

# Mills Middle School

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

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

## 2021-22 District 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>District Website Address</b>	www.fcusd.org

## 2021-22 School Overview

### School Vision and Mission:

#### Vision:

Mills Middle School is an inclusive, diverse community of learners whose staff ensures equitable access to rigorous academic learning while simultaneously fostering the social and emotional well being of the whole child.

#### Mission:

Mills Middle School prioritizes the needs of each student by cultivating an inclusive environment that provides for community-based academic and social emotional growth.

#### School & Community:

Folsom Cordova Unified School District is comprised of two communities located in Sacramento County along HWY 50. With a population of more than 20,600 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls Preschool thru Adult. There are twenty elementary schools, one charter K-8 school, four middle schools, three comprehensive senior high schools, three alternative high schools, and an adult school.

Mills Middle School operates on a six period day schedule. In the first semester of the 2020-2021 school year, 773 students were enrolled in grades six through eight. The school's gender distribution is roughly equal, with 387 boys and 386 girls. The school's largest ethnic group is Hispanic/Latino, with 41.6% of the school population describing themselves as Latino/Hispanic. In terms of racial subgroups, significant numbers include White at 25.6%, African-American at 13.2%, Two or more races at 9%, Asian at 6.7%, Filipino at 1.2%, American Indian/Alaskan Native at .1%, and Pacific Islander at 2.3%. Mills is a Title 1 school where 83% of students are categorized as English Learner (EL), Foster Youth, homeless youth, and socioeconomically disadvantaged. Mills Middle School has 22 students enrolled in the After School Education & Safety (ASES) program known as "STARS" daily until 6:00 pm. Mills provides Science, Technology, Engineering and Math (STEM) and Visual and Performing Arts (VAPA) opportunities for students to grow and succeed. Mills values the importance of teaching Social and Emotional Learning (SEL) skills and the school was recently selected as an SEL Demonstration School for the Folsom Cordova Unified School District (FCUSD). Mills also received Silver Recognition by the California PBIS Coalition this past summer.

Mills Middle School parents consistently and repeatedly express the desire to be involved in their child's education. The school

## 2021-22 School Overview

will be expending considerable time and resources establishing strong connections to the parent and family community through our parent volunteer process, School Site Council (SSC), English Learner Advisory Committee (ELAC), new family orientations, Parent Night, annual Multi-Cultural Fair, and informational events for parents in response to parent surveys. There are also several tutoring opportunities students have at their disposal as well as the After-School Education and Safety (ASES) Program, the "HYDE Out" program (Healthy Youth Development Experience) through Rancho Cordova Parks and Rec, and the Folsom Cordova Community Partnership (FCCP) which provides games, activities, education and small group discussions.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	282
Grade 7	211
Grade 8	252
<b>Total Enrollment</b>	<b>745</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.1
Asian	6.7
Black or African American	13.2
Filipino	1.2
Hispanic or Latino	41.6
Native Hawaiian or Pacific Islander	2.3
Two or More Races	9
White	25.6
English Learners	33
Foster Youth	0.3
Homeless	5.2
Socioeconomically Disadvantaged	80.7
Students with Disabilities	17.6

## 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

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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.9	79.7	820.9	87.9	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	3.6	0.4	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	8.9	1.0	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	11.6	1.2	12115.8	4.4
<b>Unknown</b>	6.3	20.2	88.4	9.5	18854.3	6.9
<b>Total Teaching Positions</b>	31.3	100.0	933.6	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on January 20, 2022, and determine 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.

**Year and month in which the data were collected**

2021 August

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 6 - 8 Stride, 2020	Yes	0.0%
<b>Mathematics</b>	McGraw Hill, 2015 College Board, 2011 Cengage, 2018 6 - 8 Stride, 2020	Yes	0.0%
<b>Science</b>	Teacher Curriculum Institute (TCI), 2019 Discovery Comm. Inc., 2003 6 - 8 Stride, 2020	Yes	0.0%

<b>History-Social Science</b>	McGraw Hill, 2019 6 - 8 Stride, 2020	Yes	0.0%
<b>Foreign Language</b>	EMC Paradigm, 2019, 2020 Houghton Mifflin Harcourt, 2010 6 - 8 Stride, 2020	Yes	0.0%

## School Facility Conditions and Planned Improvements

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 playfields, have benefited both our students and the community.

Date of inspection: October 18, 2021

<b>Year and month of the most recent FIT report</b>	2021 October
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	765	NT	NT	NT	NT
<b>Female</b>	378	NT	NT	NT	NT
<b>Male</b>	387	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	52	NT	NT	NT	NT
<b>Black or African American</b>	100	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	318	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	16	NT	NT	NT	NT
<b>Two or More Races</b>	72	NT	NT	NT	NT
<b>White</b>	198	NT	NT	NT	NT
<b>English Learners</b>	224	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	88	NT	NT	NT	NT
<b>Military</b>	28	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	572	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	136	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	765	NT	NT	NT	NT
Female	378	NT	NT	NT	NT
Male	387	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	52	NT	NT	NT	NT
Black or African American	100	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	318	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	16	NT	NT	NT	NT
Two or More Races	72	NT	NT	NT	NT
White	198	NT	NT	NT	NT
English Learners	224	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	88	NT	NT	NT	NT
Military	28	NT	NT	NT	NT
Socioeconomically Disadvantaged	572	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	136	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	777	714	92%	8%	35%
Female	377	347	92%	8%	43%
Male	400	367	92%	8%	28%
American Indian or Alaska Native	6	5	83%	17%	50%
Asian	69	68	99%	1%	43%

<b>Black or African American</b>	134	115	86%	14%	31%
<b>Hispanic or Latino</b>	329	302	92%	8%	29%
<b>Native Hawaiian or Pacific Islander</b>	18	16	89%	11%	28%
<b>White</b>	221	208	94%	6%	45%
<b>English Learners</b>	212	198	93%	7%	6%
<b>Foster Youth</b>	2	2	100%	0%	100%
<b>Homeless</b>	40	29	73%	28%	33%
<b>Military</b>	17	17	100%	0%	47%
<b>Socioeconomically Disadvantaged</b>	217	201	93%	7%	46%
<b>Students with Disabilities</b>	120	113	94%	6%	9%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	775	713	92%	8%	16%
<b>Female</b>	375	346	92%	8%	57%
<b>Male</b>	400	367	92%	8%	66%
<b>American Indian or Alaska Native</b>	6	5	83%	17%	17%
<b>Asian</b>	68	66	97%	3%	29%
<b>Black or African American</b>	134	111	83%	17%	8%
<b>Hispanic or Latino</b>	329	305	93%	7%	10%
<b>Native Hawaiian or Pacific Islander</b>	18	16	89%	11%	17%
<b>White</b>	18	210	95%	5%	26%
<b>English Learners</b>	210	198	94%	6%	4%
<b>Foster Youth</b>	2	2	100%	0%	100%
<b>Homeless</b>	40	30	75%	25%	10%
<b>Military</b>	17	17	100%	0%	18%
<b>Socioeconomically Disadvantaged</b>	217	199	92%	8%	20%
<b>Students with Disabilities</b>	120	113	94%	6%	3%

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	265	NT	NT	NT	NT
<b>Female</b>	122	NT	NT	NT	NT
<b>Male</b>	143	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	17	NT	NT	NT	NT
<b>Black or African American</b>	34	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	120	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	19	NT	NT	NT	NT
<b>White</b>	66	NT	NT	NT	NT
<b>English Learners</b>	75	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	38	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	191	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	51	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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

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, our monthly family newsletters, automated calling system, and using 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 website, 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.

Parents may also attend Site Council meetings, Title I meetings, along with staff, to stay informed and help make decisions about School Plan for Student Achievement (SPSA) plan and budget changes. In addition, our English Language Advisory Committee meets three times a year to discuss our SPSA plan, budget, and ways to support EL students. Parent and student involvement in Site Council is imperative to the decision-making process.

For additional information regarding organized opportunities for parent involvement at Mills Middle School, please contact Norma Trujillo at 916-294-9045.

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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	801	788	95	12.1
Female	397	393	37	9.4
Male	404	395	58	14.7
American Indian or Alaska Native	1	1	0	0.0
Asian	53	53	1	1.9
Black or African American	106	103	25	24.3
Filipino	9	9	0	0.0
Hispanic or Latino	330	325	33	10.2
Native Hawaiian or Pacific Islander	17	17	3	17.6
Two or More Races	73	73	12	16.4
White	210	205	21	10.2
English Learners	270	267	29	10.9
Foster Youth	7	4	2	50.0
Homeless	52	51	16	31.4
Socioeconomically Disadvantaged	645	636	87	13.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	146	144	26	18.1

### 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	14.24	0.87	4.15	0.20	3.47	0.20
<b>Expulsions</b>	0.69	0.00	0.17	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	11.78	3.25	2.45
<b>Expulsions</b>	0.47	0.06	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.87	0.00
<b>Female</b>	0.50	0.00
<b>Male</b>	1.24	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	2.83	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.91	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.48	0.00
<b>English Learners</b>	0.37	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.93	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	3.42	0.00

## 2021-22 School Safety Plan

Mills makes it a priority to ensure a safe and clean learning environment for students. A custodial staff of four maintains the facility daily. Restrooms and eating areas are cleaned daily and classrooms are cleaned thoroughly every third day. The Mills "Safety Committee" oversees safety. 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 two full-time campus security monitors who actively monitor campus and assist with emergency situations. School administration also has access to security cameras, which have been updated and additional cameras added this past year, that monitor key areas of campus.

Each year, data is gathered which helps to drive school climate. For example, there were zero student accidents reported during the 2020-2021 school year (reminder: students were in distance learning due to the COVID pandemic and only returned to in person learning in March of 2021). The school nurse and/or health assistant assist during such events. In addition, 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: November 30, 2021

Date Last Reviewed with Staff: November 30, 2021.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	5	7	9
Mathematics	27	4	5	11
Science	23	6	16	2
Social Science	26	4	11	6

## 2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	10	7	9
Mathematics	26	9	11	6
Science	31	3	3	12
Social Science	31	2	5	11



## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	5	11	3
Mathematics	24	5	11	3
Science	27	4	4	10
Social Science	31	2	2	11

## 2020-21 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	372.5

## 2020-21 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)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$7,830	\$1,415	\$6,415	\$66,972
District	N/A	N/A	\$ 7,561.09	\$77,439
Percent Difference - School Site and District	N/A	N/A	-16.3	-14.5
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-27.3	-25.3

## 2020-21 Types of Services Funded

In addition to general state funding, Mills receives state and federal funding from the following categorical funds and other support programs: Title I Improving Academic Achievement, Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Elementary and Secondary Relief Dollars (ESSER), LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2020-2021 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 the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$40,692	\$52,562
Mid-Range Teacher Salary	\$69,686	\$83,575
Highest Teacher Salary	\$95,318	\$104,166
Average Principal Salary (Elementary)	\$124,264	\$131,875
Average Principal Salary (Middle)	\$135,342	\$137,852
Average Principal Salary (High)	\$140,135	\$150,626
Superintendent Salary	\$243,612	\$260,243
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	5%

## Professional Development

Folsom Cordova Unified School District has provided up to two professional development days for certificated staff for the current year and the last two years. In addition, Mills held two days of professional development on Professional Learning Communities (PLCs). Mills is also holding its own site level professional development sessions on several Thursdays this year for 90 minutes each on Culturally Responsive Teaching and Learning. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through lead teachers and site level academic coaches. In addition, our district staff has worked collaboratively to provide an induction program for qualified new teachers.

### 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. During the COVID-19 crisis, our counselors have created a "Mills Wellness Site" for our students to access. This site provides resources on activities, yoga for teens, mindfulness, virtual field trips, and more. Students can also fill out a request form to meet with a counselor and links to phone numbers and websites for additional mental health outreach.

Our mental health specialist is also providing ongoing professional development for staff on trauma informed practices. Mills also has a team of four individuals participating in the Recognizing, Understanding, Labeling, Expressing, and Regulating (RULER) training out of Yale. The goal is to bring the principles of emotional intelligence to Mills to create a more robust positive school climate.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2

# Folsom Cordova Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District 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>District Website Address</b>	www.fcusd.org

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	10431	13	0.12	99.88	0.00
<b>Female</b>	5119	4	0.08	99.92	--
<b>Male</b>	5311	9	0.17	99.83	--
<b>American Indian or Alaska Native</b>	29	0	--	100.00	--
<b>Asian</b>	2055	1	0.05	99.95	--
<b>Black or African American</b>	542	2	0.37	99.63	--
<b>Filipino</b>	232	0	0.00	100.00	--
<b>Hispanic or Latino</b>	2332	6	0.26	99.74	--
<b>Native Hawaiian or Pacific Islander</b>	85	0	0.00	100.00	--
<b>Two or More Races</b>	988	1	0.10	99.90	--
<b>White</b>	4168	3	0.07	99.93	--
<b>English Learners</b>	1230	4	0.33	99.67	--
<b>Foster Youth</b>	27	0	0.00	100.00	--
<b>Homeless</b>	632	0	0.00	100.00	--
<b>Military</b>	204	1	0.49	99.51	--
<b>Socioeconomically Disadvantaged</b>	2885	3	0.10	99.90	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1352	13	0.96	99.04	0.00

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	10431	13	0.12	99.88	0.00
<b>Female</b>	5119	4	0.08	99.92	--
<b>Male</b>	5311	9	0.17	99.83	--
<b>American Indian or Alaska Native</b>	29	0	--	100.00	--
<b>Asian</b>	2055	1	0.05	99.95	--
<b>Black or African American</b>	542	2	0.37	99.63	--
<b>Filipino</b>	232	0	0.00	100.00	--
<b>Hispanic or Latino</b>	2332	6	0.26	99.74	--
<b>Native Hawaiian or Pacific Islander</b>	85	0	0.00	100.00	--
<b>Two or More Races</b>	988	1	0.10	99.90	--
<b>White</b>	4168	3	0.07		--
<b>English Learners</b>	1230	4	0.33	99.67	--
<b>Foster Youth</b>	27	0	0.00	100.00	--
<b>Homeless</b>	632	0	0.00	100.00	--
<b>Military</b>	204	1	0.49	99.51	--
<b>Socioeconomically Disadvantaged</b>	2885	3	0.10	99.90	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1352	13	0.96	99.04	0.00