

# Mills Middle School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

#### 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

### School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Mills Middle School
Street	10439 Coloma Road
City, State, Zip	Rancho Cordova, CA 95670
Phone Number	916-294-9045
Principal	Dana Carrigan
Email Address	dcarriga@fcusd.org
Website	<a href="http://www.fcusd.org/mills">http://www.fcusd.org/mills</a>
County-District-School (CDS) Code	34673306059190

Entity	Contact Information
<b>District Name</b>	Folsom Cordova Unified School District
<b>Phone Number</b>	916-294-9000
<b>Superintendent</b>	Sarah Koligian, Ed.D.
<b>Email Address</b>	skoligian@fcusd.org
<b>Website</b>	www.fcusd.org

## School Description and Mission Statement (School Year 2019-20)

### School Vision and Mission:

Every child can learn and excel with access to appropriate resources. At Mills, each individual student is valued as the most important aspect of education. Working with a professional and highly motivated staff, in partnership with parents and the community, we will encourage each student to achieve their full potential.

We empower our students to become responsible community members; to improve intellectually, socially, emotionally and athletically. Mills Middle School cultivates an environment that supports students' potential to exceed expectations by investing in opportunities for creativity and innovation, by empowering teachers and by using a student-centered approach.

### School & Community:

Mills has been serving the community of Rancho Cordova since 1957. The student population includes 769 students. 83.1% were socioeconomically disadvantaged, .3% foster youth, 18.2% students with disabilities, 6% homeless and 26% English Learners. The demographic makeup includes .7% American Indian, 14.4% African American, 6% two or more races, 1.8% Filipino, 6.9% Asian, 26% White, 42.3% Hispanic and 2% Pacific Islander. We believe that success is attained by developing relationships with our students and parents. Our curricular focus is driven by the common core standards. By making Mills the focal point of our student's lives, we have developed a school culture of a can-do attitude. Mills is a supportive environment that fosters a thirst for knowledge, an expectation of excellence, and is place where creativity is valued. Mills has a Single Plan for Student Achievement which is the driving force behind instruction, curriculum, climate and progress monitoring. Mills has a dynamic staff and supportive community that encourages a creative and innovative environment that provides Science Technology Engineering and Math (STEM) and Visual and Performing Arts (VAPA) opportunities for our students to grow and succeed. We are blessed to be supported by numerous community partnerships and local businesses. Mills recently celebrated its 60th anniversary with alumni, former staff, families and community members supporting the school as it received a Proclamation from the City of Rancho Cordova. The City of Rancho Cordova has also helped make Mills the hub of the community for activities and annual events. A state of the art softball complex will be completed this summer, providing four new softball fields, a snack bar and restrooms. Mills was remodeled in 2010, providing a safe facility, with the newest technology, and an up-to-date internet wireless system to support online programs. Every classroom has a chromecart so students have individual access to chromebooks. What makes Mills a great place to be is the people who work here. Our staff is dedicated and genuinely active in all parts of our students' lives.

## Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Grade 6</b>	226
<b>Grade 7</b>	303
<b>Grade 8</b>	240
<b>Total Enrollment</b>	769

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	14.4
American Indian or Alaska Native	0.7
Asian	6.9
Filipino	1.8
Hispanic or Latino	42.3
Native Hawaiian or Pacific Islander	2
White	26
Two or More Races	6
Socioeconomically Disadvantaged	83.1
English Learners	26
Students with Disabilities	18.2
Foster Youth	0.3
Homeless	6

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	38	40	40	1111
Without Full Credential	0	2	4	14
Teaching Outside Subject Area of Competence (with full credential)	1	0	2	17

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** 2019 August

Folsom Cordova Unified held a Public Hearing on December 19, 2019, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill, 2015 College Board, 2011 Sopris West, 2006 Pearson iLit, 2015	Yes	0.0%
<b>Mathematics</b>	McGraw Hill, 2015 College Board, 2011	Yes	0.0%
<b>Science</b>	Teacher Curriculum Institute (TCI) 2019 Discovery Comm. Inc., 2003	Yes	0.0%
<b>History-Social Science</b>	McGraw Hill, 2019	Yes	0.0%
<b>Foreign Language</b>	EMC Paradigm, 2016, 2013 Houghton Mifflin Harcourt, 2010	Yes	0.0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is safe and clean with adequate space for all current students. Major modernization was started in 2004 and successfully completed in 2011. All rooms have at least eight network connections and a school wide average of five students to each computer. Our dedicated cable channel allows us to broadcast to all classrooms at Mills simultaneously. Staff and students work cooperatively to report any incidents of vandalism or graffiti for immediate repair or removal. Litter is removed daily. An administrator and/or the head custodian walk the school each morning checking the safety conditions before the students arrive.

Passage of the Measure N Bond provided money for the entire school to be painted to recapture the original colors from 1958 when the school was built. The school opened with 177 students in March of 1958. Improvements to our joint use facilities, such as our play fields, have benefited both our students and the community.

Date of inspection: 10/15/2019

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 2019 October

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

## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	34	28	64	63	50	50
Mathematics (grades 3-8 and 11)	21	19	53	52	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	750	724	96.53	3.47	28.31
Male	388	378	97.42	2.58	23.28
Female	362	346	95.58	4.42	33.82
Black or African American	106	102	96.23	3.77	18.63
American Indian or Alaska Native	--	--	--	--	--
Asian	53	48	90.57	9.43	29.17
Filipino	12	12	100.00	0.00	41.67
Hispanic or Latino	314	308	98.09	1.91	25.32
Native Hawaiian or Pacific Islander	14	13	92.86	7.14	15.38
White	196	188	95.92	4.08	38.30

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	50	48	96.00	4.00	27.08
Socioeconomically Disadvantaged	622	598	96.14	3.86	24.75
English Learners	326	309	94.79	5.21	18.45
Students with Disabilities	138	132	95.65	4.35	2.27
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	46	41	89.13	10.87	9.76

Note: 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.

Note: 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 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	754	742	98.41	1.59	19.27
Male	391	385	98.47	1.53	18.18
Female	363	357	98.35	1.65	20.45
Black or African American	106	104	98.11	1.89	10.58
American Indian or Alaska Native	--	--	--	--	--
Asian	53	53	100.00	0.00	24.53
Filipino	12	12	100.00	0.00	50.00
Hispanic or Latino	317	313	98.74	1.26	15.02
Native Hawaiian or Pacific Islander	15	14	93.33	6.67	7.14
White	196	192	97.96	2.04	27.60
Two or More Races	50	49	98.00	2.00	22.45
Socioeconomically Disadvantaged	626	616	98.40	1.60	15.91
English Learners	329	324	98.48	1.52	12.65
Students with Disabilities	139	133	95.68	4.32	0.75
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	46	44	95.65	4.35	9.09

Note: 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.

Note: 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 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 Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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 2018-19)

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
7	18.7	31.7	33.1

Note: 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.



## 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 2019-20)

Parents are encouraged to attend Back to School Night, School Site Council, District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), Title I Parent Meetings, Parent Information Nights, Tutoring, Music Performances, Sporting events, STEM Expo, field trips and our Multicultural Night. Information is provided on our webpage, automated calling system, and through the use of our computer kiosks for parents to look up current grades. Daily bulletins are posted on the school webpage. New-parent orientation is offered the week before school starts and in January.

Parents are encouraged to come to school and view programs while they are in session. Family members can sign up for participation at registration or anytime throughout the year, as the need arises. Communication through newsletters, postings on the school web site, postings throughout the school, and an automated phone system allow consistent notification of opportunities for family involvement. The addition of a part time parent coordinator has allowed us to reach out to our parents and community to improve communication and parent education.

For additional information about organized opportunities for parent involvement at Mills Middle School, please contact Cheryl Blower at 916-294-9045 ext. 710110.

#### Contact Information:

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Norma Trujillo, Parent Coordinator, Mills Middle School, 916-294-9045.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 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
Suspensions	13.4	17.0	14.2	4.3	5.0	4.2	3.6	3.5	3.5
Expulsions	0.6	0.5	0.7	0.1	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Mills makes it a priority to ensure a safe and clean learning environment for students. The facility is maintained daily by a custodial staff of four. Restrooms and eating areas are cleaned daily and classrooms are cleaned thoroughly every third day.

Safety is overseen by the Mills "Safety Committee." The committee is tasked with developing and ensuring emergency procedures are practiced. Each classroom has a designated area in the room, a "safety wall," with emergency procedures and contact information visible to all. Roles and responsibilities during an emergency, for both staff and students, are practiced monthly. Administrators have been trained on the district's new emergency management system, Catapult. The next step is to train support staff and teachers. All safety information is located in the School Comprehensive Safety Plan which is approved by the Safety Committee, law enforcement and fire department.

In addition, Mills also employs a full time campus security monitor who actively monitors campus and assists with emergency situations. School administration also has access to security cameras that monitor key areas of campus.

Each year, data is gathered which helps to drive school climate. For example, there were 13 student accidents reported during the 2018-2019 school year. The school nurse assists during such events. Also, Mills staff and students take a survey each year on campus health and safety. The report findings state that Mills is a safe environment for staff and students.

Date of Last Review/Update: October 30, 2019

Date Last Reviewed with Staff: October 30, 2019

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	25	8	7	6	26	7	7	8	27	5	7	9
Mathematics	27	5	3	10	28	4	4	11	27	4	5	11
Science	26	3	14	3	25	5	10	6	23	6	16	2
Social Science	28	4	9	6	27	3	12	5	26	4	11	6

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	384.5

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,070.10	\$1,464.95	\$6,605.15	\$70,868.83
District	N/A	N/A	\$7,534.43	\$76,858.00
Percent Difference - School Site and District	N/A	N/A	-13.1	-5.4
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-7.6	-11.7

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

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

## Types of Services Funded (Fiscal Year 2018-19)

### District Revenue Sources

In addition to general state funding, Mills Middle receives state and federal funding from the following categorical funds and other support programs: Title I, Title II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental funds (English Learners/Low Income Student), After School Education and Safety (ASES) funds, and state funds for after school interventions for at-risk students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2018-19 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,289	\$51,374
Mid-Range Teacher Salary	\$68,994	\$80,151
Highest Teacher Salary	\$94,372	\$100,143
Average Principal Salary (Elementary)	\$118,941	\$126,896
Average Principal Salary (Middle)	\$137,647	\$133,668
Average Principal Salary (High)	\$139,858	\$143,746
Superintendent Salary	\$252,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through Professional Development (PD), a model of lead teachers and site level reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with BTSA (Beginning Teacher Support and Assessment) to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 44 National Board Certified teachers within the district. The district is involved with both ATP (Administrator Training Program) and Teacher Training), which increase the capacity of all staff to deliver a standards-based curriculum.

### Counseling & Support Staff

It is the goal of Mills Middle to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. In addition, the counselor to pupil ratio is 1:368.