

Mill Street School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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.

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.

2022-23 School Contact Information

School Name	Mill Street 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
School Website	http://mill.orlandusd.net/index.html
County-District-School (CDS) Code	11754816007488

2022-23 District Contact Information

District Name	Orland Unified School District
Phone Number	(530) 865-1200
Superintendent	Victor Perry
Email Address	vperry@orlandusd.net
District Website Address	http://www.orlandusd.net

2022-23 School Overview

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. We are proud to say that our first class DI class (that began in the 2017/2018 school year) has now been promoted to our middle school, C.K. Price.

Mill Street School is also dedicated to social and emotional learning by providing our students, staff, and parents with SEL support from a full-time, certificated, social and emotional learning coach as well as an SEL classified aide and a CASEL Room used to help regulate students based on the 5 SEL core competencies. Additionally, we have a part-time school counselor and school psychologist on campus supporting students with their social, emotional, and academic needs.

About this School

2021-22 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	186
Grade 1	157
Grade 2	147
Total Enrollment	490

2021-22 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	49.8
Male	50.0
American Indian or Alaska Native	1.4
Asian	1.6
Black or African American	0.2
Filipino	0.0
Hispanic or Latino	64.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.6
White	30.2
English Learners	36.7
Foster Youth	0.8
Homeless	1.0
Migrant	0.2
Socioeconomically Disadvantaged	80.6
Students with Disabilities	14.1

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.20	96.74	90.00	85.46	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	3.26	10.20	9.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.00	3.88	12115.80	4.41
Unknown	0.00	0.00	1.00	0.95	18854.30	6.86
Total Teaching Positions	23.00	100.00	105.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.20	97.98	94.30	85.28	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.60	2.40	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.90	5.35	11953.10	4.28
Unknown	0.50	2.02	7.70	6.96	15831.90	5.67
Total Teaching Positions	24.70	100.00	110.60	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.70	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.70	0.00

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.60	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Mill Street School uses 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 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, Houghton Mifflin California Science - 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.

Savvas - myWorld: Social Studies - Mill Street and OUSD recently adopted a new social studies curriculum, Savva - myWorld.

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.

Mill Street School uses Bartons and Foundations in Sounds for our reading intervention program.

Mill Street School uses the Institute for Multi-Sensory Education: Comprehensive Orton-Gillingham with our intervention and in-class intervention (tier 1, tier 2, and tier 3 instruction)

Mill Street School uses Math Interventions as our math intervention program.

Our language arts, math, ELD, social studies, iReady, iStation, and science curricula 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.

Year and month in which the data were collected

2022 February

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance – Benchmark Education CO © 2017 Benchmark Adelante – Benchmark Education CO © 2017 Step Up to Writing Foundations in Sounds Bartons 1-3 iReady Reading Comprehensive Orton-Gillingham	Yes	0
Mathematics	Houghton Mifflin Harcourt California Go Math! California Go Math! (Espanol)	Yes	0

	© 2015 iReady Math Math intervention Program		
Science	Houghton Mifflin, Houghton Mifflin California Science, © 2007	No	0
History-Social Science	Savvas myWorld: Social Studies © 2021	Yes	0

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 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. During the summer of 2022, necessary carpet and water fountains are scheduled to be replaced.

Year and month of the most recent FIT report

02/17/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			ALL DRINKING FOUNTAINS ARE BEING REPLACED OVER SUMMER BREAK.
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements				
Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
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	

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

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

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT		14.89	14.81	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

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

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental 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. 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 are 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, and other special events. Our parents also help teachers support 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, SEL Informational Night, Dual Immersion Informational Nights, Parent/Teacher Conferences, Title 1 meetings, Open House, Halloween Carnival, Winter Performance, Family BBQ and Soccer Night, Movie Night, Family Game Night, "Love Bug Boogie," Literacy Night(s), Kinder FACTTS, 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 aide in Mill Street's front office.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	553	525	192	36.6
Female	271	263	103	39.2
Male	281	261	88	33.7
American Indian or Alaska Native	9	9	2	22.2
Asian	8	8	5	62.5
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	355	339	120	35.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	9	2	22.2
White	168	157	61	38.9
English Learners	199	193	61	31.6
Foster Youth	8	7	3	42.9
Homeless	7	7	2	28.6
Socioeconomically Disadvantaged	454	436	166	38.1
Students Receiving Migrant Education Services	12	12	3	25.0
Students with Disabilities	86	82	35	42.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.57	4.01	2.45
Expulsions	0.00	0.25	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.19	2.17	2.32	7.57	0.20	3.17
Expulsions	0.00	0.00	0.00	0.25	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.17	0.00
Female	1.11	0.00
Male	3.20	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.41	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.98	0.00
English Learners	1.01	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.33	0.00

2022-23 School Safety Plan

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 principles are further supported by our SEL or social/emotional learning instructional coach and our SEL aide. 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" tickets 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. In 2020/2021, the leadership team has developed and offered PD around the "run, hide, fight" intruder/active shooter protocols. These updates have been recorded in our School Safety Plan. 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 Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	7	2	1
1	45		6	1
2	39	2	4	1
3				
4				
5				
6				
Other	80	1		1

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	35	3	6	2
1	20	1	6	
2	46		6	1
3				
4				
5				
6				
Other	141	2	1	3

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	6	
1	17	3	6	
2	20	1	6	
3				
4				
5				
6				
Other	165	4		2

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,272	2,742	7,530	76,170
District	N/A	N/A	9930	\$69,634
Percent Difference - School Site and District	N/A	N/A	-27.5	9.0
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	13.3	-3.9

2021-22 Types of Services Funded

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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,643	\$48,503
Mid-Range Teacher Salary	\$64,695	\$74,912
Highest Teacher Salary	\$95,190	\$100,321
Average Principal Salary (Elementary)	\$114,471	\$122,160
Average Principal Salary (Middle)	\$105,741	\$127,632
Average Principal Salary (High)	\$128,175	\$137,578
Superintendent Salary	\$191,838	\$198,665
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

All teachers had the opportunity to attend three full days of professional development in August before school started. The first day was School Safety related with OPD presenting information on Run Hide Fight and the SMART team presenting on Threat Assessment: What to look for. The second portion of the day site principals led a session around School Culture and District Expectations. Over the next two days, teachers chose sessions based on their needs, interest, and grade span. Breakout sessions included Social Emotional Learning (and support) Restorative Justice Practices, Dyslexia, using Technology to engage students, and PLC Best Practices review and processes. In addition to those, there were sessions conducted by our teachers on small group instruction, Technology Updates, and EL BE GLAD strategies.

USD has 7 "banking" days throughout the school year to continue to provide learning opportunities for teachers. The district banking days will focus on PLC best practices, Sites goals, and data cycles. The District Site Leadership Team will learn the processes and then take these back to their sites to practice. The goal is to have uniform processes for running PLCs and reviewing data throughout the District.

*Mill Street School has scheduled their site banking days around our summer learning of Institute for Multi-Sensory Education: Comprehensive Orton-Gillingham where we will be focusing on improving student outcomes with basic phonic skills (as measured by the BPST).

USD has different focus team groups in the District and several groups plan to attend conferences to deepen their knowledge to gain useful strategies to share with their school sites. In addition to these teams, we have 4 Instructional coaches available to teachers to support in Math, Technology, and SEL practices.

Over the summer we had 13 elementary teachers take a weeklong session from Multi-Sensory Education: Comprehensive Orton-Gillingham to gain more knowledge around teaching phonics and literacy to students. The secondary staff has also attended some PD that they needed. The District will continue to support and encourage teachers to attend course-specific professional development. One hurdle that remains is the lack of substitutes so we will be limited on how many staff can attend things at one time.

On a site level, Mill Street School we are offering professional development on iReady reading and math, Footsteps to Brilliance, and the Institute for Multi-Sensory Education: Comprehensive Orton-Gillingham.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15	10	