

Mill Street School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Mill Street School
Street	835 Second Street
City, State, Zip	Orland, CA 95963
Phone Number	(530) 865-1240
Principal	Tyler Rutledge
Email Address	trutledge@orlandusd.net
School Website	http://mill.orlandusd.net/index.html
Grade Span	K-2
County-District-School (CDS) Code	11754816007488

2025-26 District Contact Information

District Name	Orland Unified School District
Phone Number	(530) 865-1200
Superintendent	Victor Perry
Email Address	vperry@orlandusd.net
District Website	http://www.orlandusd.net

2025-26 School Description and Mission Statement

Mission:

Mill Street's mission is to seek excellence in academics and social/emotional learning through high expectations and lasting relationships with students, families, and the community.

Vision:

Our vision includes providing a safe space for students to thrive, promoting academic excellence through standards-based instruction, nurturing the talents and abilities of each student, developing responsible citizens, and functioning as a culture of collaboration with all students on the path to college and career readiness by being academically and socially ready for the next grade level.

Mill Street School will continue to develop our English/Spanish Dual Immersion Instructional Program. During the 2019/2020 school year, the Dual Immersion program was fully implemented with two classes in each grade level, K-2. We are committed to providing an academically challenging, standards-based instructional program to ensure that students will become bilingual, biliterate, and bicultural with advanced levels of communication in both languages. We are proud to say that our first class DI class (that began in the 2017/2018 school year) has now been promoted to Orland High School.

Mill Street School is also dedicated to social and emotional learning by providing our students, staff, and parents with SEL support from a full-time, certificated, social and emotional learning coach as well as an SEL classified aide and a CASEL Room used to help regulate students based on the 5 SEL core competencies. During the 2023/2024 school year, we added a full-time Discovery Room teacher along with a Discovery Room Instructional Aide. Additionally, we have a part-time school counselor and school psychologist on campus supporting students with their social, emotional, and academic needs.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	229
Grade 1	128
Grade 2	164
Total Enrollment	521

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	1.2
Asian	1.2
Black or African American	0.6
Filipino	0.2
Hispanic or Latino	71.8
Two or More Races	1.3
White	23.2
English Learners	31.9
Foster Youth	1.7
Homeless	1.9
Migrant	1
Socioeconomically Disadvantaged	87.1
Students with Disabilities	14.4

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.

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)	24.2	97.98	94.3	85.28	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	2.6	2.4	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	5.9	5.35	11953.1	4.28
Unknown/Incomplete/NA	0.5	2.02	7.7	6.96	15831.9	5.67
Total Teaching Positions	24.7	100	110.6	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.5	98.85	89.6	84.86	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.8	0.76	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	5.4	5.2	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	1.15	5.7	5.46	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.9	3.7	14303.8	5.15
Total Teaching Positions	21.7	100	105.6	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	20.8	91.26	92.4	86.55	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.37	1.1	1.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.5	4.21	12112.8	4.34
Unknown/Incomplete/NA	1	4.37	8.6	8.11	13705.8	4.91
Total Teaching Positions	22.8	100	106.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.2	0
Total Out-of-Field Teachers	0.00	0.2	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Mill Street School uses the Benchmark Advance & Adelante (purchased in 2017) Language Arts curriculum to support ELA instruction as well as designated ELD. In Kindergarten, students are expected to identify and know the sound of every letter of the alphabet and begin to read C-V-C words. By the end of first grade, students should be reading a level 17 book with appropriate fluency and comprehension and be able to write a cohesive paragraph with few errors. When students leave our school at the end of second grade, they are expected to be able to write a two-paragraph essay and read small chapter books. Student progress is measured using curriculum-embedded assessments as well as teacher-created district progress assessments.

Using the math adoption of Houghton Mifflin Harcourt GoMath! (purchased in 2016), Teachers are building foundational skills in number sense, algebra, measurement, and geometry to prepare students for the next year. Student progress is measured using curriculum-based assessments as well as teacher-created assessments that are aligned with the Common Core Standards and practices.

Mill Street is currently using Houghton Mifflin, Houghton Mifflin California Science. However, Mill Street School is in the process of adopting a new science curriculum for the 2024/2025 school year, TWIG, waiting to be board-approved and officially adopted. Students learn the NGSS science standards starting in kindergarten (CA NGSS) as required by California Education Code 60605.85. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. UPDATE: TWIG Science was adopted by the board and has been fully implemented at Mill Street School for the 2024/2025 school year and beyond.

Savvas - myWorld: Social Studies - Mill Street and OUSD recently adopted a new social studies curriculum, Savvas - myWorld.

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history.

Mill Street School uses Bartons and Foundations in Sounds for our reading intervention program.

Mill Street School uses UFLI phonics curriculum and the Comprehensive Orton-Gillingham, with our intervention and in-class intervention (tier 1, tier 2, and tier 3 instruction)

Mill Street School uses Math Interventions as our math intervention program.

Mill Street School has adopted the Reading Difficulties Screener called mClass with Dibels

Our language arts, math, ELD, social studies, iReaady, iStation, and science curricula were selected from the SBE-approved publisher's list. Each student has access to this curriculum and to his or her own textbook in every curricular area.

Year and month in which the data were collected

2024 December

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance – Benchmark Education CO © 2017 Benchmark Adelante – Benchmark Education CO © 2017 Step Up to Writing Foundations in Sounds Bartons 1-3 iReady Reading Comprehensive Orton-Gillingham mClass with Dibbles and Lectura (Spanish)	0
Mathematics	Houghton Mifflin Harcourt California Go Math! California Go Math! (Espanol) © 2015 iReady Math Math intervention Program	0
Science	TWIG Science Curriculum	0
History-Social Science	Savvas myWorld: Social Studies © 2021	0

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

School Facility Conditions and Planned Improvements

Overall, our facilities are well-maintained. The district continues to maintain the facilities, providing upgrades during the summer months and throughout the year. To assist in this effort, the district works with staff and parents as well as uses a Facility Inspection Tool developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.orlandusd.net/Schools/Accountability/index.html>.

This school has 27 classrooms, a cafeteria, a library/media center, and an administration building. Each classroom is attended to every day, and bathrooms are cleaned daily by our custodians. There are three playgrounds. The school site has a security system in place, along with a public address system and bell system. Each classroom is equipped with age-appropriate furnishings. Students are supervised on the playground beginning at 7:30 am, at all recesses, and while waiting to board the buses in the afternoon.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. During the spring/summer of 2018, new solar structure that also provides shade was erected in the south playground area. During the summer of 2019, new fascia was installed throughout Mill Street School. During the summer of 2022, necessary carpet and water fountains are scheduled to be replaced.

Currently, OUSD is installing 4 new classrooms on Mill Street's Campus. This construction has begun, and we have a tentative completion date of February of 2026. (Still on target for February)

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

3/25/2025

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		10: 4. CABINET HANDLES ARE MISSING. 14. TWO EXTERIOR BACKPACK HOOKS ARE BROKEN. 12: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 18: 4. WALL PAPER IS TORN. CARPET IS LIFTING. 7. CAN LIGHT HOUSING/TRIM IS MISSING. 15. WINDOW IS BROKEN. 19: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 2: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. LIGHT DIFFUSERS ARE MISSING (BOOK STORAGE). 23: 4. CARPEY IS TORN. 11. PAINT IS PEELING ON INTERIOR WALL. 14. TRIP HAZARD ON WALKWAY (COMMUNICATIONS COVER). 25: 4. CARPET IS TORN AND LIFTING. 30: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. (WILLIAMS NOTICE NOT POSTED) (FIRE EXTINGUISHER IS MOUNTED OVER FIVE FEET) 5: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 14. EXTERIOR BACKPACK HOOK IS BROKEN. BOYS REST ROOM (NEAR 15): 4. WALL TILES ARE BROKEN. WALL TRIM IS BROKEN/MISSING. 7. ONE LIGHT DIFFUSER IS MISSING. 15. DOOR FRAME HAS HOLES RUSTED THROUGH AT THE BASE. GIRLS REST ROOM (NEAR 12): 4. WATER DAMAGE TO WALL BEHIND THE TOILETS. (MENSTRUAL NOTICE NOT POSTED)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			1: 5. CARPET IS STAINED. 15. WINDOW SCREENS ARE MISSING.
Electrical	X			18: 4. WALL PAPER IS TORN. CARPET IS LIFTING. 7. CAN LIGHT HOUSING/TRIM IS MISSING. 15. WINDOW IS BROKEN. 2: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. LIGHT DIFFUSERS ARE MISSING (BOOK STORAGE). 3: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 5: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 14. EXTERIOR BACKPACK HOOK IS BROKEN. BOYS REST ROOM (NEAR 15): 4. WALL TILES ARE BROKEN. WALL TRIM IS BROKEN/MISSING. 7. ONE LIGHT DIFFUSER IS MISSING. 15. DOOR FRAME HAS HOLES RUSTED THROUGH AT THE BASE.

School Facility Conditions and Planned Improvements

			WORKROOM: 7. ONE LIGHT PANEL IS OUT.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		29: 9. FAUCET HAS A LOW FLOW. UNISEX REST ROOM (NEAR 27): 8. TOILET LEAKS AT BASE. 9. EXTERIOR DRINKING FOUNTAIN HAS A DRIP.
Safety: Fire Safety, Hazardous Materials	X		15: 11. PAINT IS PEELING ON GUTTER DOWNSPOUT. 16: 11. PAINT IS PEELING ON EXTERIOR PIPE. 23: 4. CARPEY IS TORN. 11. PAINT IS PEELING ON INTERIOR WALL. 14. TRIP HAZARD ON WALKWAY (COMMUNICATIONS COVER). GIRLS REST ROOM (NEAR 28): 11. PAINT IS PEELING/WATER DAMAGE ON CEILING. OFFICE: 11. PESTICIDES ARE PRESENT.
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		1: 5. CARPET IS STAINED. 15. WINDOW SCREENS ARE MISSING. 10: 4. CABINET HANDLES ARE MISSING. 14. TWO EXTERIOR BACKPACK HOOKS ARE BROKEN. 18: 4. WALL PAPER IS TORN. CARPET IS LIFTING. 7. CAN LIGHT HOUSING/TRIM IS MISSING. 15. WINDOW IS BROKEN. 20: 14. TRIP HAZARD ON WALKWAY. (WILLIAMS NOTICE NOT POSTED) 23: 4. CARPEY IS TORN. 11. PAINT IS PEELING ON INTERIOR WALL. 14. TRIP HAZARD ON WALKWAY (COMMUNICATIONS COVER). 5: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 14. EXTERIOR BACKPACK HOOK IS BROKEN. 9: 14. TWO EXTERIOR BACKPACK HOOKS ARE BROKEN. BOYS REST ROOM (NEAR 15): 4. WALL TILES ARE BROKEN. WALL TRIM IS BROKEN/MISSING. 7. ONE LIGHT DIFFUSER IS MISSING. 15. DOOR FRAME HAS HOLES RUSTED THROUGH AT THE BASE. BOYS REST ROOM (NEAR 23): 15. HOLES ARE RUSTED THROUGH DOOR FRAME. GIRLS REST ROOM (NEAR SPEECH): 15. DOOR FRAME HAS HOLES RUSTED THROUGH. (MENSTRUAL NOTICE NOT POSTED) MPR: 15. DOOR CLOSER COVER IS MISSING. WOMENS REST ROOM (NEAR 11): 15. DOOR SLAMS SHUT. (MENSTRUAL NOTICE NOT POSTED)

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.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)					47	48
Mathematics (grades 3-8 and 11)					35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

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

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)			13.26	14.35	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

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

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.

2024-25 California Physical Fitness Test Participation Rates

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

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

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.

2025-26 Opportunities for Parental Involvement

Ongoing research shows that family engagement in schools improves student achievement, improves social/emotional learning, reduces absenteeism, improves the likelihood of graduation from high school, and restores parents' confidence in their children's education. To ensure that parents have every opportunity to be involved in their child's education, we require that all families sign up to receive school communication through our student information system, Aeires. Messages, emails, texts, and site/district information are frequently sent and can all be found through the Parent Portal in Aeires.

Mill Street School has an active parent participation component. We have a Parent Club that meets monthly to help the school organize annual events, including the school carnival, winter concert, activity nights, and other special events. Our parents also help teachers support students on field trips and with special activities in the classroom. Our parents serve on the ELAC/DELAC Committee and School Site Council. Mill Street School offers informational nights such as Back to School Breakfast, Back to School Night, SEL Informational Night, Dual Immersion Informational Nights, Dia de los Muertos Procession, Parent/Teacher Conferences, Title 1 meetings, Open House, Halloween Parade, Winter Performance, Family BBQ and Soccer Night, Movie Night, Family Game Night, "Love Bug Boogie," Literacy Night(s), Kinder FACTTS, "Paint and Sip Night", and much more. Our Dual Immersion program has also been actively designing parent involvement opportunities to reflect the culture of our language program, with opportunities such as Dia de los Muertos celebration, Cinco de Mayo, and Ballet Folklorico. All parents go through a district screening before they can help in the classroom. Parents can contact the school principal, Samuel M. Hess, at (530) 865-1240 to find out how they can get involved at Mill Street School.

We allow teacher discretion when assigning homework. Typically, teachers send home a packet on Monday for students to complete during the week and return on Friday. Many teachers require parents to review and sign the packet each week. It is requested (See Home/School Compact) that each student engage in at least 15 minutes of reading per night. Students are also encouraged to work nightly on iReady and other digital learning programs. We offer homework assistance throughout the school year through our after-school program, SPARK, and other targeted after-school interventions. Bilingual support is offered in the form of our bilingual services aide in Mill Street's front office.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	550	541	61	11.3
Female	259	254	35	13.8
Male	291	287	26	9.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	391	385	48	12.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	131	129	10	7.8
English Learners	174	171	20	11.7
Foster Youth	11	11	2	18.2
Homeless	15	15	7	46.7
Socioeconomically Disadvantaged	478	470	57	12.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	104	100	15	15.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.66	2.4	2	7.82	8.76	7.42	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.13	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.00	0.00
Female	0.39	0.00
Male	3.44	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.79	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.29	0.00
English Learners	2.30	0.00
Foster Youth	18.18	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.88	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.81	0.00

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

2025-26 School Safety Plan

Our buildings are well-maintained and safe. The school social environment is very positive, highlighted by our Positive Behavior Intervention System or PBIS. Mill Street School is committed to following our 4 PBIS traits. These traits are being kind, being safe, being responsible, and being a problem solver. These PBIS principles are further supported by our SEL or social/emotional learning instructional coach and our SEL aide. The principal, teachers, staff, parents, and students actively work together to ensure everyone's safety and well-being. Parents receive a copy of our school expectations in the Parent Handbook, and parents/guardians, students, and teachers sign the Parent Compact at the beginning of each school year. All classrooms utilize the PBIS system including "Caught you Being Good" tickets and by practicing being a "Bucket Filler." These strategies help to further develop students' social and emotional learning capacities. The principal and staff are present, proactive, and attentive to the needs of all our students to ensure that Mill Street is a positive, enriching, and safe learning environment.

Emergency action decisions are made through school, district, police, and fire personnel. Key elements of the Safe School Plan cover fire, earthquakes, chemical spills, explosions, weapons, bomb threats, and evacuation and relocation procedures. Notification of emergencies is announced by the principal (or admin designee) via an appropriate communication device or written notice. Teachers/staff are highly versed in the school safety plan and have been trained in action, evacuation, and relocation procedures. By law, evacuation routes are posted in each classroom. Fire drills, earthquake drills, and Lockdown/Shelter-in-place drills are practiced three times each for a total of nine times throughout the school year. Administration, support staff, supervisors, custodians, office personnel, and teachers have access to a phone or 2-way radio communication at all times. Additionally, in 2019/2020, OUSD has systemized and upgraded its two-way radio communications to include a district and city-wide scan so that all school employees and administration with a two-way radio can communicate on a secure network. In 2018/2019 a school-wide Volcom Intercom system was installed, further developing communication capacities across the campus. In 2020/2021, the leadership team has developed and offered PD around the "run, hide, fight" intruder/active shooter protocols. To continue our professional development, in 2025/2026 OUSD and Mill Street School has continued to receive training for "run, hide, fight" intruder/active shooter protocols and are drilled multiple times throughout the school year, data collected, and reviewed by the staff during our staff meetings. These updates have been recorded in our School Safety Plan. Security cameras were installed and are active across the campus at different vantage points to add an extra layer of security. The school is free of graffiti and vandalism and security checks are done regularly. The School Safety Plan is updated, and the board is approved annually in accordance with Senate Bill 187.

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.

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	25	1	7	0
1	25	0	6	0
2	21	1	6	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	259	1	0	1

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	36	3	3	1
1	44	0	6	1
2	43	0	6	1
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	224	1	0	1

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	47	2	6	2
1	48	4	2	2
2	50	2	6	2
Other	88	2	3	1

2024-25 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	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	5.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	16,705	5,940	10,765	79,832
District	N/A	N/A	10,819	84,273
Percent Difference - School Site and District	N/A	N/A	-0.5	-5.4
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-3.5	-14.9

Fiscal Year 2024-25 Types of Services Funded

Mill Street School uses Title I and other state and federal funds to provide additional staffing and purchase supplemental textbooks, instructional materials, and supplies. All categorical spending is detailed in our Single School Plan for Student Achievement review by our English Language Advisory Committee and approved by our School Site Council and our Board of

Fiscal Year 2024-25 Types of Services Funded

Education. In addition, we receive lottery funds to fund site needs and classroom budgets. Mill Street Parent Club helps fund our ASB through fundraisers to pay for class trips, special projects, or programs.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,228	\$57,978
Mid-Range Teacher Salary	\$79,068	\$89,612
Highest Teacher Salary	\$116,339	\$117,194
Average Principal Salary (Elementary)	\$145,415	\$143,632
Average Principal Salary (Middle)	\$121,786	\$149,447
Average Principal Salary (High)	\$136,296	\$162,334
Superintendent Salary	\$203,062	\$234,076
Percent of Budget for Teacher Salaries	27.49%	27.81%
Percent of Budget for Administrative Salaries	5.14%	5.47%

Professional Development

All certificated teachers had the opportunity to attend three full days of professional development in August before school started. The first day was School Safety related to OPD, presenting information on Run Hide Fight, and the SMART team presenting on "Threat Assessment: What to look for." The second portion of the day, site principals led a session around School Culture and District Expectations. Over the next two days, teachers chose sessions based on their needs, interests, and grade span. Breakout sessions included "Beyond the Bot" sessions on AI, "Learning for Living" culture PD, and Literacy Supports from our county office of education, "IEP at a glance" on how to support our students with disabilities, Math Frameworks PD, "The Magic of Math", PLC refreshers, and "Building Thinking Classrooms."

Based on the feedback from these professional learnings through a local survey, we have continued to support and extend this learning into the school year: "Learning for Living Culture PD", mClass with DIBELS, PLC supports through our district/site leadership team, development of the math frameworks, and BTC (Building Thinking Classrooms have all been offered through committees or sub-committees.

In addition, OUSD has 7 "Banking Days" throughout the school year to continue to provide learning opportunities for teachers. The 4 "District Banking Days" will be determined by each school site's administration and align with site goals, and the "Site Banking Days" will be determined by each site. The site focus for Mill Street School is math, titled "The Magic of Math," supported by our partners at CSU, Chico.

OUSD has different focus team groups in the District, and several groups plan to attend conferences to deepen their knowledge and gain useful strategies to share with their school sites, such as CATE, RTI at Work, and CABE to name a few. In addition to these teams, OUSD instructional coaches are available to teachers to support in Math and SEL practices. New for the 2025/2026 school year, OUSD has hired a literacy coach to help the TK-5 student population increase their CAASPP scores, build the capacities of teachers, instructional aides, and parents, and improve literacy across OUSD. The District will continue to support and encourage teachers to attend course-specific professional development and use of the OUSD instructional coaches.

For the 2025/2026 school year, and through collaboration with GCOE, Mill Street School has continued with "Project Arise," a content addressing executive functions, research-informed best practices for reading instruction, and a process for intensive intervention. This has been offered to both certificated and classified employees and has been well-attended throughout the

Professional Development

year.

New for 2025/2026, selected teachers participated in the RTI at Work (<https://www.solutiontree.com/events.html>) professional development in Sacramento. The team plans to bring the learning back to Mill Street through a more data-informed tiered system.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20