

Mills Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	https://mms.fcusd.org
Grade Span	6-8
County-District-School (CDS) Code	34673306059190

2024-25 District Contact Information	
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Erik Swanson
Email Address	eswanson@fcusd.org
District Website	https://fcusd.org

2024-25 School Description and Mission Statement
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-

2024-25 School Description and Mission Statement

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 20,500 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 2024-2025 school year, approximately 880 students were enrolled in grades six through eight. The school's gender distribution is roughly equal. The school's largest ethnic group is Hispanic/Latino, with 42.5% of the school population describing themselves as Hispanic. In terms of racial subgroups, significant numbers include White at 22.5%, African American at 12.1%, Two or more races at 9.9%, Asian at 9.9%, Filipino at 0.6%, American Indian at 0.2%, and Pacific Islander at 1.8%. Mills is a Title 1 school where 33.6% of students are categorized as English Learners (EL), 0.6% Foster Youth, 4.9% Homeless youth, and/or 83.5% as socioeconomically disadvantaged. Students with disabilities also make up 14.9% of the population. Mills is a Title 1 school where 88% of students are categorized as socioeconomically disadvantaged, 31% are English Learners (EL), and .0% are Foster Youth. Mills Middle School has up to 40 students enrolled in the After School Education & Safety (ASES) program 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 has received Silver Recognition from the California Positive Behavior Intervention and Support (PBIS) Coalition the past three years. This year Mills earned Gold Recognition. Mills received the California Community Schools Grant in June '23. The Community Schools effort will bring community partnerships to our schools to remove barriers in access to physical and mental health services, tutoring, mentoring, access to basic services like food, clothing, and housing is focused on reducing these challenges to create stability in our attendance, enrollment and allow students minds to be focused on learning and growing as part of our school community.

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, bimonthly parent workshops 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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	266
Grade 7	290
Grade 8	262
Total Enrollment	818

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.4
Asian	9.7
Black or African American	10.4
Filipino	1.2
Hispanic or Latino	43
Native Hawaiian or Pacific Islander	1.1
Two or More Races	12.1
White	21.6
English Learners	31.2
Foster Youth	0.1
Homeless	6
Socioeconomically Disadvantaged	87.5
Students with Disabilities	14.3

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/Incomplete/NA	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/Incomplete/NA	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.

2022-23 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)	32.10	88.18	907.90	90.94	231142.40	100.00
Intern Credential Holders Properly Assigned	1.90	5.21	12.40	1.24	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.85	16.80	1.69	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	19.50	1.95	11746.90	4.23
Unknown/Incomplete/NA	1.30	3.70	41.70	4.18	14303.80	5.15
Total Teaching Positions	36.40	100.00	998.40	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.70	0
Local Assignment Options	0.00	0.70	0
Total Out-of-Field Teachers	0.00	1.40	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	3.3	2.4
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	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 15, 2024, 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

2024 August

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, 2015 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 6 - 8 Stride, 2020 *Required Health Concepts are taught as part of 7th Grade Science	Yes	0.0%
History-Social Science	McGraw Hill, 2019 6 - 8 Stride, 2020	Yes	0.0%
Foreign Language	EMC/Cengage 2019, 2020 6 - 8 Stride, 2020	Yes	0.0%

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

School Facility Conditions and Planned Improvements

This school has 42 classrooms. The school was built in 1960 with buildings added in 1961, 1962, and 1963; a library/media center was added on in 1972. This school has no portable buildings. A shade structure was added in 2010 and a bus shelter in 2004. There is also a track, new softball fields, a gymnasium, a staff lounge, an administration office, and a computer lab. There are three storage containers and three sheds on this site. All rooms have a Promethean board for teaching, and when needed such as IEPs or other meetings. 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 softball fields, have benefited both our students and the community. The recent passage of the Measure S Bond for Rancho Cordova Secondary Schools will go toward essential repairs, making schools safer and upgrading classrooms. These improvements may include the following: enhance safety and security by creating easily identified school entrances and single point of entry, revitalize exteriors and frontage, including finishes, canopies, and windows, improve space for Library, Multipurpose, and Community HUBs, and provide additional Capacity/Collaboration for Teacher and Administrative Spaces. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service, and the highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at https://www.fcusd.org/departments/maintenance-operations/covid-19-info-cleaning-standards. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The LEA participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2024/2025 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program. Date of inspection: September 16, 2024				
Year and month of the most recent FIT report			2024 September	
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: Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). 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.

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. To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer. 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	24	23	58	58	46	47
Mathematics (grades 3-8 and 11)	14	12	48	49	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	844	772	91.47	8.53	23.48
Female	413	371	89.83	10.17	28.03
Male	431	401	93.04	6.96	19.25
American Indian or Alaska Native	--	--	--	--	--
Asian	88	74	84.09	15.91	31.08
Black or African American	82	79	96.34	3.66	10.13
Filipino	--	--	--	--	--
Hispanic or Latino	358	341	95.25	4.75	17.60
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	9.09
Two or More Races	107	90	84.11	15.89	24.72
White	186	166	89.25	10.75	37.35
English Learners	285	224	78.60	21.40	2.69
Foster Youth	--	--	--	--	--
Homeless	60	49	81.67	18.33	24.49
Military	--	--	--	--	--
Socioeconomically Disadvantaged	725	663	91.45	8.55	20.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	118	115	97.46	2.54	0.87

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	844	815	96.56	3.44	12.02
Female	413	393	95.16	4.84	10.94
Male	431	422	97.91	2.09	13.03
American Indian or Alaska Native	--	--	--	--	--
Asian	88	85	96.59	3.41	14.12
Black or African American	82	78	95.12	4.88	6.41
Filipino	--	--	--	--	--
Hispanic or Latino	358	355	99.16	0.84	8.73
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	9.09
Two or More Races	107	96	89.72	10.28	13.54
White	186	178	95.70	4.30	18.54
English Learners	285	268	94.04	5.96	4.48
Foster Youth	--	--	--	--	--
Homeless	60	55	91.67	8.33	7.27
Military	--	--	--	--	--
Socioeconomically Disadvantaged	725	699	96.41	3.59	10.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	118	115	97.46	2.54	0.00

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	9.84	12.12	45.75	45.67	30.29	30.73

2023-24 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	276	264	95.65	4.35	12.12
Female	147	136	92.52	7.48	11.76
Male	129	128	99.22	0.78	12.50
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	14.81
Black or African American	33	33	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	106	105	99.06	0.94	6.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	34	85.00	15.00	8.82
White	60	55	91.67	8.33	29.09
English Learners	77	69	89.61	10.39	0.00
Foster Youth	0	0	0	0	0
Homeless	17	17	100.00	0.00	5.88
Military	--	--	--	--	--
Socioeconomically Disadvantaged	232	220	94.83	5.17	11.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	0.00

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.

2023-24 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. The administration of the PFT requires only participation results 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	96%	96%	95%	93%	94%

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.

2024-25 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, Bimonthly Parent Workshops, Tutoring, Music Performances, Sporting events, and STEM Expo. Parents are also encouraged to volunteer. Information is provided on our webpage, automated calling system, and through the use of our computer kiosks for parents to look up current grades. Family school newsletters are emailed home monthly. New-parent orientation is offered the week before school starts and in January. Mustang Rodeo is the day before school begins where all incoming sixth grade students and their families are invited to campus to tour, pick up materials and Chromebooks, and get information on a number of different programs and parent resources. Parent workshops are also offered twice/month on Wednesday mornings to assist families with learning how to navigate PowerSchool and understand the Renaissance diagnostic scores. For additional information regarding organized opportunities for parent involvement at Mills Middle School, please contact Melissa Robledo, 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 Melissa Robledo or for Spanish Speaking families, Dolores Gaxiola, Parent Coordinator, Mills Middle School, 916-294-9045.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	952	917	148	16.1
Female	468	450	77	17.1
Male	484	467	71	15.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	97	91	4	4.4
Black or African American	102	96	29	30.2
Filipino	--	--	--	--
Hispanic or Latino	395	387	65	16.8
Native Hawaiian or Pacific Islander	11	11	2	18.2
Two or More Races	127	120	27	22.5
White	203	195	20	10.3
English Learners	332	317	29	9.1
Foster Youth	--	--	--	--
Homeless	81	79	27	34.2
Socioeconomically Disadvantaged	820	791	128	16.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	137	132	31	23.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
12.4	11.58	12.29	4.04	3.48	3.31	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.12	0	0	0.02	0.03	0.04	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.29	0.00
Female	11.11	0.00
Male	13.43	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	6.19	0.00
Black or African American	22.55	0.00
Filipino	0.00	0.00
Hispanic or Latino	13.16	0.00
Native Hawaiian or Pacific Islander	9.09	0.00
Two or More Races	14.17	0.00
White	6.90	0.00
English Learners	9.04	0.00
Foster Youth	0.00	0.00
Homeless	20.99	0.00
Socioeconomically Disadvantaged	12.93	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	17.52	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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 five 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, which monitor key areas of campus.

Each year, data is gathered which helps to drive school climate. For example, three (3) student accidents were reported during the 2023-2024 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: December 17, 2024
Date Last Reviewed with Staff: December 17, 2024

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	22	15	8	8
Mathematics	25	9	3	11
Science	28	4	6	10
Social Science	27	5	6	10

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22	14	16	3
Mathematics	22	12	12	2
Science	29	3	6	10
Social Science	30	1	4	7

2023-24 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	409

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$9,101	\$1,972	\$7,129	\$83,101
District	N/A	N/A	\$9,707.61	\$87,886
Percent Difference - School Site and District	N/A	N/A	-30.6	-5.6
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-40.7	-16.2

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, Mills Middle receives supplemental state and federal funding through various categorical and support programs, including Title I Improving Academic Achievement, Title II: Supporting Effective Instruction, Title III: English Learners and Immigrant Student Program, Title IV: Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, LCAP Supplemental Funds for English Learners and Low-Income Students, Community Schools Grant and the Expanded Learning Opportunity Program. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2023-2024 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$46,849	\$59,551
Mid-Range Teacher Salary	\$80,232	\$93,855
Highest Teacher Salary	\$115,230	\$120,219
Average Principal Salary (Elementary)	\$145,508	\$151,525
Average Principal Salary (Middle)	\$154,898	\$158,215
Average Principal Salary (High)	\$163,025	\$171,087
Superintendent Salary	\$349,440	\$300,043
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Folsom Cordova Unified School District provided staff with three professional development days this school year. 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 training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on other instructional practices. FCUSD district staff works collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options. Professional development was also offered on Building Thinking Classrooms (BTC), English language development (ELD), Positive Behavior and Intervention Supports (PBIS), Professional Learning Communities and the 15-Day Challenge and on other instructional practices. Mills teachers also have several opportunities to attend conferences such as CA Association for Teachers of English (CATE) and CA Association for Bilingual Education (CABE). District-sponsored in-service and training are provided through lead teachers and site level instructional coaches. The instructional coaches run "Mustang Walks," where teachers participate in instructional rounds during their prep twice a month to observe best practices in other classrooms. FCUSD district staff also works collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options.

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 established the Safe School Ambassadors, led by one of our counselors. The goal is to utilize trained student leaders at 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3