

Corky McMillin Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/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 <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.

2023-24 School Contact Information

School Name	Corky McMillin Elementary School
Street	1201 Santa Cora Avenue
City, State, Zip	Chula Vista, CA 91913
Phone Number	(619) 397-0103
Principal	Dr. Savannah Sturges
Email Address	savannah.sturges@cvesd.org
School Website	https://mcmillin.cvesd.org/
County-District-School (CDS) Code	37-68023-6118988

2023-24 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619)425-9600
Superintendent	Dr. Eduardo Reyes, Superintendent
Email Address	eduardo.reyes@cvesd.org
District Website	www.cvesd.org

2023-24 School Description and Mission Statement

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, English Language Instructional Assistant, Psychologist, full-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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	94
Grade 2	104
Grade 3	105
Grade 4	117
Grade 5	103
Grade 6	105
Total Enrollment	720

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5%
Male	51.5%
American Indian or Alaska Native	0.3%
Asian	5.7%
Black or African American	6.9%
Filipino	16.7%
Hispanic or Latino	50.3%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	7.6%
White	11.9%
English Learners	11.4%
Foster Youth	0.3%
Homeless	1.5%
Socioeconomically Disadvantaged	31.5%
Students with Disabilities	12.6%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.00	97.06	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	1.00	2.94	106.00	7.66	18854.30	6.86
Total Teaching Positions	34.00	100.00	1383.70	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.70	96.46	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	1.40	33.90	2.36	11953.10	4.28
Unknown	0.70	2.14	109.80	7.63	15831.90	5.67
Total Teaching Positions	34.90	100.00	1440.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.40
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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

July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Classroom space at McMillin Elementary School is adequate to support our school's current enrollment. We serve 730 students with 32 full-time classroom teachers, 4 special education teachers, one on-site district Impact 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.

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.

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

12/14/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		401 CR: Stained ceiling tile 401/402 Boys RR: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats 401/402 Girls RR: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats 404 Kinder: Carpet stains * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. // VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish. 409 CR: carpet spots * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. 500 Work Room: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical

saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. 501 CR: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. 504 CR: 1 stain ceiling tile. Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 505 CR: stained ceiling tiles * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. 507 CR: 1 stained ceiling tile. * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical

School Facility Conditions and Planned Improvements

saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. 600 custodian room: Dirty Floor 601 CR: Sink gooseneck loose - // carpets stains * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. // Transition moulding loose 604 CR: carpet stains * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. // Shades over lamps 605 CR: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. 700 Work Room: stained ceiling tiles // needs to be cleaned 702 CR: 6 ceiling tiles stained 800 Work Room: vent dirty, stained ceiling tiles 801 Curriculum Room-6th grade: stained ceiling tiles 803 CR: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. 806 CR: carpets stains* The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting

School Facility Conditions and Planned Improvements

<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>	<p>machine), allow to dry. Second Face is to dry foam-stained areas and remove dirt</p> <p>402 CR: Rear of the room is full of items very difficult to move around // * VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish. 500 Communications: full of stuff Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 500 Electrical: Storage of playground equipment Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 506 CR: Door closes fast, cobwebs Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 Exterior admin communication: Some storage Dirty vent // Needs a good cleaning Exterior admin electrical: Needs a good cleaning Kinder Playground: Needs attention (cleaning) Kitchen: Floor need sealing * Ceramic Floor</p>
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School Facility Conditions and Planned Improvements

			<p>cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats // Back door air curtain screen missing Lounge: Carpet stained and spotted // Stains by water cooler * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. Playground RR Storage: spiders everywhere (general cleaning needed) Stage: Broken IT socket // Vents on upper part of stage look dirty //</p>
<p>Electrical</p>	<p>X</p>		<p>408 CR: IT socket is damage / cover plate Cover Plate Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers. CFC Section 604.6 703 CR: IT faceplate missing (whiteboard) // Connectors hanging/loose Stage: Broken IT socket // Vents on upper part of stage look dirty //</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>400 Bldg Boys RR: *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard. 403 CR: Rusted Drain cover on sink 404/403 Boys RR: *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard 404/403 Girls RR: *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard 503 CR: Sink cabinet bottom of doors are damaged 600 Boys RR: *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard. 600 Girls RR: *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard. 601</p>

School Facility Conditions and Planned Improvements

		<p>CR: Sink gooseneck loose - // carpets stains * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. // Transition moulding loose</p> <p>800 Girls RR: *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard.</p> <p>808 CR: vents dirty, cabinet laminate coming off * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.</p> <p>Admin Boys RR: *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard.</p> <p>Admin Girls RR: *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard.</p> <p>Admin Men's RR: *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard.</p> <p>Admin Women's RR: *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>	<p>400 Bldg. Storage: * Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 400 Electrical : Door gets stuck when closing Provide Clearance for Electrical Panel A clear and unobstructed means of</p>

access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 410 CR: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 500 Communications: full of stuff Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 500 Electrical: Storage of playground equipment Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 502 CR: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL

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School Facility Conditions and Planned Improvements

			<p>19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3.</p> <p>Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7.</p> <p>Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 602 CR: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials sh</p>
<p>Structural: Structural Damage, Roofs</p>	<p>X</p>		
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>X</p>		<p>400 Electrical : Door gets stuck when closing Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36” clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 506 CR: Door closes fast, cobwebs Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3.</p> <p>Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with</p>

School Facility Conditions and Planned Improvements

		<p>CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08</p>
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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).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	63	63	54	53	47	46
Mathematics (grades 3-8 and 11)	56	60	41	43	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	435	423	97.24	2.76	63.12
Female	214	208	97.20	2.80	67.31
Male	221	215	97.29	2.71	59.07
American Indian or Alaska Native	--	--	--	--	--
Asian	23	23	100.00	0.00	82.61
Black or African American	33	32	96.97	3.03	43.75
Filipino	80	78	97.50	2.50	71.79
Hispanic or Latino	216	211	97.69	2.31	57.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15	3.85	56.00
White	51	48	94.12	5.88	77.08
English Learners	39	35	89.74	10.26	20.00

Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	159	154	96.86	3.14	51.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	50	90.91	9.09	18.00

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	435	426	97.93	2.07	60.33
Female	214	210	98.13	1.87	59.52
Male	221	216	97.74	2.26	61.11
American Indian or Alaska Native	--	--	--	--	--
Asian	23	23	100.00	0.00	86.96
Black or African American	33	32	96.97	3.03	34.38
Filipino	80	78	97.50	2.50	73.08
Hispanic or Latino	216	215	99.54	0.46	53.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15	3.85	56.00
White	51	47	92.16	7.84	74.47
English Learners	39	39	100.00	0.00	17.95
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	159	154	96.86	3.14	45.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	50	90.91	9.09	16.00

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	48.11	41.84	36.97	34.95	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	101	98.06	1.94	40.59
Female	62	61	98.39	1.61	39.34
Male	41	40	97.56	2.44	42.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	38.46
Filipino	19	18	94.74	5.26	50.00
Hispanic or Latino	52	52	100.00	0.00	32.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	33	94.29	5.71	42.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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	89.11%	89.11%	88.12%	86.14%	88.12%

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.

2023-24 Opportunities for Parental Involvement

Contact person: Dr. Savannah Sturges, Principal
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), Multi-Tiered System of Support (MTSS), a Military Parent Group, and School Safety Committee. In addition, we have regular parent meetings and parent nights on a variety of topics such as reading at home with your child, behavior interventions, gifted and talented education, Internet security, and other school-related information. Parents have many opportunities to be involved as volunteers at McMillin.

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	773	756	139	18.4
Female	375	368	64	17.4
Male	398	388	75	19.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	41	41	1	2.4
Black or African American	52	52	10	19.2
Filipino	129	128	12	9.4
Hispanic or Latino	394	382	90	23.6
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	59	57	7	12.3
White	92	90	19	21.1
English Learners	98	94	28	29.8
Foster Youth	2	2	1	50.0
Homeless	14	14	5	35.7
Socioeconomically Disadvantaged	284	279	76	27.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	116	115	35	30.4

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.47	0.26	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.26	0
Female	0	0
Male	0.5	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.51	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.7	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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 2022-23 school year was approved by SSC in October of 2023. The Board of Education approval date for the CSSP is January 17, 2024.

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.

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	

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	16	2	4	
1	20	1	4	
2	17	4	2	
3	18	2	4	
4	20	1	4	
5	22	1	4	
6	22	1	4	
Other	24		1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	2	3	0
1	19	1	4	0
2	17	6	0	0
3	21	1	4	0
4	23	1	4	0
5	21	1	4	0
6	21	1	4	0
Other	0	0	0	0

2022-23 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	720

2022-23 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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	14,008.14	5,194.26	8,813.88	94,956
District	N/A	N/A	8,864.49	\$87,887
Percent Difference - School Site and District	N/A	N/A	-0.6	10.5
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	28.8	8.4

Fiscal Year 2022-23 Types of Services Funded

Our school's budget is aligned to our 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
- Razkids (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 Counselor
- Student Monitoring Team
- Positive Behavior and Supports Team
- Instructional Leadership Team
- Illustrative Math
- District funded School Psychologist
- Sanford Harmony

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$54,003	\$54,215
Mid-Range Teacher Salary	\$81,474	\$86,843
Highest Teacher Salary	\$108,524	\$111,440
Average Principal Salary (Elementary)	\$147,193	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$270,400	\$252,466
Percent of Budget for Teacher Salaries	36.2%	33.16%
Percent of Budget for Administrative Salaries	4.69%	5.15%

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 2021-22 school year to determine our staff development for 2022-2023: 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement		12	