

MILLARD ELEMENTARY SCHOOL

5200 Valpey Park Avenue • Fremont, CA 94538 • (510) 657-0344 • Grades K-6

Carri Cassidy, Principal
ccassidy@fusdk12.net
www.fremont.k12.ca.us

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Fremont Unified School District

4210 Technology Drive
Fremont, CA 94538
(510) 657-2350
www.fremont.k12.ca.us

District Governing Board

Desrie Campbell

Larry Sweeney

Ann Crosbie

Michele Berke, Ph.D.

Dianne Jones

District Administration

Kim Wallace, Ed.D.
Superintendent

Marcus Battle
Associate Superintendent

Debbie Ashmore
**Assistant Superintendent,
Instruction**

Raul M. Zamora, Ed.D.
**Assistant Superintendent, Human
Resources**

School Description

The mission of Millard Elementary School is to challenge every student by providing rigorous learning experiences to reach high levels of academic achievement. We work to inspire students to meet or exceed individual learning goals and show growth based on assessments. We commit to an integrated system of support to ensure a positive mindset in a safe and respectful environment. We promote a Growth Mindset and strive to create an atmosphere of Restorative Practices. As of the 2019-20 school year, our school serves students in kindergarten through fifth grade, as our sixth graders moved to Walters Middle School.

We continue to use the district-adopted character education program of the Eight Great Traits in conjunction with our 3 school rules – Be Prepared, Be Respectful, Be Safe. We focus on practicing the Eight Great Traits with Integrity; students are encouraged to self-monitor their own adherence to the Eight Great Traits. We are committed to creating safe, welcoming learning environments. Over the course of the school year, we engage in activities that promote resilience in our learners with our goal being to ensure our students safe and supported at Millard. Students learn about the effects of bullying, how to take steps to protect themselves and resolve issues in a restorative manner, and how to be an up-stander for others.

We have been using state and federal funds for general academic improvement and special assistance to our low-achieving students and English Learners to provide during-the-day intervention assistance. Our School Site Council (SSC), which includes five parents and five school representatives, meets five times each year to oversee our School Plan for Student Achievement (SPSA), approve intervention funds, and monitor our school's progress toward our academic goals. Our English Learners Advisory Committee (ELAC) meets five mornings during the school year. Instruction for English Learners and ways parents can support student achievement are discussed at these meetings. Students are invited to attend the academic learning segment of the meeting, along with their parents. During the second segment of the meeting, students are dismissed to before-school recess and the adults focus on hearing reports from the DELAC representative and contributing feedback for budgetary and academic-related agenda items. The feedback is relayed to the SSC and to the District English Learners Advisory Committee (DELAC), and it is used to help guide decisions related to academic achievement of English Learners.

The site Instructional Leadership Team (ILT), consisting of the principal, a teacher representative from each grade level meets monthly to drive the work of the school. We analyze assessment data, monitor the effectiveness of our programs, review student work, and determine next best steps. We have an active PTA that provides funding for various student programs, including field trips for all Millard students each year. Students attend theatrical performances, visit museums and our local mission, experience life on a farm, etc. as a result of this funding.

Our staff continues to work to provide our students with data-driven instruction using the Illuminate data system and data gathered from common formative and end-of-unit assessments administered in the classroom setting. Teachers meet regularly as collaborative teams, during which time they work to create common formative assessments that measure student success toward meeting standards, to plan interventions for students who are not yet meeting standards and extension activities for students who have mastered standards, and to plan best practice strategies to teach students.

Please come visit us at Millard!

About the SARC

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

- For more information about SARC requirements, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	99
Grade 2	102
Grade 3	77
Grade 4	71
Grade 5	71
Grade 6	76
Total Enrollment	577

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.5
Asian	60.1
Filipino	6.6
Hispanic or Latino	18
Native Hawaiian or Pacific Islander	0.5
White	10.7
Two or More Races	2.3
Socioeconomically Disadvantaged	20.8
English Learners	14.9
Students with Disabilities	13.7
Homeless	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

For the School	17-18	18-19	19-20
With Full Credential	29	30	22
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

For the District	17-18	18-19	19-20
With Full Credential	♦	♦	1628
Without Full Credential	♦	♦	49
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions

For the School	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Notes:

- "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
- Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

The main fact about textbooks that the Williams legislation calls for describes whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

All of our textbooks are the most recently approved by the State Board of Education or our Local Governing Agency.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/13/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Benchmark/Adelante, Benchmark Education Adopted 2018</p> <p>Spanish Dual Immersion Core Curriculum: (Blacow, Grimmer & Vallejo Mill only) Me llamo Maria Isabel, Atheneum Books for Young Readers Esperanza Renace, Scholastic Cajas de Carton, Houghton Mifflin Adopted 2014</p> <p>Big Day for PreK, Scholastic Adopted 2012</p> <p>Mandarin Language Arts Immersion: Mei Zhou (Azevada only) Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>CA Math Expressions Common Core, Houghton Mifflin Harcourt Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Mystery Science Adopted 2016</p> <p>California Science, Houghton Mifflin Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>History-Social Science for CA, Scott Foresman Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Rights, Respect, Responsibility (3 R's) Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Millard Elementary was constructed in 1962 and opened in 1964. We have one day custodian, and one full-time and one part-time night custodian. The restrooms, Special Education classrooms, and shared kindergarten classrooms are cleaned every day, and the other classrooms are cleaned every other day. District maintenance removes graffiti, paints as needed, and maintains landscaping on a monthly schedule. Ten of our classrooms had new flooring installed in the summer of 2015. The staff room and book room had new flooring installed summer of 2016, and the library carpet was also replaced at that time.

The IT Department upgraded the internet system and its infrastructure during the 2016-17 school year. We transferred to use of the District data server during the 2017-2018 school year

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/4/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	72	70	77	78	50	50
Math	72	69	73	74	38	39

Notes:

- 1) 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.
- 2) ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Notes:

- 1) Cells with N/A values do not require data.
- 2) The 2017–18 data is not available. The CDE developed a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST was administered operationally for the first time during the 2018–19 school year. However, official results were not released in time for inclusion in the 2018-19 SARC. The CAA for Science was pilot-tested for two years (in 2016–17 and 2017–18), and was field-tested in 2018–19.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	8.6	27.1	45.7

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	281	273	97.15	70.33
Male	154	151	98.05	64.90
Female	127	122	96.06	77.05
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	148	148	100.00	83.11
Filipino	21	21	100.00	71.43
Hispanic or Latino	59	59	100.00	45.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	30	90.91	60.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	83	81	97.59	50.62
English Learners	84	80	95.24	61.25
Students with Disabilities	32	31	96.88	16.13
Homeless	--	--	--	--

Notes:

- 1) 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.
- 2) 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.
- 3) 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	281	273	97.15	69.23
Male	154	151	98.05	68.21
Female	127	122	96.06	70.49
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	148	148	100.00	89.19
Filipino	21	21	100.00	61.90
Hispanic or Latino	59	59	100.00	35.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	30	90.91	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	83	81	97.59	46.91
English Learners	84	80	95.24	67.50
Students with Disabilities	32	31	96.88	22.58
Homeless	--	--	--	--

Notes:

- 1) 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.
- 2) 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.
- 3) 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

At Millard Elementary, there are a variety of ways for parents to be involved in their child's education. We depend on parents to keep our programs running smoothly. Parents can join our School Site Council, which works with administration to oversee the instructional programs as well as make informed financial decisions. Parents of English Learners are vital to our English Language Advisory Committee (ELAC) and to our outreach efforts on behalf of new families. Room parents organize parent volunteers to help with special projects in the classroom and to chaperone on field trips. Our very active PTA holds a fall membership drive with a goal of having all families join PTA each year. Our PTA Board holds monthly Board meetings and four Association meetings throughout the year. All members are invited. Parents and students are invited to attend parent education events throughout the school year, including PTA sponsored math and science nights, as well as PTA family fun nights, including our fall carnival. We include and celebrate all cultures, inviting families to organize and celebrate cultural traditions such as our Diwali and Chinese New Year celebrations. Our PTA sponsors fundraisers that pay for field trips and assemblies for our students. The PTA also sponsors monthly School-Night-Out events, where our students and their families can socialize off campus. Parents are invited to come and learn from each other at our Parent Cafe nights three times per school year. Millard parents are also encouraged to participate on district-level advisory committees such as the GATE Committee and the district ELAC. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November. Parent input and ideas are always welcome, and we invite parents to reach out to teachers and the principal with their questions and thoughts.

State Priority: School Climate

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

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

School Safety Plan

Teachers monitor the campus 15 minutes before school each day and during the morning and afternoon recesses. Student Safety Patrol members as well as parent volunteers help supervise student drop-off and pick-up before and after school. Two teachers monitor students after school for fifteen minutes during parent/caretaker pickup. The teachers perform a "sweep" of campus, making sure all students who have not been picked up are accounted for in the office where staff can contact parents for late pickups, as needed. The principal, paid noon supervisors, and parent volunteers help ensure a safe and orderly lunchtime and subsequent recess. We have a closed campus. Visitors must sign in at the office and receive a visitor's badge to wear throughout their stay. Adults without badges are approached and questioned by staff.

A committee of parents, teachers, and other school staff revises our Comprehensive School Safety Plan each year. It was last revised in March 2019. This plan includes procedures for emergencies and an inventory of safety supplies. Throughout the year, we communicate our safety practices with our parents through our school newsletter. We are currently working with our community on safe student release procedures in the event of an emergency. We have four disaster drills, monthly fire drills, and at least one lock down drill each year. Our PTA maintains and refurbishes the disaster supply sheds annually. The sheds are inventoried, and expired food and water supplies are replaced. Several staff members have received CPR and First Aid certification through a district adult education course and are trained in the administration of stock epi-pens, as well as in the administration of specific medications to students with district health plans.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.9	0.2	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.7	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor	.0

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.5
Other	

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes Size 1-20	2016-17 # of Classes Size 21-32	2016-17 # of Classes Size 33+	2017-18 Average Class Size	2017-18 # of Classes Size 1-20	2017-18 # of Classes Size 21-32	2017-18 # of Classes Size 33+	2018-19 Average Class Size	2018-19 # of Classes Size 1-20	2018-19 # of Classes Size 21-32	2018-19 # of Classes Size 33+
K	21	1	3		21	1	3		20	1	3	
1	24		3		21	1	4		23		4	
2	24		3		24		3		24		4	
3	26		3		25		2		21	1	3	
4	29		3		27		3		26		2	
5	28		3		30		3		27		3	
6	26	1	3		27		3		21	1	3	
Other	9	2			11	2			11	1		

Notes:

- 1) Number of classes indicates how many classes fall into each size category (a range of total students per class).
- 2) "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Below is the amount of time we set aside for the past three years for their continuing education and professional development:

2016-2017: 3 days

2017-2018: 3 days

2018-2019: 3 days

Three days are set aside each year, but due to budget cuts and related negotiations these days are sometimes reduced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$65,398	\$48,612
Mid-Range Teacher Salary	\$87,958	\$74,676
Highest Teacher Salary	\$114,623	\$99,791
Average Principal Salary (ES)	\$142,026	\$125,830
Average Principal Salary (MS)	\$159,339	\$131,167
Average Principal Salary (HS)	\$160,959	\$144,822
Superintendent Salary	\$295,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	45%	34%
Administrative Salaries	5%	5%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8262	1767	6495	87322
District	N/A	N/A	7677	\$89,130.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-16.7	7.9
School Site/ State	-7.1	17.9

Notes:

- 1) Cells with N/A values do not require data.
- 2) The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that are reported on 2018-19 report cards.

Types of Services Funded

Categorical Funding for Supplemental Services:

- Federal Title I funds support eligible schools. Title I funds support academically at risk students and their families. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards.
- Federal Title III funds are used to provide district level services to support English Learners at the secondary level.

Examples of supplemental services include: before- and after-school intervention programs, intervention teachers that support students during the school day, intervention class during the school day, supplemental instructional materials, professional development for staff, and parent involvement activities.

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).

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.