at the beginning of the 2013-14 school year. During the spring/summer of 2018 new solar structure that also provides shade was erected on the south playground area.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 10/5/2016		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/5/2016		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Of./Rms.2-17 M.C.: 1) Insufficient electrical outlets due to the increase of computers in the classrooms. 2) Restrooms need to be upgraded. 3) Playground needs to be resurfaced.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/5/2016	
Overall Rating	Good

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 Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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 2018-19)

Parent Involvement

Ongoing research shows that family engagement in schools improves student achievement, improves social/emotional learning, reduces absenteeism, improves the likelihood of graduation from high school, and restores parents' confidence in their children's education. Mill Street School has an active parent participation component. We have a Parent Club that meets monthly to help the school organize annual events including the school carnival, winter concert, activity nights, student health fair, and other special events. Many classrooms have a "Room Parent" who organizes parent helpers in and out of the classroom and communicates important classroom information with other parents. Our parents also help teachers supervise students on field trips and with special activities in the classroom. Our parents serve on the ELAC/DELAC Committee and School Site Council. Mill Street School offers informational nights such as Back to School Night, Parent Conferences, Title 1 meeting, Open House, Learn with a L.E.O., Halloween Carnival, and much more. All parents go through a district screening before they can help in the classroom. Parents can contact the school principal, Samuel M. Hess, at (530) 865-1240 to find out how they can get involved at Mill Street School.

Homework

Our teachers assign homework four 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. Students are also encouraged to work nightly on iReady and other digital learning programs. We offer homework assistance throughout the school year through our after-school program, SPARK, and other targeted after-school targeted interventions. Bilingual support is offered in the form of our bilingual services clerk and the SFRC as needed for families who need occasional assistance with communication or homework.

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.1	5.6	4.7	5.6	6.7	6.1	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Our buildings are well maintained and safe. The school social environment is very positive, highlighted by our Positive Behavior Intervention System or PBIS. Mill Street School is committed to following our 4 PBIS traits. These traits are being kind, being safe, being responsible, and being a problem solver. These PBIS principals are further supported by our SEL or social/emotional learning coach. The principal, teachers, staff, parents, and students actively work together to ensure everyone's safety and well being. Parents receive a copy of our school expectations in the Parent Handbook, and parents/guardians, students, and teachers sign the Parent Compact at the beginning of each school year. All classrooms utilize the PBIS system including "caught you being good" cards and by practicing being a "bucket filler." These strategies help to further develop students' social and emotional learning capacities. The principal and staff are present, proactive, and attentive to the needs of all our students to ensure that Mill Street is a positive, enriching, and safe learning environment.

Emergency action decisions are made through school, district, police and fire personnel. Key elements of the Safe School Plan cover fire, earthquakes, chemical spills, explosions, weapons, bomb threats, and evacuation and relocation procedures. Notification of extreme emergencies are announced by the principal via an appropriate communication device or written notice. Teachers have been trained in action, evacuation, and relocation procedures posted in each classroom. Fire drills, earthquake drills, and Lockdown/Shelter in place drills are practiced three times each for a total of nine times throughout the school year. Administration, support staff, supervisors, custodians, office personnel and teachers have access to a phone or 2-way radio communication at all times. In 2018/2019 a new school-wide Volcom Intercom system was installed, further developing communication capacities across the campus. In addition, security cameras were installed across the campus at different vantage points to add an extra layer of security. The school is free of graffiti and vandalism and security checks are done regularly. The school safety plan is updated annually in accordance with Senate Bill 187.

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)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	2	7		21	2	6		62	4	7	1
1	26		6		24	1	6		24		6	
2	26		6		23		7		23		7	
Other	7	1										

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	.25	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.25	N/A
Social Worker	.25	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.50	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,805	\$2,148	\$8,657	\$65,518
District	N/A	N/A	\$8,657	\$63,541
Percent Difference: School Site and District	N/A	N/A	0.0	3.1
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	19.4	-8.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Mill Street School uses Title I and other state and federal funds to provide staffing, purchase supplemental textbooks, instructional materials, and supplies. All categorical spending is detailed in our Single School Plan for Student Achievement and approved by our Site Council and our Board of Education. In addition, we receive lottery funds to fund site needs and classroom budgets. Various grade levels also hold fund-raisers to pay for class trips, special projects or programs.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,792	\$45,681
Mid-Range Teacher Salary	\$60,824	\$70,601
Highest Teacher Salary	\$86,952	\$89,337
Average Principal Salary (Elementary)	\$99,158	\$110,053
Average Principal Salary (Middle)	\$105,845	\$115,224
Average Principal Salary (High)	\$109,545	\$124,876
Superintendent Salary	\$182,703	\$182,466
Percent of Budget for Teacher Salaries	32.0	33.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Built into the school year are seven modified "Banking" school days that allow for teacher professional development. Teachers, in collaboration with the administration and district, work together at the beginning of the year as a committee to plan the content of these days according to the previous year's assessment data and the school-wide/district professional development goals.

Other major areas of focus for professional development for the year 2018/2019 include the fidelity of use for iReady Math and iReady ELA, Illuminate training, Trauma Informed School Training, Social and Emotional Learning, Reading Recovery, Benchmark Advanced/Adelante, and GoMath!. Delivery of this staff development will be by professional development conferences, release time to attend workshops during the day, "extra duty" paid hours on weekends and/or vacations, or during staff meetings. During the implementation of this staff development, teachers are supported through in-class coaching, mentor teacher, teacher-principal meetings, and collaboration with grade level teams.

In addition to the above described "Banking" days, every Wednesday is a "modified" school day where students are released 45 minutes early and teachers meet in their grade level professional learning teams. This collaboration time consists of focused discussions on student data, essential standards, curricular pacing schedules, effective teaching strategies, formative assessment, and student intervention and enrichment groups.