

# Corky McMillin Elementary School

## 2021 School Accountability Report Card



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

#### SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Corky McMillin Elementary School
<b>Street</b>	1201 Santa Cora Avenue
<b>City, State, Zip</b>	Chula Vista, CA 91913
<b>Phone Number</b>	(619) 397-0103
<b>Principal</b>	Cynthia Orr
<b>Email Address</b>	cynthia.orr@cvesd.org
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	37-68023-6118988

## 2021-22 District Contact Information

<b>District Name</b>	Chula Vista Elementary School District
<b>Phone Number</b>	(619) 425-9600
<b>Superintendent</b>	Oscar Esquivel, Interim Superintendent
<b>Email Address</b>	oscar.esquivel@cvesd.org
<b>District Website Address</b>	www.cvesd.org

## 2021-22 School Overview

### 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, part-time school counselor, and a 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 challenges 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. Our vision is to empower each student's voice through leadership and connection. 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 this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	128
Grade 1	95
Grade 2	107
Grade 3	107
Grade 4	112
Grade 5	111
Grade 6	105
Total Enrollment	765

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	0.3
Asian	6.5
Black or African American	7.6
Filipino	18.6
Hispanic or Latino	50.7
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.6
White	11.2
English Learners	9
Foster Youth	0.4
Homeless	0.1
Socioeconomically Disadvantaged	31.1
Students with Disabilities	12.4

## 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

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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.0	97.1	1227.0	88.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	5.1	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	31.4	2.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	14.0	1.0	12115.8	4.4
Unknown	1.0	2.9	106.0	7.7	18854.3	6.9
Total Teaching Positions	34.0	100.0	1383.7	100.0	274759.1	100.0

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

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

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

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

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

## 2020-21 Class Assignments

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

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

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.

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

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance and Benchmark Adelante. Benchmark Universe is the online component. Adopted in 2017.	Yes	0%
<b>Mathematics</b>	Houghton Mifflin Harcourt K-6, Go Math! in English and Spanish. Adopted in 2015-16.	Yes	0%
<b>Science</b>	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.	Yes	0%

<b>History-Social Science</b>	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%

## School Facility Conditions and Planned Improvements

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.

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

10/9/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Stage: rattle in ceiling, broken IT socket.
<b>Interior:</b> Interior Surfaces		X		403 CR: Sink drains slow, bookshelf laminet coming off by teachers desk, dirty vents. 409 CR: carpet spots, covebase peeling 503 CR: Sink cabinet bottom of doors are damaged 600 Boys RR: Floor stains. 601 CR: vents dirty, transition strip loose 606 CR: carpet spotted 607 CR: IT Box falling out of wall, carpet stains 702 CR: missing keyboard shelf 806 CR: carpet stains

## School Facility Conditions and Planned Improvements

				<p>807 CR: cabinet door edge peeling off</p> <p>808 CR: vents dirty, cabinet laminate coming off Admin Conf. Room: Carpet stained. Child Care 201: carpet stained, storage roof access blocked Health Office: carpet spots, 1 storage closet light diffuser falling down Kitchen: Floor need sealing. Lounge: carpet stained and spotted MP: carpet stained Stage Electrical: water stains on wall</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X			<p>500 Communications: full of stuff 500 Electrical: dirty, blocked panels</p> <p>608 CR: vents dirty 800 Work Room: vent dirty, stained ceiling tiles</p> <p>800 Electrical: door very dirty, cobwebs</p> <p>801 CR: vents dirty 808 Curriculum Room-5th grade: 808 CR: vents dirty, cabinet laminate coming off Library Communications : messy Playground RR Storage: walkway and electrical panel blocked, spiders everywhere</p>
<p><b>Electrical</b></p>	X			<p>406 Resource Room: outlet hole not covered 600 electrical: electrical panels blocked, 1 door blocked aux room.</p> <p>600 Girls RR: hand dryer not working, 1 stall loose seat.</p> <p>602 CR: wall outlet behind teachers desk missing cover</p> <p>607 CR: IT Box falling out of wall, carpet stains</p> <p>700 Communication: blocked panels, messy</p> <p>703 CR: IT faceplate missing (whiteboard)</p>

## School Facility Conditions and Planned Improvements

			800 Girls RR: hand dryer not working Health Office: carpet spots, 1 storage closet light diffuser falling down Stage: rattle in ceiling, broken IT socket. Study room: Loose low voltage box
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		401/402 Boys RR: rust stains on toilet 403 CR: Sink drains slow, bookshelf laminet coming off by teachers desk, dirty vents. 600 Girls RR: hand dryer not working, 1 stall loose seat. 603 CR: faucet fixture is loose. 604 CR: Sink gooseneck loose. 804 CR: Sink trap leak/slow to drain
<b>Safety:</b> Fire Safety, Hazardous Materials	X		400 Bldg. Storage: roof access/passage way blocked 405 Psych: 1 air freshner. 500 Electrical: dirty, blocked panels 700 Roof access: blocked stairs Child Care 201: carpet stained, storage roof access blocked Custodian Storage and Water Heater: roof access blocked Electric Room next to 701: Panels blocked. Playground RR Storage: walkway and electrical panel blocked, spiders everywhere
<b>Structural:</b> Structural Damage, Roofs	X		400 Work Room: stained ceiling tiles 410 CR: stained ceiling tiles 500 Work Room: stained ceiling tiles 504 CR: 1 stain ceiling tile. 505 CR: stained ceiling tiles

## School Facility Conditions and Planned Improvements

				507 CR: 1 stained ceiling tile. 600 Resource next to 608: stained ceiling tiles 600 Work Room: stained ceiling tiles 700 Work Room: stained ceiling tiles 800 Work Room: vent dirty, stained ceiling tiles 801 Curriculum Room-6th grade: stained ceiling tiles Admin: Door leaving office towards multi purpose slams hard, stained ceiling tile Aux. Room next to 603: stained ceiling tiles Storage next to 410 : stained ceiling tiles
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			402 CR: door jamb weather stripping peeling 506 CR: Door closes fast, cobwebs 805 CR: Admin: Door leaving office towards multi purpose slams hard, stained ceiling tile Kinder Playtoy: bridge brackets need replacing Play Toy: Swing bridge brackets rusted/needs back in drop zones

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

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

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

#### Options

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

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

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

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

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

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

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	428	NT	NT	NT	NT
Female	217	NT	NT	NT	NT
Male	211	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	26	NT	NT	NT	NT
Black or African American	35	NT	NT	NT	NT
Filipino	75	NT	NT	NT	NT
Hispanic or Latino	224	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	20	NT	NT	NT	NT
White	45	NT	NT	NT	NT
English Learners	42	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	118	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	428	NT	NT	NT	NT
Female	217	NT	NT	NT	NT
Male	211	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	26	NT	NT	NT	NT
Black or African American	35	NT	NT	NT	NT
Filipino	75	NT	NT	NT	NT
Hispanic or Latino	224	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	20	NT	NT	NT	NT
White	45	NT	NT	NT	NT
English Learners	42	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	118	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	NT	NT	NT	NT

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

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

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	435	394	91	9	56
Female	216	197	91	9	59
Male	219	197	90	10	53
American Indian or Alaska Native	2	2	100	0	100
Asian	108	98	91	9	65

<b>Black or African American</b>	37	34	92	8	59
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	225	203	90	10	49
<b>Native Hawaiian or Pacific Islander</b>	1	1	100	0	100
<b>Two or More Races</b>	17	14	82	18	47
<b>White</b>	45	42	93	7	69
<b>English Learners</b>	44	37	84	16	18
<b>Foster Youth</b>	1	1	100	0	100
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	85	78	92	8	56
<b>Socioeconomically Disadvantaged</b>	133	117	88	12	44
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	60	42	70	30	28
<b>4th Grade Student Groups</b>	<b>4th Grade Total Enrollment</b>	<b>4th Grade Number Tested</b>	<b>4th Grade Percent Tested</b>	<b>4th Grade Percent Not Tested</b>	<b>4th Grade Percent At or Above Grade Level</b>
<b>English Learners</b>					35%

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

2020-21 Local Assessment Test Results in Math by Student Group					
This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.					
<b>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	435	409	94	6	35
<b>Female</b>	216	205	95	5	31
<b>Male</b>	219	204	93	7	39
<b>American Indian or Alaska Native</b>	2	2	100	0	50
<b>Asian</b>	108	101	94	6	56
<b>Black or African American</b>	37	34	92	8	24
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	225	214	95	5	26
<b>Native Hawaiian or Pacific Islander</b>	1	1	100	0	100
<b>Two or More Races</b>	17	15	88	12	29
<b>White</b>	45	42	93	7	40
<b>English Learners</b>	44	40	91	9	20
<b>Foster Youth</b>	1	1	100	0	100
<b>Homeless</b>	0	0	0	0	0

<b>Military</b>	85	81	95	5	39
<b>Socioeconomically Disadvantaged</b>	133	122	92	8	20
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	60	52	87	13	15
<b>4th Grade Student Groups</b>	<b>4th Grade Total Enrollment</b>	<b>4th Grade Number Tested</b>	<b>4th Grade Percent Tested</b>	<b>4th Grade Percent Not Tested</b>	<b>4th Grade Percent At or Above Grade Level</b>

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

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

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

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	113	NT	NT	NT	NT
Female	64	NT	NT	NT	NT
Male	49	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	15	NT	NT	NT	NT
Hispanic or Latino	65	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	NT	NT	NT	NT

### B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2020-21 California Physical Fitness Test Results

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

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

#### 2021-22 Opportunities for Parental Involvement

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 Safty 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/>

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	795	784	44	5.6
Female	391	386	20	5.2
Male	404	398	24	6.0
American Indian or Alaska Native	2	2	0	0.0
Asian	52	52	0	0.0
Black or African American	61	60	4	6.7
Filipino	144	144	0	0.0
Hispanic or Latino	403	394	28	7.1
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	37	37	4	10.8
White	92	91	8	8.8
English Learners	90	89	7	7.9
Foster Youth	5	5	2	40.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	257	251	32	12.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	107	106	13	12.3

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.67	0.00	0.79	0.02	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.23	0.56	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	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>	0.00	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>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

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 2021-22 school year was approved by SSC on November 17, 2021.

## 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.

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

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	21	2	6	
1	25		4	
2	23		5	
3	21	2	3	
4	27		4	
5	29		4	
6	26	1	4	

## 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	15	6	3	
1	18	2	4	
2	18	2	4	
3	17	3	4	
4	22	1	4	
5	22	1	4	
6	21	2	4	

## 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	16	4	4	
1	24	1	3	1
2	18	2	4	
3	18	5	1	
4	22	1	4	
5	22	1	4	
6	21	1	4	

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	3.4

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

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,090.16	4,037.90	8,052.26	87,037
District	N/A	N/A	190,145,679	\$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	5.6
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-4.7	1.4

## 2020-21 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
- Units of Study Reading and Writing. Leveled Libraries in every class
- Google Classroom Extended Day Program
- English Learner Instructional Assistant District funded Councilor
- Student Monitoring Team Positive Behavior and Supports Team
- Instructional Leadership Team
- District funded School Psychologist
- Sanford Harmony

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$51,655	\$52,060
<b>Mid-Range Teacher Salary</b>	\$77,932	\$84,043
<b>Highest Teacher Salary</b>	\$103,806	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$137,246	\$133,582
<b>Average Principal Salary (Middle)</b>	\$0	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$308,616	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	37%	35%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

Professional Development

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 ELA from the 2019-20 school year to determine our staff development for 2021-2022: 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, 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.

For the 2021-22: Teacher training focused on Teacher College Reading and Writing system, Smarty Ants, PBIS, and collaborative conversations and discussions.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement			

# Chula Vista Elementary School District

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

### Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

#### 2021-22 District Contact Information

<b>District Name</b>	Chula Vista Elementary School District
<b>Phone Number</b>	(619) 425-9600
<b>Superintendent</b>	Oscar Esquivel, Interim Superintendent
<b>Email Address</b>	oscar.esquivel@cvesd.org
<b>District Website Address</b>	www.cvesd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	13068	6	0.05	99.95	--
<b>Female</b>	6294	1	0.02	99.98	--
<b>Male</b>	6774	5	0.07	99.93	--
<b>American Indian or Alaska Native</b>	28	0	--	100.00	--
<b>Asian</b>	334	0	0.00	100.00	--
<b>Black or African American</b>	539	0	0.00	100.00	--
<b>Filipino</b>	1341	0	0.00	100.00	--
<b>Hispanic or Latino</b>	8810	4	0.05	99.95	--
<b>Native Hawaiian or Pacific Islander</b>	45	0	0.00	100.00	--
<b>Two or More Races</b>	646	0	0.00	100.00	--
<b>White</b>	1325	2	0.15	99.85	--
<b>English Learners</b>	2860	3	0.10	99.90	--
<b>Foster Youth</b>	47	0	0.00	100.00	--
<b>Homeless</b>	154	0	0.00	100.00	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	6569	0	0.00	100.00	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	2097	6	0.29	99.71	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	13068	6	0.05	99.95	--
Female	6294	1	0.02	99.98	--
Male	6774	5	0.07	99.93	--
American Indian or Alaska Native	28	0	--	100.00	--
Asian	334	0	0.00	100.00	--
Black or African American	539	0	0.00	100.00	--
Filipino	1341	0	0.00	100.00	--
Hispanic or Latino	8810	4	0.05	99.95	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	646	0	0.00	100.00	--
White	1325	2	0.15		--
English Learners	2860	3	0.10	99.90	--
Foster Youth	47	0	0.00	100.00	--
Homeless	154	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	6569	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2097	6	0.29	99.71	--

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

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

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	13002	12287	95	5	53
Female	6269	5977	95	5	55
Male	6733	6310	94	6	52
American Indian or Alaska Native	29	28	97	3	48
Asian	1752	1662	95	5	77

<b>Black or African American</b>	526	489	93	7	56
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	8711	8260	95	5	46
<b>Native Hawaiian or Pacific Islander</b>	40	39	98	3	65
<b>Two or More Races</b>	607	571	94	6	67
<b>White</b>	1337	1238	93	7	65
<b>English Learners</b>	3019	2856	95	5	21
<b>Foster Youth</b>	38	35	92	8	21
<b>Homeless</b>	55	49	89	11	18
<b>Military</b>	1436	1338	93	7	69
<b>Socioeconomically Disadvantaged</b>	6841	6449	94	6	39
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1975	1692	86	14	20

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

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

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

<b>iReady Student Groups</b>	<b>A3000 Total Enrollment</b>	<b>A3000 Number Tested</b>	<b>A3000 Percent Tested</b>	<b>A3000 Percent Not Tested</b>	<b>A3000 Percent At or Above Grade Level</b>
<b>All Students</b>	13002	12276	94	6	27
<b>Female</b>	6269	5959	95	5	26
<b>Male</b>	6733	6317	94	6	28
<b>American Indian or Alaska Native</b>	29	28	97	3	31
<b>Asian</b>	1752	1660	95	5	56
<b>Black or African American</b>	526	487	93	7	23
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	8711	8251	95	5	20
<b>Native Hawaiian or Pacific Islander</b>	40	39	98	3	30
<b>Two or More Races</b>	607	573	94	6	39
<b>White</b>	1337	1238	93	7	35
<b>English Learners</b>	3019	2858	95	5	8
<b>Foster Youth</b>	38	35	92	8	3
<b>Homeless</b>	55	49	89	11	4
<b>Military</b>	1436	1333	93	7	39
<b>Socioeconomically Disadvantaged</b>	6841	6430	94	6	15
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0

<b>Students with Disabilities</b>	1975	1729	88	12	9
*At or above the grade-level standard in the context of the local assessment administered.					