

# David G. Millen Intermediate

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	David G. Millen Intermediate
<b>Street</b>	39221 22nd Street West
<b>City, State, Zip</b>	Palmdale, CA 93551-4082
<b>Phone Number</b>	661-947-3075
<b>Principal</b>	Brian Williams
<b>E-mail Address</b>	<a href="mailto:bpwilliams@palmdalesd.org">bpwilliams@palmdalesd.org</a>
<b>Web Site</b>	
<b>Grades Served</b>	7-8
<b>CDS Code</b>	19648570126268

District Contact Information	
District Name	Palmdale School District
Phone Number	(661) 947-7191
Superintendent	Raul Maldonado
E-mail Address	djnardi@palmdalesd.org
Web Site	www.palmdalesd.org

### School Description and Mission Statement (Most Recent Year)

#### Palmdale School District Mission Statement

The mission of the Palmdale School District is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

#### David G. Millen Vision

Create an environment where students develop a love of learning as they prepare for the challenges of 21st Century.

#### David G. Millen Mission

The mission of David G. Millen Intermediate is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century. .

#### David G. Millen Core Values

- Depth of Knowledge: Students should focus on developing critical thinking skills.
- Communication: Students should be able to communicate their thoughts and ideas effectively through oral and written communication.
- Intellectual Curiosity: Students should cultivate a wide array on interests on their journey toward becoming a life-long learner.
- Accountability: With the combined efforts of teachers, staff, and parents, students should be held accountable achieving high levels of learning.
- Environment: Students should have a safe, clean, and attractive school and classrooms.

#### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	438
Grade 8	241
Total Enrollment	679

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	17.4
American Indian or Alaska Native	0.6
Asian	1.2
Filipino	3.5
Hispanic or Latino	67.5
Native Hawaiian or Pacific Islander	0.1
White	9.6
Two or More Races	0.1
Socioeconomically Disadvantaged	77.3
English Learners	17.2
Students with Disabilities	13.3
Foster Youth	2.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	11	28	31	664
Without Full Credential	0	0	2	22
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	46.3	53.7
<b>All Schools in District</b>	76.4	23.6
<b>High-Poverty Schools in District</b>	76.4	23.6
<b>Low-Poverty Schools in District</b>	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

**Year and month in which data were collected:** September 2015

All students are provided with appropriate textbooks in each curriculum area.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-6 ELA/ELD: Houghton Mifflin Medallions 2010 7-8 ELA: Pearson Literature California 2010 7-8 ELD: Pearson Language Central 2010 4-8 Core Replacement: Cambium Learning Group - Language! 2010	Yes	0
<b>Mathematics</b>	Math K-5: Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
<b>Science</b>	K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007	Yes	0
<b>History-Social Science</b>	K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006	Yes	0
<b>Foreign Language</b>	7-8: Pearson Learning 2011	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: March 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: March 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: March 2015				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	32	30	44
Mathematics	17	19	33

Note: 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.

### CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	455	442	97.1	47	29	21	3
	8	242	236	97.5	21	32	35	12
Male	7		223	49.0	51	26	21	1
	8		135	55.8	28	30	33	8
Female	7		219	48.1	43	31	21	4

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8	101	41.7	12	34	38	17	
Black or African American	7	64	14.1	55	27	17	2	
	8	45	18.6	24	44	22	9	
American Indian or Alaska Native	7	3	0.7	--	--	--	--	
Asian	7	2	0.4	--	--	--	--	
	8	6	2.5	--	--	--	--	
Filipino	7	10	2.2	--	--	--	--	
	8	13	5.4	8	15	69	8	
Hispanic or Latino	7	326	71.6	47	31	20	1	
	8	142	58.7	23	35	32	11	
Native Hawaiian or Pacific Islander	7	1	0.2	--	--	--	--	
White	7	33	7.3	39	15	33	9	
	8	30	12.4	20	13	50	17	
Two or More Races	7	3	0.7	--	--	--	--	
Socioeconomically Disadvantaged	7	358	78.7	52	27	19	1	
	8	151	62.4	24	37	30	9	
English Learners	7	92	20.2	78	21	0	0	
	8	23	9.5	65	26	9	0	
Students with Disabilities	7	57	12.5	82	16	0	0	
	8	26	10.7	69	19	12	0	
Students Receiving Migrant Education Services	7	1	0.2	--	--	--	--	
	8	1	0.4	--	--	--	--	
Foster Youth	7	--	--	--	--	--	--	
	8	--	--	--	--	--	--	

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

**CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	455	444	97.6	62	25	9	3
	8	242	236	97.5	50	23	16	10
Male	7	224	49.2	63	25	8	4	

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		134	55.4	51	25	16	7
Female	7		220	48.4	61	26	10	2
	8		102	42.1	49	21	16	15
Black or African American	7		65	14.3	75	15	8	2
	8		43	17.8	60	19	14	5
American Indian or Alaska Native	7		3	0.7	--	--	--	--
Asian	7		2	0.4	--	--	--	--
	8		6	2.5	--	--	--	--
Filipino	7		10	2.2	--	--	--	--
	8		13	5.4	15	23	38	23
Hispanic or Latino	7		328	72.1	62	28	8	2
	8		143	59.1	57	23	12	8
Native Hawaiian or Pacific Islander	7		1	0.2	--	--	--	--
White	7		32	7.0	50	19	22	6
	8		31	12.8	29	29	29	13
Two or More Races	7		3	0.7	--	--	--	--
Socioeconomically Disadvantaged	7		357	78.5	66	23	8	3
	8		150	62.0	54	25	14	7
English Learners	7		92	20.2	92	8	0	0
	8		23	9.5	91	9	0	0
Students with Disabilities	7		55	12.1	91	7	2	0
	8		26	10.7	85	0	15	0
Students Receiving Migrant Education Services	7		1	0.2	--	--	--	--
	8		1	0.4	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	80	82	56	48	48	49	59	60	56

Note: Scores are not shown 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.

### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Students at the School	56
Male	54
Female	58
Black or African American	43
Asian	--
Filipino	90
Hispanic or Latino	50
White	82
Socioeconomically Disadvantaged	--
English Learners	6
Students with Disabilities	48
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>7</b>	20.40	17.60	33.90

Note: 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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (Most Recent Year)

David G. Millen has many opportunities for parent involvement. Campus organizations such as the School Site Council (SSC), Safety, and the English Learner Acquisition Committee (ELAC) meet monthly, and they are always accepting new members. There are also other activities that are scheduled for parents and families to attend; The Parent Academy Workshops and Parenting Partners Workshops, are held to help raise awareness of parent involvement opportunities and provides parents with the information necessary to navigate the Palmdale School District system, 7th grade Round-Up, and Parent Conferences which are held to assess student progress.

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	1.31	7.45	14.34	7.14	6.41	5.58	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.26	0.05	0.05	0.04	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

David G. Millen updates its disaster plan annually to accommodate for personnel and/or facility changes. Monthly Safety Committee meetings are held with a member of the David G. Millen's Safety Committee attending the monthly district Safety Committee meetings. Monthly inspections are also conducted by David G. Millen's custodians to ensure the campus is safe and in proper working order. Items needed to be fixed are put on a work order and submitted to district personnel. Staff members are also encouraged to report safety hazards and/or concerns to our Safety Suggestion Box as needed. David G. Millen's is also a "closed/secure" campus, which provides added security. Staff members and students participate in practice drills, for fires, earthquakes, and lockdowns, as well as the annual Southern California Great Shake Out disaster drill. The school's safety plan is available for view in the school's office during regular work hours.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	Yes	Yes	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	Yes	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	Yes	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	N/A	N/A	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>		2004-2005
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	24
<b>Percent of Schools Currently in Program Improvement</b>	N/A	88.9

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	2	15		25	4	16	1	26	6	15	8
Mathematics	26	3	10	3	24	10	10		28	3	12	8
Science	29	1	12	2	26	4	15	1	34	3	9	16
Social Science	29		13	2	26	5	14	1	29	5	8	15

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$489.91	\$485.41	\$4.50	\$68,701.55
District	N/A	N/A	\$85.08	\$67,409
Percent Difference: School Site and District	N/A	N/A	-94.7	3.6
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	-99.9	-2.9

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

### Types of Services Funded (Fiscal Year 2014-15)

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

<b>Category</b>	<b>District Amount</b>	<b>State Average for Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$35,620	\$43,091
<b>Mid-Range Teacher Salary</b>	\$64,831	\$70,247
<b>Highest Teacher Salary</b>	\$77,482	\$89,152
<b>Average Principal Salary (Elementary)</b>	\$106,769	\$112,492
<b>Average Principal Salary (Middle)</b>	\$104,400	\$116,021
<b>Average Principal Salary (High)</b>		\$117,511
<b>Superintendent Salary</b>	\$195,000	\$192,072
<b>Percent of Budget for Teacher Salaries</b>	36%	41%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

Professional development is offered throughout the year to staff in the areas of Common Core adoption and the development of Common Formative assessments.