



# Corky McMillin Elementary School

1201 Santa Cora Avenue • Chula Vista, CA 91913 • (619) 397-0103 • Grades K-6

Cynthia Orr, Principal

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Chula Vista Elementary School District

84 East J Street  
Chula Vista, CA 91910-6100  
(619) 425-9600  
[www.cvesd.org](http://www.cvesd.org)

#### District Governing Board

Kate Bishop

Leslie Ray Bunker

Eduardo Reyes, Ed.D.

Francisco Tamayo

Lucy Ugarte

#### District Administration

Francisco Escobedo, Ed.D.

**Superintendent**

Jeffrey Thiel, Ed.D.

**Assistant Superintendent, Human  
Resources Services and Support**

Oscar Esquivel

**Deputy Superintendent, Business  
Services and Support**

Matthew Tessier, Ed.D.

**Assistant Superintendent,  
Innovation and Instruction Services  
and Support**

### Description

McMillin School opened in September 2001. It is comprised of 5 main classroom buildings, 4 portable classrooms, Library/Media Center, an auditorium/cafeteria complex, an outdoor lunch court, a YMCA childcare center and an administration/health facility. The Library Media Center has been redesigned into a space where students and faculty can meet and learn. We have 16 resource rooms that provide space for our Resource Specialist Program (RSP), Speech Therapist, Limited English Proficient aide, Psychologist, and our counselor with the Military Family Liaison Counseling Program.

At McMillin Elementary School, our students are engaged and active thinkers able to communicate, innovate, collaborate, and problem-solve. McMillin has a culture of thinking, one that empowers students to want to learn more and to take ownership of their learning. Teachers and students have the expectation and mindset, that one gets smarter through one's effort, and where challenge and mistakes are embraced as learning opportunities. Group's collective thinking, as well as each individual's thinking, is valued, visible, and actively promoted as part of the regular day-to-day experiences. Students, parents, and teachers work collaboratively to ensure ALL students, including English Language Learners, students with disabilities, and designated target groups, understand where they are, where they are going next, and show measurable growth on the learning progression which is based on CCSS. Learning Progressions will: (1) Communicate expectations to students and to teachers. (2) Locate current levels of work and identify next steps, (3) Feedback is given around these learning progressions to cause learning and to serve each learner.

### Vision and Values

McMillin School believes each child develops as a whole person, academically, socially, emotionally, and physically. Student-based decision-making will be used to develop collaboration and meaningful involvement among all stakeholders. This will promote goodwill and pride in the McMillin School community.

## About the SARC

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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 132                |
| Grade 1          | 105                |
| Grade 2          | 108                |
| Grade 3          | 119                |
| Grade 4          | 109                |
| Grade 5          | 111                |
| Grade 6          | 124                |
| Total Enrollment | 808                |

### 2019-20 Student Enrollment by Group

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 6.2                         |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 5.8                         |
| Filipino                            | 18.6                        |
| Hispanic or Latino                  | 50.6                        |
| Native Hawaiian or Pacific Islander | 0.7                         |
| White                               | 13.4                        |
| Two or More Races                   | 4.3                         |
| Socioeconomically Disadvantaged     | 29.7                        |
| English Learners                    | 12.6                        |
| Students with Disabilities          | 12.9                        |
| Foster Youth                        | 0.4                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

| Teacher Credentials for Corky McMillin      | 18-19 | 19-20 | 20-21 |
|---------------------------------------------|-------|-------|-------|
| With Full Credential                        | 36    | 37    | 36    |
| Without Full Credential                     | 0     | 0     | 0     |
| Teaching Outside Subject Area of Competence |       | 0     | 0     |

| Teacher Credentials for Chula Vista Elementary | 18-19 | 19-20 | 20-21 |
|------------------------------------------------|-------|-------|-------|
| With Full Credential                           | ♦     | ♦     | 1230  |
| Without Full Credential                        | ♦     | ♦     | 4     |
| Teaching Outside Subject Area of Competence    | ♦     | ♦     |       |

### Teacher Misassignments and Vacant Teacher Positions at Corky McMillin Elementary School

| Indicator                     | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners  |       | 0     | 0     |
| Total Teacher Misassignments* |       | 0     | 0     |
| Vacant Teacher Positions      |       | 0     | 0     |

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)**

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high-quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st-century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics, and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards, and electronic communication.

**Textbooks and Instructional Materials**

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

| Core Curriculum Area          | Textbooks and Instructional Materials/Year of Adoption                                                                                                                                                                                  |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading/Language Arts</b>  | Benchmark Advance and Benchmark Adelante. Benchmark Universe is the online component. Adopted in 2017.<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0%    |
| <b>Mathematics</b>            | Houghton Mifflin Harcourt K-6, Go Math! in English and Spanish. Adopted in 2015-16.<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0%                       |
| <b>Science</b>                | Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0% |
| <b>History-Social Science</b> | Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0%              |

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

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

Classroom space at McMillin Elementary School is adequate to support our school's current enrollment. We serve 830 students with 32 full-time classroom teachers, 4 special education teachers, one on-site district resource teacher, and 4 Visual and Performing arts teachers. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Custodial staff performs basic cleaning operations daily and works to maintain safe and clean school grounds.

School staff provides supervision before classes. Safety Patrol members assist parents in the drop-off and pick-up zone.

Anyone entering campus after 8:15 AM must enter through the front office. They must then sign in and wear a visitor badge while on campus.

Safety Patrol crossing guards are posted in front of the school at the crosswalk to assist students who are crossing Santa Cora Avenue. Students and parents are encouraged through written and verbal communication to cross Santa Cora Avenue at this point.

At the 2:45 PM dismissal time, teachers walk students to the back blacktop area where waiting parents and supervising adults receive the students.

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

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

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

**Year and month in which data were collected: 10/9/2020**

| System Inspected                                     | Repair Status | Repair Needed and Action Taken or Planned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer | Good          | Stage: rattle in ceiling, broken IT socket.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Interior:</b><br>Interior Surfaces                | Fair          | 403<br>CR: Sink drains slow, bookshelf laminet coming off by teachers desk, dirty vents.<br>409<br>CR: carpet spots, covebase peeling<br>503<br>CR: Sink cabinet bottom of doors are damaged<br>600<br>Boys RR: Floor stains.<br>601<br>CR: vents dirty, transition strip loose<br>606<br>CR: carpet spotted<br>607<br>CR: IT Box falling out of wall, carpet stains<br>702<br>CR: missing keyboard shelf<br>806<br>CR: carpet stains<br>807<br>CR: cabinet door edge peeling off<br>808<br>CR: vents dirty, cabinet laminate coming off<br>Admin Conf. Room: Carpet stained.<br>Child Care 201: carpet stained, storage roof access blocked<br>Health Office: carpet spots, 1 storage closet light diffuser falling down<br>Kitchen: Floor need sealing.<br>Lounge: carpet stained and spotted<br>MP: carpet stained<br>Stage Electrical: water stains on wall |

| System Inspected                                                     | Repair Status | Repair Needed and Action Taken or Planned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation | Good          | 500 Communications: full of stuff<br>500 Electrical: dirty, blocked panels<br>608<br>CR: vents dirty<br>800 Work Room: vent dirty, stained ceiling tiles<br>800<br>Electrical: door very dirty, cobwebs<br>801<br>CR: vents dirty<br>808 Curriculum Room-5th grade:<br>808<br>CR: vents dirty, cabinet laminate coming off<br>Library Communications<br>: messy<br>Playground RR Storage: walkway and electrical panel blocked, spiders everywhere                                                                                                                                                                   |
| <b>Electrical:</b><br>Electrical                                     | Good          | 406<br>Resource Room: outlet hole not covered<br>600 electrical: electrical panels blocked, 1 door blocked aux room.<br>600<br>Girls RR: hand dryer not working, 1 stall loose seat.<br>602<br>CR: wall outlet behind teachers desk missing cover<br>607<br>CR: IT Box falling out of wall, carpet stains<br>700<br>Communication: blocked panels, messy<br>703<br>CR: IT faceplate missing (whiteboard)<br>800<br>Girls RR: hand dryer not working<br>Health Office: carpet spots, 1 storage closet light diffuser falling down<br>Stage: rattle in ceiling, broken IT socket.<br>Study room: Loose low voltage box |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains           | Good          | 401/402 Boys RR: rust stains on toilet<br>403<br>CR: Sink drains slow, bookshelf laminet coming off by teachers desk, dirty vents.<br>600<br>Girls RR: hand dryer not working, 1 stall loose seat.<br>603<br>CR: faucet fixture is loose.<br>604<br>CR: Sink gooseneck loose.<br>804<br>CR: Sink trap leak/slow to drain                                                                                                                                                                                                                                                                                             |

| System Inspected                                                           | Repair Status | Repair Needed and Action Taken or Planned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good          | 400 Bldg.<br>Storage: roof access/passage way blocked<br>405<br>Psych: 1 air freshner.<br>500 Electrical: dirty, blocked panels<br>700<br>Roof access: blocked stairs<br>Child Care 201: carpet stained, storage<br>roof access blocked<br>Custodian Storage and Water Heater: roof<br>access blocked<br>Electric Room next to 701: Panels<br>blocked.<br>Playground RR Storage: walkway and<br>electrical panel blocked, spiders<br>everywhere                                                                                                                                                                                                                                           |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          | 400<br>Work Room: stained ceiling tiles<br>410<br>CR: stained ceiling tiles<br>500 Work Room: stained ceiling tiles<br>504<br>CR: 1 stain ceiling tile.<br>505<br>CR: stained ceiling tiles<br>507<br>CR: 1 stained ceiling tile.<br>600 Resource next to 608: stained ceiling<br>tiles<br>600<br>Work Room: stained ceiling tiles<br>700 Work Room: stained ceiling tiles<br>800 Work Room: vent dirty, stained<br>ceiling tiles<br>801 Curriculum Room-6th grade: stained<br>ceiling tiles<br>Admin: Door leaving office towards multi<br>purpose slams hard, stained ceiling tile<br>Aux. Room next to 603: stained ceiling<br>tiles<br>Storage next to 410<br>: stained ceiling tiles |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          | 402<br>CR: door jamb weather stripping peeling<br>506<br>CR: Door closes fast, cobwebs<br>805<br>CR:<br>Admin: Door leaving office towards multi<br>purpose slams hard, stained ceiling tile<br>Kinder Playtoy: bridge brackets need<br>replacing<br>Play Toy: Swing bridge brackets<br>rusted/needs back in drop zones                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Overall Rating</b>                                                      | Good          | Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 70           | N/A          | 64             | N/A            | 50          | N/A         |
| Math    | 58           | N/A          | 51             | N/A            | 39          | N/A         |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

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

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 40           | N/A          | 37             | N/A            | 30          | N/A         |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5           | N/A    | N/A    | N/A    |
| 7           | N/A    | N/A    | N/A    |
| 9           | N/A    | N/A    | N/A    |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-21)

Contact person: Principal Cynthia Orr

Contact Person Phone Number: (619) 397-0103

Our school community believes that there is a high correlation between parent involvement and successful student achievement. McMillin School actively promotes parent and community involvement in our educational programs, school activities, daily classes and community promotional events.

McMillin School has six on-going parent involvement committees to foster and build more interaction between the home and school. The committees include the Parent Teacher Association (PTA), School Site Council (SSC), the English Language Advisory Committee (ELAC), Multicultural Family Association (MFA), Multi-Tiered System of Support (MTSS), a Military Parent Group, and School Safety Committee. In addition, we have regular parent meetings and parent nights on a variety of topics such as reading at home with your child, behavior interventions, gifted and talented education, Internet security, and other school-related information. Parents have many opportunities to be involved as volunteers at McMillin.

Parents and the public are encouraged to contact the school or staff via the school's web page – <http://schools.cvesd.org/schools/mcmillin/>

**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.

**School Safety Plan (School Year 2020-2021)**

At McMillin School, student safety and well-being are promoted by activities including bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, Peace Patrol, and School Safety Patrol. Established procedures are in place at our school to handle disasters such as fire, earthquakes, bomb threats and/or dangerous intruders. Disaster preparedness drills are conducted on a routine basis and we continue to improve upon our strategies to handle such emergencies.

Students are not allowed to leave the school building and the grounds with anyone other than their parent or guardian, or a designated adult who is listed on the student's emergency card. Students leaving campus during school hours must be checked out by a parent-authorized adult through the Health Office. Parents and designees will be asked to wait in the office while school personnel calls the child to the office. Unfamiliar individuals will be required to show picture identification to office personnel before the child can be released. We have an active safety committee comprised of parents and school personnel to discuss parent concerns about school safety. In addition, several members of the staff have been trained in nonviolent crisis intervention.

The Safety Plan for the 2020-21 school year was approved by SSC on November 18, 2020.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

| Rate        | School<br>2017-18 | School<br>2018-19 | District<br>2017-18 | District<br>2018-19 | State<br>2017-18 | State<br>2018-19 |
|-------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 0.2               | 0.7               | 0.7                 | 0.8                 | 3.5              | 3.5              |
| Expulsions  | 0.0               | 0.0               | 0.0                 | 0.0                 | 0.1              | 0.1              |

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate        | School<br>2019-20 | District<br>2019-20 | State<br>2019-20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | 1                 | 0.6                 | 2.5              |
| Expulsions  | 0                 | 0.0                 | 0.1              |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**D. Other SARC Information**

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

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

| Title               | Ratio |
|---------------------|-------|
| Academic Counselor* | 0     |

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2019-2020)**

| Title                                               | Number of Full-Time Equivalent (FTE) |
|-----------------------------------------------------|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) |                                      |
| Library Media Teacher (Librarian)                   |                                      |
| Library Media Services Staff (Paraprofessional)     |                                      |
| Psychologist                                        | 1                                    |
| Social Worker                                       |                                      |
| Nurse                                               | 0.5                                  |
| Speech/Language/Hearing Specialist                  | 1                                    |
| Resource Specialist (non-teaching)                  |                                      |
| Other                                               | 3.4                                  |

\*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.

**Average Class Size and Class Size Distribution (Elementary)**

| Grade Level | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| K           | 18                         | 6                               | 2                                |                                | 21                         | 2                               | 6                                |                                | 15                         | 6                               | 3                                |                                |
| 1           | 23                         |                                 | 5                                |                                | 25                         |                                 | 4                                |                                | 18                         | 2                               | 4                                |                                |
| 2           | 22                         |                                 | 5                                |                                | 23                         |                                 | 5                                |                                | 18                         | 2                               | 4                                |                                |
| 3           | 25                         |                                 | 4                                |                                | 21                         | 2                               | 3                                |                                | 17                         | 3                               | 4                                |                                |
| 4           | 28                         |                                 | 4                                |                                | 27                         |                                 | 4                                |                                | 22                         | 1                               | 4                                |                                |
| 5           | 23                         | 1                               | 4                                |                                | 29                         |                                 | 4                                |                                | 22                         | 1                               | 4                                |                                |
| 6           | 31                         |                                 | 4                                |                                | 26                         | 1                               | 4                                |                                | 21                         | 2                               | 4                                |                                |
| Other**     | 5                          | 1                               |                                  |                                |                            |                                 |                                  |                                |                            |                                 |                                  |                                |

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Professional Development (Most Recent Three Years)**

| Measure                                                                         | 2018-19 | 2019-20 | 2020-21 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement |         |         |         |

Staff participates in District professional development opportunities in the area of Math, Language Arts and the implementation of Common Core State Standards. In addition to our classroom teachers, McMillin has four Visual and Performance Art teachers that provide instruction in the areas of art, dance, music, and physical fitness. While these teachers are providing instruction in these areas, classroom teachers are given the opportunity to collaborate and review instructional practices, as well as receive professional development in identified areas of need.

McMillin used our achievement data in Math from the 2018-19 (no data for 19-20 school year) school year to determine our staff development for 20120-2021: McMillin will use a 6-8 week Professional Learning Cycle targeting mathematics around students' collaborative work in conversation in mathematics. Teachers worked on Unit planning and targeted learning intentions and success criteria for their math lessons. Speaking and listening standards were analyzed and incorporated into our math lessons. We studied and implemented math block routines and incorporated best practices in collaborative conversations. Our students are assessed quarterly with an online diagnostic math assessment to determine the success of our work around mathematics and problem-solving.

McMillin used our achievement data in ELA from the 2018-19 school year to determine our staff development for 2020-2021: McMillin will use a 6-8 week Professional Learning Cycle targeting our work on conferencing in a workshop model of instruction to ensure that students take ownership of their own learning by goal setting based on formative assessments, success criteria, and feedback measured by student's growth on a learning progression of standards in reading. (1) Students will understand their goals and where/how they go next in their learning. (2) Students will be able to communicate their learning goals in reading and writing and move these goals to habits that they will continue to practice. (3) Students will be able to use feedback from teachers and peers to improve their understanding of reading. We sent 4 teachers to New York to train at the Teacher College at Columbia University. These teachers provided in-class coaching. We provided release time for teachers to plan for their grade level collaboration. Our students are assessed in running records, Level-set from Achieve 3000, and school-wide standards-based writing rubrics.

Staff development for 2020-21: Teacher training focused on Teacher College Reading and Writing system, Digital Learning strategies, Smarty Ants, iReady, and Achieve 3000 training, high-impact language strategies in mathematics, and equity for all students. Professional Development for the 2019-20 school year focused on readers' workshop, Student-teacher relationships, Restorative Practices, SIPPS strategies, analyzing data and student work, and the implementation of Common Core-aligned strategies.

#### FY 2018-19 Teacher and Administrative Salaries

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary      | \$51,655        | \$51,004                                     |
| Mid-Range Teacher Salary      | \$77,932        | \$82,919                                     |
| Highest Teacher Salary        | \$103,806       | \$104,604                                    |
| Average Principal Salary (ES) | \$137,324       | \$131,277                                    |
| Average Principal Salary (MS) |                 | \$136,163                                    |
| Average Principal Salary (HS) |                 | \$128,660                                    |
| Superintendent Salary         | \$308,616       | \$230,860                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|----------------------------------------------|
| Teacher Salaries           | 35.0            | 35.0                                         |
| Administrative Salaries    | 5.0             | 5.0                                          |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

Our school's budget is aligned to our School's Single School Plan for Student Achievement. All stakeholders participate in this process through School Site Council (SSC), Parent-Teacher Association (PTA), English Learner Advisory Committee, and staff.

Programs and services available to support instruction include the following:

- Achieve 3000 iReady Math
- Razzkids (K-2) Learning Ally
- Headsprout (K-2) Units of Study Reading and Writing
- GATE after school enrichment program Minecraft for Education
- Google Classroom Extended Day Program
- English Learner Instructional Assistant Library Clerk
- Student Monitoring Team Positive Behavior and Supports Team
- Instructional Leadership Team Leveled Books
- District funded School Psychologist District funded Resource Teacher
- Sanford Harmony

#### 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.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level       | Total     | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-----------|------------|--------------|------------------------|
| School Site | 12,090.16 | 4,037.90   | 8,052.26     | 87,037                 |
| District    | N/A       | N/A        | 190,145,679  | \$81,733               |
| State       | N/A       | N/A        | \$7,750      | \$84,183               |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -200.0       | 6.3                    |
| School Site/ State   | 3.8          | 3.3                    |

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