

Mill Street Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Mill Street Elementary School
Street	102 Mill Street
City, State, Zip	Orland, CA 95963
Phone Number	(530) 865-1240
Principal	Lisa Ramirez
E-mail Address	lramirez@orlandusd.net
Web Site	mill.orlandusd.net
Grades Served	TK-2
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 (Most Recent Year)

Mission:

Mill Street's mission is to work together with families, students, and the community to nurture the talents and abilities of each student in a safe and enriching school environment.

Vision:

Our vision is for each student to be socially, emotionally, and academically prepared to enter the next grade level with confidence and enthusiasm for learning.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	202
Grade 1	160
Grade 2	160
Total Enrollment	522

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.3
Asian	3.1
Filipino	0.2
Hispanic or Latino	57.0
White	39.3
Two or More Races	0.4
Socioeconomically Disadvantaged	83.5
English Learners	44.6
Students with Disabilities	7.3
Foster Youth	1.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	24	24	23	
Without Full Credential	1	1	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	95.6	4.4
High-Poverty Schools in District	95.6	4.4
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 2014, October

Reading and Writing

During the 2014-2015 school year, Mill Street School teachers will use the McGraw Hill Language Arts curriculum. 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 McGraw Hill's Every Day Math (purchased in 2009-2010), 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 more aligned with the Common Core Standards and practices. In addition, our 2nd grade teachers, intervention teacher, two kindergarten teachers, and two 1st grade teachers are participating in training and implementation of the new Pilot Every Day Math Common Core curriculum.

Science

Houghton Mifflin -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.

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill "Treasures" Adopted Curriculum (2011) Scholastic Reading Counts Read Naturally SIPPS	Yes	0
Mathematics	Wright Group/McGraw-Hill California Adopted Curriculum --"Everyday Math" Accelerated 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 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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected:				
12/9/2014				
12/6/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical			X	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. Rooms 18-20: 1) Insufficient electrical outlets due to the increase of compu
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Room 1: 1) Needs hot water available.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Music Room & Rms. 22-27: 1) Roof needs to be replaced. 2) Siding on Music room needs replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			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 in which data were collected:				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy			
Mathematics			

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)				42	39		59	60	

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parent Involvement

Mill Street 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, 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 and School Site Council. All parents go through a district screening before they can help in the classroom. Parents can contact the school principal, Lisa Ramirez, at (530) 865-1240 to find out how they can help.

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. We offer homework assistance throughout the school year. Bilingual support is offered in the form of our bilingual services clerk as needed for families who need occasional assistance with homework. We coordinate with the county-run after school program where enrolled students get help completing homework nightly.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.03	0.51	1.24	8.95	7.83	6.92	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.17	0.21	0.08	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Our buildings 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. Parents receive a copy of our school rules in the Parent Handbook, and parents, students and teachers sign the Parent Compact at the beginning of each year. We teach the school rules in the classroom and all staff members enforce them uniformly. All classrooms utilize a uniform discipline system including colored cards, earned attendance to rewards assemblies, recess detention, and behavior citations. The principal and staff are alert and attentive to unsafe behavior and actions, and include parents in the resolution.

Emergency action decisions are made through school, district, police and fire personnel. Key elements of the Safe School Plan cover fire, earthquakes, chemical spills, explosion, weapons, bomb threats, and evacuation and relocation procedures. Notification of extreme emergencies are announced by the Principal via an appropriate warning device or written notice. Teachers have action, evacuation, and relocation procedures posted in each classroom. Supervisors, custodians, office personnel and teachers have access to phone or 2-way radio communication at all times. The school is free of graffiti and vandalism and security checks are regular. Emergency Action Plans are in place and staff and students perform monthly and quarterly emergency/evacuation drills. The school safety plan is updated annually in accordance with Senate Bill 187.

We revise our School Safety Plan yearly to include updated safety procedures. During the summer and early Fall of 2009, new 8 foot fencing was installed around the perimeter of our campus with locked gates, and our playground equipment and flooring were replaced to better serve and protect the students during recess.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2009-2010
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	23	1	6		24	1	7		23	1	8	
1	26		7		24		6		26		6	
2	28		6		28		7		26		6	
Other	10	1										

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

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)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist	1	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	6835	1149	5686	62675
District	N/A	N/A	5686	\$61,462
Percent Difference: School Site and District	N/A	N/A	0.0	8.0
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	21.2	-0.6

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

Types of Services Funded (Fiscal Year 2014-15)

We use 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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,380	\$40,379
Mid-Range Teacher Salary	\$56,191	\$62,323
Highest Teacher Salary	\$76,542	\$81,127
Average Principal Salary (Elementary)	\$81,658	\$99,192
Average Principal Salary (Middle)	\$85,451	\$91,287
Average Principal Salary (High)	\$95,795	\$112,088
Superintendent Salary	\$164,732	\$159,821
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	8%	6%

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 administrator 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 2014-2015 include the Common Core Pilot of our SBE adopted math curriculum "EveryDay Math", the newly purchased SBE approved Language Arts series "Treasures", Common Core Standards and instruction, and behavior management strategies. Delivery of this staff development will be by release time to attend workshops during the day or "extra duty" paid hours on weekends and/or vacations. During implementation of this staff development, teachers are supported through in-class coaching, teacher-principal meetings, and collaboration with their 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 around essential standards, curricular pacing schedules, effective teaching strategies, formative assessment, student achievement data, and student intervention and enrichment groups.