

Mills Middle 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	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
School Website	www.fcusd.org/mills
County-District-School (CDS) Code	34673306059190

2022-23 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
District Website Address	www.fcusd.org

2022-23 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 Adults. There are twenty-one elementary schools, one charter K-8 school, four middle schools, three comprehensive senior high schools, three alternative high schools, a distance learning academy, and an adult school.

Mills Middle School operates on a six period day schedule. In the first semester of the 2021-2022 school year, 745 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 80.7% of students are categorized as socioeconomically disadvantaged, 33% are English Learners (EL), and .3% are Foster Youth. 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 from the California PBIS Coalition this past year for the second year in a row.

2022-23 School Overview

Mills Middle School parents consistently and repeatedly express the desire to be involved in their child's education. The school 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, and informational events for parents in response to parent surveys. Mills offers a Flex program where students have the opportunity to receive academic intervention within the school day twice a week and enrichment once a week. Students also have the opportunity to receive extra tutoring and mentoring support through our After-School Education and Safety (ASES) Program and the Folsom Cordova Community Partnership (FCCP), which provides games, activities, education, and small group discussions.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	241
Grade 7	273
Grade 8	231
Total Enrollment	745

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
American Indian or Alaska Native	0.1
Asian	8.1
Black or African American	11.4
Filipino	0.8
Hispanic or Latino	42.4
Native Hawaiian or Pacific Islander	2.3
Two or More Races	10.6
White	23.9
English Learners	28.5
Foster Youth	0.5
Homeless	6.2
Migrant	0.0
Socioeconomically Disadvantaged	75.2
Students with Disabilities	17.3



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)	24.90	79.74	820.90	87.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.90	0.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.60	1.24	12115.80	4.41
Unknown	6.30	20.22	88.40	9.48	18854.30	6.86
Total Teaching Positions	31.30	100.00	933.60	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)	29.00	87.93	893.90	90.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.40	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.18	9.40	0.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.40	4.39	12.70	1.30	11953.10	4.28
Unknown	1.40	4.48	62.20	6.31	15831.90	5.67
Total Teaching Positions	33.00	100.00	985.90	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	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

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	0.70
Local Assignment Options	0.00	0.70
Total Out-of-Field Teachers	0.00	1.40

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)	0.00	3.30
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

Folsom Cordova Unified will have a Public Hearing on August 25, 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

2022 August

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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Reading/Language Arts	McGraw Hill, 2015 College Board, 2011 Sopris West, 2006 Pearson iLit, 2015 6 - 8 Stride, 2020	Yes	0.0%
Mathematics	McGraw Hill, 2015 College Board, 2011 Cengage, 2018 6 - 8 Stride, 2020	Yes	0.0%
Science	Teacher Curriculum Institute (TCI), 2019 Discovery Comm. Inc., 2003 6 - 8 Stride, 2020	Yes	0.0%
History-Social Science	McGraw Hill, 2019 6 - 8 Stride, 2020	Yes	0.0%
Foreign Language	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 a Promethean board for teaching, and when needed such as IEPs or other meetings, live broadcasting. All students have a Chromebook for their schoolwork and hotspots are provided to students if needed. Staff and students work cooperatively to report any incidents of vandalism or graffiti for immediate repair or removal. The 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 25, 2022

Year and month of the most recent FIT report

2022 October

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			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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).
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	30	N/A	59	N/A	47
Mathematics (grades 3-8 and 11)	N/A	14	N/A	48	N/A	33

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	733	699	95.36	4.64	30.27
Female	370	356	96.22	3.78	37.29
Male	363	343	94.49	5.51	23.03
American Indian or Alaska Native	--	--	--	--	--
Asian	60	56	93.33	6.67	33.93
Black or African American	84	79	94.05	5.95	20.51
Filipino	--	--	--	--	--
Hispanic or Latino	308	299	97.08	2.92	26.85
Native Hawaiian or Pacific Islander	15	15	100.00	0.00	26.67
Two or More Races	77	75	97.40	2.60	24.00
White	182	168	92.31	7.69	42.86
English Learners	222	200	90.09	9.91	10.50
Foster Youth	--	--	--	--	--
Homeless	55	47	85.45	14.55	19.57
Military	17	17	100.00	0.00	23.53
Socioeconomically Disadvantaged	465	442	95.05	4.95	27.95
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	122	117	95.90	4.10	7.76

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	733	713	97.27	2.73	13.60
Female	370	359	97.03	2.97	13.93
Male	363	354	97.52	2.48	13.28
American Indian or Alaska Native	--	--	--	--	--
Asian	60	60	100.00	0.00	21.67
Black or African American	84	76	90.48	9.52	5.26
Filipino	--	--	--	--	--
Hispanic or Latino	308	303	98.38	1.62	8.25
Native Hawaiian or Pacific Islander	15	15	100.00	0.00	13.33
Two or More Races	77	74	96.10	3.90	10.81
White	182	178	97.80	2.20	24.16
English Learners	222	219	98.65	1.35	3.65
Foster Youth	--	--	--	--	--
Homeless	55	51	92.73	7.27	13.73
Military	17	16	94.12	5.88	0.00
Socioeconomically Disadvantaged	465	452	97.20	2.80	13.50
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	122	117	95.90	4.10	4.27

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	21.1	NT	44.81	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	224	218	97.32	2.68	21.1
Female	109	105	96.33	3.67	17.14
Male	115	113	98.26	1.74	24.78
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100	0	40
Black or African American	27	25	92.59	7.41	24
Filipino	--	--	--	--	--
Hispanic or Latino	92	91	98.91	1.09	18.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100	0	23.53
White	64	61	95.31	4.69	19.67
English Learners	63	61	96.83	3.17	1.64
Foster Youth	--	--	--	--	--
Homeless	16	13	81.25	18.75	7.69
Military	--	--	--	--	--
Socioeconomically Disadvantaged	131	126	96.18	3.82	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	35	97.22	2.78	8.57

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
Grade 7	93%	93%	95%	93%	93%

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

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 other campus events. Information is provided on our webpage, our monthly family newsletters, our 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, especially within our Spanish speaking community. Parents may also attend Site Council meetings, and Title I meetings, along with staff, to stay informed and help make decisions about the School Plan for Student Achievement (SPSA) plan and budget changes. In addition, our English Language Advisory Committee meets six times a year to discuss our SPSA plan, budget, and ways to support English Learner (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 Shelley Raffaelli, Administrative Assistant, at 916-294-9045. For Spanish speaking families, please contact Dolores Gaxiola, the Parent Coordinator at 916-294-9045.

Parents or community members who wish to participate in leadership teams, school committees, and school activities, or become a volunteer may also contact Shelley Raffaelli, or for Spanish Speaking families, Dolores Gaxiola, Parent Coordinator, Mills Middle School, 916-294-9045.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	847	815	259	31.8
Female	425	410	121	29.5
Male	422	405	138	34.1
American Indian or Alaska Native	1	1	0	0.0
Asian	68	64	4	6.3
Black or African American	109	99	49	49.5
Filipino	6	6	1	16.7
Hispanic or Latino	345	341	109	32.0
Native Hawaiian or Pacific Islander	20	18	6	33.3
Two or More Races	91	87	34	39.1
White	204	196	56	28.6
English Learners	263	253	58	22.9
Foster Youth	6	5	2	40.0
Homeless	68	63	32	50.8
Socioeconomically Disadvantaged	650	624	203	32.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	140	137	60	43.8

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	11.78	3.25	2.45
Expulsions	0.47	0.06	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	0.87	12.40	0.20	4.04	0.20	3.17
Expulsions	0.00	0.12	0.01	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.40	0.12
Female	8.94	0.24
Male	15.88	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.94	0.00
Black or African American	23.85	0.92
Filipino	0.00	0.00
Hispanic or Latino	11.88	0.00
Native Hawaiian or Pacific Islander	10.00	0.00
Two or More Races	19.78	0.00
White	7.84	0.00
English Learners	7.60	0.00
Foster Youth	0.00	0.00
Homeless	25.00	0.00
Socioeconomically Disadvantaged	13.38	0.15
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.71	0.00

2022-23 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 and staff have been trained on the district's new emergency management system, Catapult. 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 three 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 seventeen (17) student accidents reported during the 2021-2022 school year. 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 15, 2022

Date Last Reviewed with Staff: November 15, 2022

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

2021-22 Secondary 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 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	24	10	9	6
Mathematics	25	6	8	8
Science	27	5	4	10
Social Science	28	3	6	9

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	372.5

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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

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	\$7,280	\$1,424	\$5,856	\$75,540
District	N/A	N/A	\$7,825.21	\$80,585
Percent Difference - School Site and District	N/A	N/A	-28.8	-6.5
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-11.9	-15.6

2021-22 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.

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	\$42,116	\$54,370
Mid-Range Teacher Salary	\$72,125	\$82,681
Highest Teacher Salary	\$98,654	\$106,610
Average Principal Salary (Elementary)	\$133,273	\$135,283
Average Principal Salary (Middle)	\$136,712	\$141,244
Average Principal Salary (High)	\$147,263	\$152,955
Superintendent Salary	\$252,138	\$264,367
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Folsom Cordova Unified School District has provided up to three professional development days for certificated staff for the current year. In addition, Mills held two days of professional development (PD) 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 specific department PD around PLC work. 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; reading professional literature, and 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 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 who participated 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2