

Mill Street Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Email Address	shess@orlandusd.net
Website	mill.orlandusd.net
County-District-School (CDS) Code	11754816007488

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Orland Unified School District
Phone Number	(530) 865-1200
Superintendent	Dwyane Newman
Email Address	dnewman@orlandusd.net
Website	http://www.orlandusd.net

School Description and Mission Statement (School Year 2020-2021)

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, Dual Immersion Instructional Program. During the 2019/2020 school year, the Dual Immersion program was 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.

Mill Street School is also dedicated to social and emotional learning by providing our students, staff, and parents with SEL supports from a full-time, certificated, social and emotional learning coach.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	189
Grade 1	159
Grade 2	139
Total Enrollment	487

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	1.4
Asian	2.1
Filipino	0.6
Hispanic or Latino	69.2
White	24.6
Two or More Races	1.6
Socioeconomically Disadvantaged	84.4
English Learners	35.7
Students with Disabilities	10.7
Foster Youth	0.4
Homeless	1.8

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	27	27	26	112
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020, December

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.

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.

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.

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.

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Adopted Curriculum (2017) Benchmark Adelante Curriculum (2017) Read Naturally (Live) STAR Accelerated Reader SIPPS Foundations in Sounds Bartons 1-3 iReady Reading	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Houghton Mifflin Harcourt California Adopted Curriculum --"Go Math!" (2016) iReady Math	Yes	0
Science	Houghton Mifflin California Adopted Curriculum	No	0
History-Social Science	Pearson Scott Foresman California Adopted Curriculum	No	0

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

School Facility Conditions and Planned Improvements

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. During the summer of 2019 new fascia was installed throughout Mill Street School.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 01/23/2020

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

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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. To ensure that parents have every opportunity to be involved in their child's education, we require that all families sign up to receive school communication through our student information system, Aeries. Messages, emails, text, and site/district information is frequently sent and can all be found through the Parent Portal in Aeries.

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. Our Dual Immersion program has also been actively designing parent involvement opportunities to reflect the culture of our language program with opportunities such as Dia de los Muertos celebration, Cinco de Mayo, and Ballet Folklorico. 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.

We allow teacher discretion when assigning homework. Typically, teachers 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. It is requested (See Home/School Compact) that each student engages in at least 15 minutes of reading 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: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate									
Graduation Rate				90.1	92.6	95	82.7	83	84.5

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

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.7	1.5	6.1	3.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 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	.005	.04	
Expulsions	0	.002	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 emergencies is announced by the principal (or admin designee) via an appropriate communication device or written notice. Teachers/staff are highly versed in the school safety plan and have been trained in action, evacuation, and relocation procedures. By law, evacuation routes are 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. Additionally, in 2019/2020, OUSD has systemized and upgraded its two-way radio communications to include a district and city-wide scan so that all school employees and administration with a two-way radio can communicate on a secured network. In 2018/2019 a school-wide Volcom Intercom system was installed, further developing communication capacities across the campus. Security cameras were installed and are active 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 and the board approved 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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	62	4	7	1	125	4	7	3	23	7	2	1
1	24		6		23	1	5		45		6	1
2	23		7		23	2	4		39	2	4	1
Other**									80	1		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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.5

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,117	\$2,760	\$9,357	\$65,518
District	N/A	N/A	\$9,357	\$68,968
Percent Difference - School Site and District	N/A	N/A	0.0	-5.1
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	18.8	-14.4

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

Types of Services Funded (Fiscal Year 2019-2020)

Mill Street School uses Title I and other state and federal funds to provide additional staffing and purchase supplemental textbooks, instructional materials, and supplies. All categorical spending is detailed in our Single School Plan for Student Achievement review by our English Language Advisory Committee and approved by our School Site Council and our Board of Education. In addition, we receive lottery funds to fund site needs and classroom budgets. Mill Street Parent Club helps to fund our ASB through fund-raisers to pay for class trips, special projects or programs.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,643	\$47,145
Mid-Range Teacher Salary	\$64,695	\$74,952
Highest Teacher Salary	\$95,190	\$96,092
Average Principal Salary (Elementary)	\$114,471	\$116,716
Average Principal Salary (Middle)	\$97,761	\$120,813
Average Principal Salary (High)	\$128,175	\$131,905
Superintendent Salary	\$191,838	\$192,565
Percent of Budget for Teacher Salaries	30.0	31.0

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

All teachers had the opportunity to attend the three full days of professional development in August along with having additional time for Distance Learning in the month of August. During the full-length days, teachers could choose sessions based on their needs, interest, and subject. Breakout session focused on resources for successful Distance Learning, increasing student academic talk, English Learner needs and strategies, increasing technology use in the classroom, learning more about Social Emotional Learning and supports we can provide in the classroom, along with core content supports.

In addition to this, teachers were given an additional 35 hours to prepare for Distance Learning. Teachers participated in a survey so we could have sessions specifically around their needs. There were various sessions put on by local teachers and the Glenn County Office of Education. Most of these focused on: Setting up Google Classroom, How to use Google Slides, Form, Bitmoji, Peardeck, Go, Guardian, Aeries Communication, Screencastify, and Kahoot, and How to record lessons for Asynchronous sessions.

OUSD also has 7 "Banking" days throughout the school year to continue to provide learning opportunities for teachers. The teachers requested some more professional development so the District Banking Day became a floating day in October and teachers once again could choose from various options to best meet their need.

We also have different focus team groups in the district and many of them planned to attend conferences to deepen their knowledge and gain more usefully strategies to share with their school sites. Due to COVID many of these options have become virtual and teachers are getting burned out on these types of training opportunities. The District will continue to support attendance for those who want to participate though.

Site-specific:

Mill and FV continue to offer supports to teachers in iReady Reading and Math and Istation

In addition to the above described "Banking" days and "Up Days" every Wednesday is a "modified" school day where students are released 60-minutes early and teachers and stakeholders 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.

These professional development days accumulate a total of 3 "Up Days," 5 "extra duty rate" SB98 prep days for DL, and 7 "Banking Days" for a total of 15.