

# Millview Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Millview Elementary School
<b>Street</b>	1609 CLINTON ST.
<b>City, State, Zip</b>	Madera, CA. 93738
<b>Phone Number</b>	5596748509
<b>Principal</b>	Erik Lowry
<b>Email Address</b>	eriklowry@maderausd.org
<b>School Website</b>	www.madera.k12.ca.us/millview
<b>County-District-School (CDS) Code</b>	20-65243-6024020

## 2022-23 District Contact Information

<b>District Name</b>	Madera Unified School District
<b>Phone Number</b>	559.675.4500
<b>Superintendent</b>	Todd Lile
<b>Email Address</b>	toddlile@maderausd.org
<b>District Website Address</b>	www.madera.k12.ca.us

## 2022-23 School Overview

### Principal's Message

Welcome to Millview Elementary School. Millview Elementary School is focused on providing students with the best learning opportunities possible in an environment of cultural sensitivity that nurtures individual growth for all students. The entire Millview staff believes that all students deserve a safe educational experience as well the opportunity to be challenged and motivated to reach their maximum academic potential. Reading and mathematics are the primary focus at Millview Elementary. Classroom teachers dedicate substantial time specifically set aside for differentiated small group literacy development, as well as language arts and math intervention. Teachers meet in Professional Learning Communities to discuss current student data and use best practices to create responsive common lessons of rigor, enrichment, and interventions that address the common core standards.

The Millview teachers and staff also continue to address the needs of our English learners by welcoming the principles of the English Learner Roadmap. Millview focuses on embracing the languages and cultures of our students and their families, build partnerships with families, and respond to our EL student's academic and socio-emotional needs. Through the four Inter-related EL Principles, the Millview Mission, Vision, and school culture are richly supported. The four EL Principles assist in assuring that Millview is assets-oriented and needs-responsive, provide an intellectual quality of instruction and meaningful access, system conditions support effectiveness, and alignment and articulation are within and across the system. Daily the Millview students are provided with focused designated instruction during the English Language Development (ELD) instructional period. Throughout the day, our classroom teachers use the four English Learner Principles and integrated ELD instruction to provide greater access to all areas of the curriculum and foster English language acquisition skills at the highest levels.

During this current year, Millview administration and the Millview teaching staff are focused on implementing Millview's Strategic Action Plan (SAP). This Strategic Action Plan is focused on reading and math improvement for all students by using a growth model. As we work together implementing this plan, we focus on rigor, relevance, and student engagement. Individual Goal Setting using student reading and math scores on the NWEA provided by MUSD's Me 2 Be report, assist 3rd through 6th grade students to understand their individual growth that is needed to be grade level ready or higher. The school wide goal for reading is 50% of students will reach their BEST growth goal on the NWEA Reading assessment by Spring 20-223 and 52% of students will reach their BEST Growth goal by Spring 2023.

## 2022-23 School Overview

The Millview staff is also excited as this 2022-2023 school year gives all Millview students enriching learning opportunities. Every student, each week, experiences art, music, physical education, STEM, and literacy enrichment with our school librarian. Each of these classes are 50 minute blocks. These new experiences have provided a students a new "Joy" of learning . As students are attending these classes, teachers meet by grade level to lesson plan and participate in a weekly 100 minute PLC meeting.

Our school is known for its longstanding, comprehensive Response to Intervention program. Our COST (Coordination of Services Team) and SST (Student Success Team) meet weekly and are comprised of administrators, the intervention/RtI teacher, classroom teacher, and other support staff. Parents are also included in the SST process. Our tier 3 students receive services in our intervention lab and/or in their classes, and classroom teachers provide targeted instruction to our Tier 2 students in English Language Arts and Math during the instructional day. Millview students in grades K through 6 are monitored for growth multiple times a year through comprehensive computer-based assessments in reading and math.

### Mission Statement

#### MILLVIEW MISSION STATEMENT

The Millview staff is committed to creating a learning community by working with teachers, students, and families to improve academic achievement for all students to reach their highest potential, and for English Language Learners to increase their language proficiency.

#### MILLVIEW VISION STATEMENT

Millview School strives to ensure high levels of engagement and learning for all students by seeking effective ways to facilitate their success. We will provide a welcoming learning environment that empowers students to have confidence in their abilities.

### School Profile (School Year 2021-2022)

Millview Elementary is one of 28 elementary/middle/comprehensive/alternative high schools in Madera Unified School District. During the 2021-22 school year, 625 TK-6th grade students were enrolled at the school, with classes arranged on a traditional calendar.

Millview's student population is 97% Hispanic, and 50% (319) of students are limited English learners. However, the high majority of Millview students enter Kindergarten as language learners, and most are reclassified as fluent English proficient (RFEP) during their years here. Only 8-10% of students at Millview enroll as English Only speakers. Millview teachers are trained to teach culturally diverse populations. ELD (English Language Development) is taught to our English learners for an average of 45 minutes a day. Students are grouped by their language acquisition levels so that designated instruction can be targeted towards their specific areas of need. The emphasis is on oral language, vocabulary, listening, reading, and writing. Millview provides informal assessments for our English Language Learners. Teachers evaluate the results of these tests which help teachers determine what skills need to be taught or reviewed.

In addition to rigorous quality instruction, we provide students and parents with access to activities and programs, as well as student-friendly web-based software, to assist and challenge them in the areas of reading, language arts, math, science, social studies, technology, and the arts. These types of hands-on activities allow our students to practice higher-order thinking skills while participating in a true "learning-by-doing" environment.

Millview is fully vested in the Center-Based Model of educating our students with special needs. These students are in the general education classroom the majority of the time and are provided support from a special education staff member during a portion of their day. Special education students are also pulled out of the general education environment for the more intense instruction and support based on the needs identified in each student's Individualized Education Plan (IEP). Millview has one full-time resource specialist teacher, and one paraprofessional aides on staff to support our students with special needs

Leadership opportunities are offered to Millview students in grades 3rd - 6th. Students participate as "Eagle Leaders," assisting with school activities, recycling projects, library, and technology support, reading buddies, and as school ambassadors. Our student leaders also provide input and valuable feedback regarding school programs, activities, and initiatives.

The entire Millview staff continue to invest and focus on beneficial practices, procedures, and strategies that enhance student learning. Listed below are areas of focus:

- Student Goal Setting
- Cycle of Inquiry for performance tasks, and common formative assessments
- English learner principles and Accelerated ELD Achievement strategies through designated and integrated instruction practices
- Utilizing Lexia Reading and MAP Accelerator data

## 2022-23 School Overview

- Utilizing data from NWEA, SRI, ESGI, and NSGI assessments
- ELPAC and SBAC assessment preparation, administration, and scoring review
- Guided Reading & Balanced Literacy components and strategies
- Response to Intervention – academic and behavior
- Data review during PLC's to create instructional adjustments
- Best practices for the effective first instruction
- Positive Behavior Intervention and Supports program (PBIS)
- Number talks and math journals
- Student health & welfare

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	98
Grade 2	97
Grade 3	92
Grade 4	96
Grade 5	93
Grade 6	98
Total Enrollment	671

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
American Indian or Alaska Native	1.2
Asian	0.3
Black or African American	1.6
Filipino	0.1
Hispanic or Latino	93.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.3
White	2.5
English Learners	50.8
Foster Youth	0.6
Homeless	2.2
Migrant	6.3
Socioeconomically Disadvantaged	98.1
Students with Disabilities	4.9

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.80	100.00	821.90	85.09	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	25.70	2.67	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	44.60	4.62	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	15.10	1.57	12115.80	4.41
<b>Unknown</b>	0.00	0.00	58.40	6.05	18854.30	6.86
<b>Total Teaching Positions</b>	30.80	100.00	966.00	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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



## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Madera Unified held a public hearing on September 24, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and 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 instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks/instructional materials used in the school the most current available. Textbooks and instructional materials approved for use by the state are reviewed by a selection committee of teachers and administrators and a recommendation is made to the School Board for their approved use at the local level. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected

July 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance: Step Up to Literacy 2016 McGraw Hill California Wonders 2016 Benchmark Adelante 2016	Yes	0.0%
Mathematics	Big Ideas Math 2014 California Math in Focus: Math 2014 McGraw Hill My Math 2014	Yes	0.0%
Science	Twig Science 2019	Yes	0.0%
History-Social Science	California History-Social Science: myWorld Interactive 2018 California History-Social Science: myWorld Interactive, Ancient Civilizations 2018 TCI Social Studies Alive! California Series 2018	Yes	0.0%
Foreign Language	Mc Dougal Avancemos 2013	Yes	0.0%
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			



## School Facility Conditions and Planned Improvements

Millview was built in 1956 and renovated in 2013. The school is in good condition, receiving positive ratings on the Williams Settlement legislation monitoring each of the past five years. The school looks clean and inviting. The school was repainted in the summer of 2015, including fresh trim and logo, and new carpeting was installed in all classrooms. Also during this time, the cafeteria kitchen was remodeled, and the office flooring and furniture were replaced. In November 2015 the cafeteria floor was replaced. Millview has a well-stocked and inviting library maintained by a full-time librarian. All Millview students have access to a Chromebook to use for learning and assignments.

A large grass lawn/field in the recess area allows the school to use up to three soccer fields concurrently. Millview has 49 individual classrooms, six of which are utilized by the Madera County Office of Education. The majority of classrooms are modular but have been permanently installed. Millview's full parcel of land is seated on 10.9 acres, with 51,190 square feet of constructed space. Millview allows visitors to enter only through the central office to sign in and acquire a visitor's badge. In addition to monitored alarm systems for use during unoccupied hours, the perimeter gates are locked at all times, except for the beginning and end of the school day.

Recently, during the summer of 2022, Millview received a complete new intermediate playground asphalt/blacktop, resurfacing and painting. Millview also received a new resurfacing and painting of our primary playground. Also beginning during the summer of 2022, the Millview solar panel project was started and completed the winter of 2022. The solar panels are located on the primary playground grass/field area.

Our After School Program currently serves 170 students and provides a safe environment for students to finish homework, get additional exercise, and participate in enrichment activities until their parents are available. Many students ride a district-provided evening bus home from the after-school program. Millview added a new building with three restrooms (including one reserved for the handicapped).

### Cleaning Process

There are three full-time custodians who maintain the school between the hours of 6 A.M. and 11 P.M. The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

### Maintenance and Repair

On a regular basis, classrooms and facilities are inspected by the custodial staff and administration to identify needed classroom repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair 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.

The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in July 15, 2022.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

### Year and month of the most recent FIT report

July 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			

School Facility Conditions and Planned Improvements				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	21	N/A	30	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	15	N/A	16	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	378	375	99.21	0.79	21.33
<b>Female</b>	178	177	99.44	0.56	23.73
<b>Male</b>	200	198	99.00	1.00	19.19
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	354	351	99.15	0.85	21.37
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	162	160	98.77	1.23	9.38
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	11	10	90.91	9.09	--
<b>Military</b>	14	14	100.00	0.00	21.43
<b>Socioeconomically Disadvantaged</b>	372	369	99.19	0.81	21.14
<b>Students Receiving Migrant Education Services</b>	26	25	96.15	3.85	12.00
<b>Students with Disabilities</b>	23	22	95.65	4.35	0.00

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	379	375	98.94	1.06	15.47
<b>Female</b>	179	179	100.00	0.00	12.29
<b>Male</b>	200	196	98.00	2.00	18.37
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	355	351	98.87	1.13	15.38
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	163	162	99.39	0.61	8.02
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	11	11	100.00	0.00	18.18
<b>Military</b>	14	14	100.00	0.00	21.43
<b>Socioeconomically Disadvantaged</b>	373	369	98.93	1.07	14.91
<b>Students Receiving Migrant Education Services</b>	26	26	100.00	0.00	7.69
<b>Students with Disabilities</b>	23	22	95.65	4.35	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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	6.45	NT	15.25	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	94	93	98.94	1.06	6.45
<b>Female</b>	49	49	100	0	6.12
<b>Male</b>	45	44	97.78	2.22	6.82
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	89	88	98.88	1.12	5.68
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	37	36	97.3	2.7	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	92	91	98.91	1.09	6.59
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--



## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92	90	91	91	91

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Millview has an active body of parents who support the educational process and other school functions. We believe that there is ample opportunity for parents to be involved in school functions, and we provide a variety of forums for parents to participate and add their voice. Opportunities include: District Parent Advisory Committee; weekly Parent Resource Center sessions focused on Computer Literacy Skills and also nutrition classes; School Site Council (SSC); English Language Advisory Committee (ELAC); Family Literacy/Health and Wellness Night; and Family Math Night. The Millview Booster Club is actively supporting students and teachers through various fundraising activities to provide additional academic performance and behavioral incentives and rewards that support Millview's school wide PBIS, as well as educational field trips for students. Millview also provides parents the opportunity to participate with their student(s) in academic goal setting during our spring parent /student SBAC goal setting nights. Millview also hosts an annual ELPAC parent informational meeting. Parents are always welcome to attend Millview's semester awards assemblies and annual EL Reclassification ceremony.

The Back to School Night at the beginning of the year and Open House in the spring are events that invite families to visit classrooms and preview or review the work being done by their child. During the 2022-2023 school year Millview hosted its first Posada event. We hope to make it an annual event. Millview's parents come to school to discuss student progress with the classroom teachers during structured Parent Conference times four times a year. Spanish translation is provided at all events. The school supports parent volunteers who would like to help out in the classrooms and at various school functions. The school also benefits from several community partnerships including Yosemite Christian Center, Rancho San Miguel, Rotary Club, Madera Police Department, and Chowchilla Corrections Department..

The focus of these activities and meetings is on building an effective school to home connection that supports attendance, behavior, relationships, and an understanding of the curriculum used in the classroom and also the testing practices used at Millview Elementary School. Millview also builds school to family connections by embracing the languages and cultures of our students and their families, by building partnerships with families through various activities.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	722	707	322	45.5
Female	367	358	159	44.4
Male	355	349	163	46.7
American Indian or Alaska Native	8	8	6	75.0
Asian	2	2	2	100.0
Black or African American	17	17	14	82.4
Filipino	1	1	1	100.0
Hispanic or Latino	672	657	286	43.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	1	50.0
White	18	18	10	55.6
English Learners	363	357	136	38.1
Foster Youth	7	7	5	71.4
Homeless	25	23	15	65.2
Socioeconomically Disadvantaged	710	696	317	45.5
Students Receiving Migrant Education Services	61	60	22	36.7
Students with Disabilities	52	52	25	48.1

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.77	4.05	2.45
<b>Expulsions</b>	0.00	0.18	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	3.19	0.18	3.95	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.25	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	3.19	0.00
<b>Female</b>	2.18	0.00
<b>Male</b>	4.23	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	3.42	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	2.48	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	4.00	0.00
<b>Socioeconomically Disadvantaged</b>	3.24	0.00
<b>Students Receiving Migrant Education Services</b>	3.28	0.00
<b>Students with Disabilities</b>	7.69	0.00

2022-23 School Safety Plan

Safety of students and staff is of utmost importance at Millview Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The goal of our Safe School Plan is to provide all students with educational and personal opportunities in a positive and nurturing environment, which enables them to achieve current and future goals. The School Safety Plan was revised in February 2022 and approved during the 2022-2023 school year by MUSD's Board of Education. The Safe School Plan reflects the needs of the school as determined by the site safety committee in conjunction with MUSD's Department of Student Services. Staff received targeted professional development on the components of the new school safety plan.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held at least once a year.

Millview Elementary School students are well supervised. The Millview daily schedule has been developed in such a manner that only one grade level will occupy a designated playground area at any given time throughout the school day, which greatly enhances student supervision and safety. Multiple teachers and/or yard duty aides are assigned to each playground supervision zone before school, during morning and lunch recesses, and for student arrival and dismissal. Site administrators, security officer, and support staff supervise student drop-off and pick-up areas, bus zones, breakfast and lunch times in the cafeteria, and the playgrounds during morning and lunch recess. The Millview teachers, in conjunction with the Leadership/PBIS Committee, regularly review the rules for safe, responsible behavior in school and on the playground. Transitions of students outside of classrooms are highly structured and are supervised by administration, teachers or yard duty aides. Visitors must enter through the main door and check in at the school office.

Millview Elementary school is vested in PBIS (Positive Behavior Interventions and Supports). The PBIS system focuses on a positive approach to establish a social school culture along with the behavioral supports needed for all children in a school to achieve both social and academic success. Millview currently has a 9 member PBIS team meeting monthly focusing on implementation of the PBIS system to create an environment for great first teaching, high levels of learning, and improved behavior within our general education classroom settings, as well as all school settings such as - pick up and dismissal areas, cafeteria, restrooms, playgrounds, and student transition areas. Regular behavior celebrations occurring every 6 weeks are provided for the students displaying appropriate school behavior as outlined on Millview's S.O.A.R. matrix. Students displaying proper behavior, following school rules, or showing kindness to other students are awarded "Little Eagles" by all staff members. Little eagles are traded for prizes or items monthly at Millview's Eagle's Nest Student Store.

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	4	
1	25		4	
2	22		4	
3	22		5	
4	33			1
5	30		3	
6	35			3
Other	5	1		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4	8	
1	17	16		
2	21	2	12	
3	23	1	12	
4	25	1	12	
5	27	2	2	4
6	22	3	6	

## 2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	4	
1	25		8	
2	24		8	
3	23		8	
4	23	1	8	
5	31		6	
6	33		4	2
Other	30	1		1

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	671

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.3
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,560	4,739,186	6,732	582,926
District	N/A	N/A	828	\$81,282
Percent Difference - School Site and District	N/A	N/A	156.2	151.1
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	2.1	147.3

## 2021-22 Types of Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2020-21 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2019 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2020-2021 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2020-21)

In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:

- Title I, II, III, and IV

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,924	\$54,370
Mid-Range Teacher Salary	\$77,970	\$82,681
Highest Teacher Salary	\$99,526	\$106,610
Average Principal Salary (Elementary)	\$129,671	\$135,283
Average Principal Salary (Middle)	\$131,455	\$141,244
Average Principal Salary (High)	\$136,081	\$152,955
Superintendent Salary	\$225,000	\$264,367
Percent of Budget for Teacher Salaries	29%	33%
Percent of Budget for Administrative Salaries	5%	5%



## Professional Development

During the 2022-2023 school year, Millview teachers receive professional development during the 3 institute days and during scheduled staff members when needed. Depending on grade level, teachers are provided with either 5(primary) or 6(intermediate), 50 minute meeting and planning blocks. Each grade level spends a 100 minutes participating in a grade level PLC. The remaining time is spent with planning, preparing, and also professional development. Grade level teams are provided with focused Professional Development by MUSD's academic coaches. The academic coaches provide subject area, content, and learning continuum professional development for the Millview teaching staff.

Professional development topics identified for the 2022-2023 school year include:

- Common core standards implementation
- Lexia Reading software implementation and reading student data reports
- MAP Accelerator software implementation and reading student data reports
- Developing Growth Mindsets
- Social and Emotional Behavior Health
- NWEA Learning Continuum training
- Student Goal Setting for both SBAC and ELPAC testing
- PLC Cycle of Inquiry for performance tasks, and common formative assessments
- English learner principles and Accelerated ELD Achievement strategies
- ELPAC assessment preparation, administration, scoring review, and language matrix guidance
- Guided Reading & Balanced Literacy components and strategies
- Response to Intervention – academic and behavior
- Data review to create instructional adjustments
- Best practices for effective first instruction
- Positive Behavior Intervention and Supports program (PBIS)
- Number talks and math journals
- Student health & welfare
- Professional Development to support student access and administration on educational software programs such as Lexia Reading and MAP Accelerator.
- Professional Development to support student access and administration on District Benchmark Assessments such as: ESGI, NSGR, NWEA, SRI, ELPAC, and SBAC.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	11	3	8