# David G. Millen Law \& Government Magnet Academy 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year) 



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

SARC Overview


## DataQuest

## California School Dashboard



## Internet Access

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

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).

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

## 2023-24 School Contact Information

| School Name | David G. Millen Law \& Government Magnet Academy |
| :--- | :--- |
| Street | 39221 22nd Street West |
| City, State, Zip | Palmdale, CA 93551-4082 |
| Phone Number | $661-947-3075$ |
| Principal | Melissa Contri |
| Email Address | mlcontri@palmdalesd.org |
| School Website | https://www.palmdalesd.org/Page/4457 |
| County-District-School (CDS) Code | 19648570126268 |

## 2023-24 District Contact Information

| District Name | Palmdale Elementary School District |
| :--- | :--- |
| Phone Number | $661-947-7191$ |
| Superintendent | Raul Maldonado |
| Email Address | DJNardi@palmdalesd.org |
| District Website | www.palmdalesd.org |

## 2023-24 School Description and Mission Statement

Palmdale School District Mission The mission of the Palmdale School District is to implement our vision with actions and services targeted to students, parents, and staff so our students can live their lives to their full potential.

Palmdale School District Vision Every Student Leaves Ready for Success in High School and Beyond: College, Career, and the Global World.

David G. Millen Vision:
The vision of David G. Millen Law \& Government Magnet Academy is to provide students with the opportunities to become dedicated students, global citizens, and modern learners ready to tackle the challenges of a 21 st century world.

David G. Millen Mission:
The mission of David G. Millen Law \& Government Magnet Academy 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 21 st Century

David G. Millen Student Learning Outcomes:
Our staff makes a commitment to help students meet our Schoolwide Learning Objectives of Becoming:
Dedicated students who actively participate in a number of academic and extra-curricular activities.
Global Citizens who work together to understand how their community impacts their state, nation, and the world.
Modern Learners who participate in problem solving activities that require the use of technology and authentic learning.

## About this School

## 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
| :--- | :--- | :--- |
| Grade 6 | 343 |
| Grade 7 | 351 |
| Grade 8 | 329 |
| Total Enrollment | 1,023 |

## 2022-23 Student Enrollment by Student Group

| Student Group |  | Percent of Total Enrollment |
| :--- | :---: | :---: |
| Female | $52.6 \%$ |  |
| Male | $47.4 \%$ |  |
| American Indian or Alaska Native | $0.3 \%$ |  |
| Asian | $1.2 \%$ |  |
| Black or African American | $17.8 \%$ |  |
| Filipino | $1.9 \%$ |  |
| Hispanic or Latino | $70.4 \%$ |  |
| Native Hawailan or Pacific Islander | $0.5 \%$ |  |
| Two or More Races | $2.4 \%$ |  |
| White | $5.6 \%$ |  |
| English Learners | $14.9 \%$ |  |
| Foster Youth | $2.3 \%$ |  |
| Homeless | $0.9 \%$ |  |
| Migrant | $0.6 \%$ |  |
| Socioeconomically Disadvantaged |  | $84.4 \%$ |
| Students with Disabilities | $16.5 \%$ |  |

## A. Conditions of Learning State Priority: Basic

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

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


## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State <br> Number | State Percent |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 41.40 | 90.12 | 740.50 | 82.02 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 1.80 | 3.98 | 11.50 | 1.28 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.10 | 0.35 | 26.70 | 2.97 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-ofField ("out-of-field" under ESSA) | 0.00 | 0.00 | 73.80 | 8.18 | 12115.80 | 4.41 |
| Unknown | 2.50 | 5.51 | 50.10 | 5.56 | 18854.30 | 6.86 |
| Total Teaching Positions | 45.90 | 100.00 | 902.80 | 100.00 | 274759.10 | 100.00 |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School <br> Percent | District Number | District <br> Percent | State Number | State Percent |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 36.00 | 83.49 | 738.10 | 81.83 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 1.10 | 2.69 | 16.90 | 1.88 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 4.10 | 9.65 | 61.30 | 6.80 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-ofField ("out-of-field" under ESSA) | 0.90 | 2.20 | 58.20 | 6.46 | 11953.10 | 4.28 |
| Unknown | 0.80 | 1.92 | 27.30 | 3.03 | 15831.90 | 5.67 |
| Total Teaching Positions | 43.10 | 100.00 | 902.00 | 100.00 | 279044.80 | 100.00 |
| The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template. |  |  |  |  |  |  |
| Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students. |  |  |  |  |  |  |

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | $\mathbf{2 0 2 0 - 2 1}$ | 2021-22 |
| :--- | :---: | :---: |
| Permits and Waivers | 0.00 | 1.60 |
| Misassignments | 0.10 | 2.50 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.10 | 4.10 |
| The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template. |  |  |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 |
| :--- | :---: | :---: |
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.90 |
| Total Out-of-Field Teachers | 0.00 | 0.90 |

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

Class Assignments


## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students are provided with appropriate textbooks and materials in each curriculum area
Supplemental materials include: Zearn, Newsela(K-8), Heggerty (TK-2), Mastery Guides - Phonics (K-3)
Year and month in which the data were collected
November 2023

| Subject | Textbooks and Other Instructional Materials/year of |
| :--- | :--- | :--- | :---: |
| Adoption |  |


|  | 6-8 ELA/ELD: Study Sync, McGraw Hill/ 2017 (ELD - SDC only) <br> TK - On My Way - Scholastic/2023 <br> K-5 ELD: Benchmark Advance/2017 <br> 6-8 ELD: English3D/ 2017 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Mathematics | Math K-5: Eureka/Engage New York Math 2015 Math 6 - 8: Houghton Mifflin Math Big Ideas 2015 TK - On My Way - Scholastic/2023 |  |  |  |  | Yes | 0 |
| Science | K-8: Amplify Science 2020 |  |  |  |  | Yes | 0 |
| History-Social Science | K-8: TCI (Teachers Curriculum Institute) 2019 |  |  |  |  | Yes | 0 |
| School Facility Conditions and Planned Improvements |  |  |  |  |  |  |  |
| Year and month of the most recent FIT report |  |  |  |  | June 2023 |  |  |
| System Inspected |  | Rate Good | Rate Fair | Rate <br> Poor | Repair Needed and Action Taken or Planned |  |  |
| Systems: <br> Gas Leaks, Mechanical/HVAC, Sewer |  | X |  |  |  |  |  |
| Interior: Interior Surfaces |  | X |  |  |  |  |  |
| Cleanliness: <br> Overall Cleanliness, Pest/Vermin Infestation |  | X |  |  |  |  |  |
| Electrical |  | X |  |  |  |  |  |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains |  | X |  |  |  |  |  |
| Safety: <br> Fire Safety, Hazardous Materials |  | X |  |  |  |  |  |
| Structural: <br> Structural Damage, Roofs |  | X |  |  |  |  |  |
| External: <br> Playground/School Grounds, Windows/ Doors/Gates/Fences |  | X |  |  |  |  |  |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
| :---: | :---: | :---: | :---: |

X

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

## Statewide Assessments

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

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

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

## College and Career Ready

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

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

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| Subject | School <br> 2021-22 | School <br> 2022-23 | District <br> 2021-22 | District <br> 2022-23 | State <br> 2021-22 | State <br> 2022-23 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| English Language Arts/Literacy <br> (grades 3-8 and 11) | 33 | 28 | 29 | 28 | 47 | 46 |
| Mathematics <br> (grades 3-8 and 11) | 13 | 10 | 14 | 16 | 33 | 34 |

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP <br> Student Groups | CAASPP <br> Total <br> Enrollment | CAASPP <br> Number <br> Tested | CAASPP <br> Percent <br> Tested | CAASPP <br> Percent <br> Not Tested | CAASPP <br> Percent <br> Met or <br> Exceeded |
| :--- | :---: | :---: | :---: | :---: | :---: |
| All Students | 1005 | 997 | 99.20 | 0.80 | 27.78 |
| Female | 524 | 522 | 99.62 | 0.38 | 31.99 |
| Male | 481 | 475 | 98.75 | 1.25 | 23.16 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 12 | 12 | 100.00 | 0.00 | 58.33 |
| Black or African American | 174 | 174 | 100.00 | 0.00 | 13.79 |
| Filipino | 19 | 19 | 100.00 | 0.00 | 68.42 |
| Hispanic or Latino | 700 | 694 | 99.14 | 0.86 | 29.25 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 31 | 31 | 100.00 | 0.00 | 25.81 |
| White | 59 | 57 | 96.61 | 3.39 | 33.33 |
| English Learners | 149 | 149 | 100.00 | 0.00 | 2.68 |
| Foster Youth | 22 | 22 | 100.00 | 0.00 | 22.73 |
| Homeless | 11 | 10 | 90.91 | 9.09 | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 848 | 841 | 99.17 | 0.83 | 25.56 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 174 | 171 | 98.28 | 1.72 | 3.51 |

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | $\begin{aligned} & \text { CAASPP } \\ & \text { Total } \\ & \text { Enrollment } \end{aligned}$ | CAASPP <br> Number Tested | CAASPP <br> Percent <br> Tested | CAASPP Percent Not Tested | CAASPP <br> Percent Met or Exceeded |
| :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 1006 | 998 | 99.20 | 0.80 | 9.92 |
| Female | 525 | 523 | 99.62 | 0.38 | 8.41 |
| Male | 481 | 475 | 98.75 | 1.25 | 11.58 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 12 | 12 | 100.00 | 0.00 | 25.00 |
| Black or African American | 174 | 174 | 100.00 | 0.00 | 3.45 |
| Filipino | 19 | 19 | 100.00 | 0.00 | 31.58 |
| Hispanic or Latino | 701 | 695 | 99.14 | 0.86 | 8.92 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 31 | 31 | 100.00 | 0.00 | 16.13 |
| White | 59 | 57 | 96.61 | 3.39 | 26.32 |
| English Learners | 149 | 149 | 100.00 | 0.00 | 0.67 |
| Foster Youth | 22 | 22 | 100.00 | 0.00 | 0.00 |
| Homeless | 11 | 10 | 90.91 | 9.09 | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 849 | 842 | 99.18 | 0.82 | 7.60 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 174 | 171 | 98.28 | 1.72 | 0.00 |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.
Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

| Subject | School 2021-22 | $\begin{aligned} & \text { School } \\ & \text { 2022-23 } \end{aligned}$ | $\begin{aligned} & \text { District } \\ & \text { 2021-22 } \end{aligned}$ | $\begin{aligned} & \text { District } \\ & \text { 2022-23 } \end{aligned}$ | $\begin{gathered} \text { State } \\ \text { 2021-22 } \end{gathered}$ | $\begin{gathered} \text { State } \\ \text { 2022-23 } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Science <br> (grades 5, 8 and high school) | 12.80 | 10.66 | 13.34 | 13.64 | 29.47 | 30.29 |

## 2022-23 CAASPP Test Results in Science by Student Group

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

| Student Group | Total <br> Enrollment | Number <br> Tested | Percent <br> Tested | Percent <br> Not Tested | Percent <br> Met or <br> Exceeded |
| :--- | :---: | :---: | :---: | :---: | :---: |
| All Students | 326 | 323 | 99.08 | 0.92 | 10.66 |
| Female | 174 | 173 | 99.43 | 0.57 | 8.77 |
| Male | 152 | 150 | 98.68 | 1.32 | 12.84 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | - | -- | -- |
| Black or African American | 58 | 58 | 100.00 | 0.00 | 5.45 |
| Filipino | 12 | 12 | 100.00 | 0.00 | 16.67 |
| Hispanic or Latino | 222 | 219 | 98.65 | 1.35 | 8.72 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 17 | 17 | 100.00 | 0.00 | 29.41 |
| English Learners | 43 | 43 | 100.00 | 0.00 | 2.33 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 274 | 271 | 98.91 | 1.09 | 9.36 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 61 | 60 | 98.36 | 1.64 | 0.00 |

## B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

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

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: <br> Aerobic Capacity | Component 2: <br> Abdominal <br> Strength and <br> Endurance | Component 3: <br> Trunk Extensor <br> and Strength and <br> Flexibility | Component 4: <br> Upper Body <br> Strength and <br> Endurance | Component 5: <br> Flexibility |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 7 | 89 | 89 | 93 | 96 | 87 |

## C. Engagement

## State Priority: Parental Involvement

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

## 2023-24 Opportunities for Parental Involvement

David G. Millen has many opportunities for parent involvement. Campus organizations such as the School Site Council (SSC), Safety, African American Parent Advisory Committee (AAPAC) and the English Learner Advisory Committee (ELAC) meet monthly, and they are always accepting new members. David G. Millen's SPSA is a collaborative process involving district staff, site staff, and parents, and community members. Several meetings, at the site level, take place in late August and early September to look at data and formulate goals for the school year based on school needs. The school consulted with our staff leadership team, school site council, coffee with the Principal Meetings, AAPAC and our ELAC members during our monthly meetings. We meet once a month and parents propose ideas, provide solutions to issues, and have input on SPSA and budget. Parents give monthly feedback on areas of growth and improvement needed. District staff then joins the discussions to offer budgetary information and instructional support to make sure that the site goals are aligned with district goals and LCAP goals. The site administration puts together a plan of SPSA and presents it to the School Site Council. Collaboration takes place with the SSC and the plan is finalized in early November. Other opportunities that parents have to become involved are: Back to School Night and Parent Conferences, which are held to assess student progress. Family Forensics Night, STEAM Queens Science Night, Literacy Nights (math and ELA), AVID parent night, Sports Information Night, Family Math Night, Field Trips, Coffee with the Principal, and Coffee with the Superintendent, are also avenues for parents to become involved with David G. Millen. These opportunities for parent involvement are held to help raise awareness and provide parents with the information necessary to help families successfully navigate the Palmdale School District.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative <br> Enrollment | Chronic <br> Absenteeism <br> Eligible Enrollment | Chronic <br> Absenteeism <br> Count | Chronic <br> Absenteeism <br> Rate |
| :--- | :---: | :---: | :---: | :---: |
| All Students | 1174 | 1122 | 246 | 21.9 |
| Female | 619 | 592 | 123 | 20.8 |
| Male | 555 | 530 | 123 | 23.2 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 5 | 5 | 4 | 80.0 |
| Asian | 12 | 12 | 2 | 16.7 |
| Black or African American | 225 | 216 | 45 | 20.8 |
| Filipino | 21 | 21 | 1 | 4.8 |
| Hispanic or Latino | 801 | 765 | 163 | 21.3 |
| Native Hawaiian or Pacific Islander | 6 | 6 | 0 | 0.0 |
| Two or More Races | 35 | 31 | 10 | 32.3 |
| White | 68 | 66 | 21 | 31.8 |
| English Learners | 199 | 186 | 48 | 25.8 |
| Foster Youth | 33 | 32 | 11 | 34.4 |
| Homeless | 26 | 21 | 9 | 42.9 |
| Socioeconomically Disadvantaged | 989 | 952 | 219 | 23.0 |
| Students Receiving Migrant Education Services | 6 | 6 | 0 | 0.0 |
| Students with Disabilities | 205 | 197 | 59 | 29.9 |

## C. Engagement <br> State Priority: School Climate

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

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


## Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School <br> 2020-21 | School <br> $\mathbf{2 0 2 1 - 2 2}$ | School <br> $\mathbf{2 0 2 2 - 2 3}$ | District <br> $\mathbf{2 0 2 0}$ | District <br> 2021-22 | District <br> $\mathbf{2 0 2 2 - 2 3}$ | State <br> $\mathbf{2 0 2 0 - 2 1}$ | State <br> $\mathbf{2 0 2 1 - 2 2}$ | State <br> $\mathbf{2 0 2 2 - 2 3}$ |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Suspensions | 0.09 | 11.16 | 13.88 | 0.06 | 5.41 | 5.27 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.18 | 0.17 | 0.00 | 0.11 | 0.07 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
| :--- | :---: | :---: |
| All Students | 13.88 | 0.17 |
| Female | 12.28 | 0 |
| Male | 15.68 | 0.36 |
| Non-Binary |  | 0 |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0.89 |
| Black or African American | 28.44 | 0 |
| Filipino | 4.76 | 0 |
| Hispanic or Latino | 11.11 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 14.29 | 0 |
| White | 5.88 | 0 |
| English Learners | 15.58 | 0 |
| Foster Youth | 42.42 | 0 |
| Homeless | 15.38 | 0.2 |
| Socioeconomically Disadvantaged | 14.76 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 14.63 | 0 |

## 2023-24 School Safety Plan

David G. Millen updates its disaster plan annually to accommodate for personnel and/or facility changes. Monthly Safety Committee meetings are held and our David G. Millen Safety Representative, attends the monthly district Safety Committee meetings. Monthly inspections are also conducted by David G. Millen's custodians and security 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 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. Campus Supervisors meet with the principal once a week to plan and discuss safety issues, plans, and procedures to maintain a safe campus for student learning. The school's safety plan is available for view in the school's office during regular work hours. The school recently employed the Crisis Go application that allows for instant communication to all staff members in the event of a major emergency or disaster. The school also utilizes the Standard Response Protocol as the method for responding to emergencies or school incidents requiring students to remain in place.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average <br> Class <br> Size | Number of Classes with <br> 1-22 Students | Number of Classes with <br> 23-32 Students | Number of Classes with <br> 33+ Students |
| :--- | :---: | :---: | :---: | :---: |
| English Language Arts | 22 | 19 | 16 | 5 |
| Mathematics | 20 | 20 | 15 | 2 |
| Science | 27 | 5 | 18 | 3 |
| Social Science | 24 | 14 | 26 | 4 |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average <br> Class <br> Size | Number of Classes with <br> 1-22 Students | Number of Classes with <br> $\mathbf{2 3 - 3 2}$ Students | Number of Classes with <br> 33+ Students |
| :--- | :---: | :---: | :---: | :---: |
| English Language Arts | 21 | 16 | 22 |  |
| Mathematics | 22 | 11 | 19 |  |
| Science | 24 | 4 | 22 |  |
| Social Science | 22 | 17 | 27 | 3 |

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average <br> Class <br> Size | Number of Classes with <br> $1-22$ Students | Number of Classes with <br> 23-32 Students | Number of Classes with <br> 33+ Students |
| :--- | :---: | :---: | :---: | :---: |
| English Language Arts | 21 | 17 | 18 | 5 |
| Mathematics | 24 | 7 | 21 | 1 |
| Science | 26 | 4 | 20 | 3 |
| Social Science | 24 | 13 | 26 | 4 |

## 2022-23 Ratio of Pupils to Academic Counselor

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

| Title | Ratio |
| :---: | :---: |
| Pupils to Academic Counselor | 511.5 |

## 2022-23 Student Support Services Staff

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

|  | Number of FTE Assigned to School |
| :--- | :---: |
| Counselor (Academic, Social/Behavioral or Career Development) | 2 |
| Library Media Teacher (Librarian) |  |
| Library Media Services Staff (Paraprofessional) |  |
| Psychologist |  |
| Social Worker | 1.4 |
| Nurse | 0.5 |
| Speech/Language/Hearing Specialist | 0.4 |
| Resource Specialist (non-teaching) | 7.5 |
| Other |  |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries
This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total <br> Expenditures <br> Per Pupil | Expenditures <br> Per Pupil <br> (Restricted) | Expenditures <br> Per Pupil <br> (Unrestricted) | Average <br> Teacher <br> Salary |
| :--- | :---: | :---: | :---: | :---: |
| School Site | $\$ 11,089$ | $\$ 866$ | $\$ 10,223$ | $\$ 96,455$ |
| District | N/A | N/A | $\$ 4,552$ | $\$ 97,605$ |
| Percent Difference - School Site and District | N/A | N/A | 76.8 | -1.2 |
| State | N/A | N/A | $\$ 7,607$ | $\$ 89,574$ |
| Percent Difference - School Site and State | N/A | N/A | 29.3 | 7.4 |

## Fiscal Year 2022-23 Types of Services Funded

In September 2017, the Palmdale School District was awarded the Magnet School Assistance Program Grant (MSAP) by the federal government to help their magnet schools. We shared 15 million dollars with four other middle schools in the district. This money is being used at DGM to prevent, reduce, and ultimately eliminate minority group and socioeconomic isolation. We are trying to accomplish this through the implementation of three federally approved research based programs, Read 180, Math 180 and Safe and Civil Schools. Both help to ensure that all students are prepared to meet rigorous and challenging standards, especially those necessary to succeed in PSD's magnet schools and elective classes.

The school-wide Advancement Via Individual Determination (AVID) program is designed to support all students through strategies that promote writing, inquiry, collaboration, organization, and reading. We have six AVID classes. Two 6th, two 7th, and two 8th grade classes. We also fund tutors and a variety of college field trips.

Students that enroll in the STEAM pathway are introduced to various courses that incorporate engineering and math. We purchased a variety of different teaching aids to enhance our students learning. Lego EV3 program, 3D printing, and medical detective kits are all supplemental materials that help expand our programs. Our music program offers beginning band, beginning strings, intermediate band, intermediate strings, advanced band, and advanced strings. We fund our music department with a variety of instruments, music books, and stands. Our foster youth program takes field trips to the Latino College Expo and the Black College Expo. We also purchased t-shirts and yearbooks to support our foster youth. We purchased courtroom furniture, curriculum, and software for our Mock Trial club and classes. Our Media Arts program is designed to introduce students to all aspects of media: photography, graphic design, film, video, web design, publishing, and social media.

A high level of student participation exists in our Law \& Government pathway. Students are involved in community service, leadership, clubs, service learning, and other school activities. Course offerings include Mock Trail, City Builder, Criminal Justice, Forensics, and much more. Teachers have volunteered their time before, during, and after school to allow students the experience of co-curricular and extra-curricular activities.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries \& Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District <br> Amount | State Average <br> for Districts <br> in Same Category |
| :--- | :---: | :---: |
| Beginning Teacher Salary | $\$ 52,172$ | $\$ 54,215$ |
| Mid-Range Teacher Salary | $\$ 83,295$ | $\$ 86,843$ |
| Highest Teacher Salary | $\$ 116,624$ | $\$ 111,440$ |
| Average Principal Salary (Elementary) | $\$ 128,005$ | $\$ 140,851$ |
| Average Principal Salary (Middle) | $\$ 132,060$ | $\$ 147,065$ |
| Average Principal Salary (High) | $\$ 122,519$ | $\$ 142,189$ |
| Superintendent Salary | $\$ 251,125$ | $\$ 252,466$ |
| Percent of Budget for Teacher Salaries | $26.83 \%$ | $33.16 \%$ |
| Percent of Budget for Administrative Salaries | $5.13 \%$ | $5.15 \%$ |

## Professional Development

Professional development is offered throughout the year to staff in the areas of Common Core adoption and the development of Common Formative Assessments. Teachers meet frequently within and across grade levels in professional learning communities to plan and discuss what they are doing and how to coordinate instruction. Professional development is based on District initiatives such as the Palmdale Promise, AVID, Creating a College-going Culture, our district grading policy and book studies that address the needs of our at-promise students. Much focus in the $23-24$ school year is teacher clarity and common formative assessment at David G. Millen. David G. Millen has also invested much time and focus on developing thematic, interdisciplinary, project based learning units.

Conference and attendance at in-service meetings, along with staff collaboration, offers additional opportunities for professional growth. Teachers also work with site leaders and do learning walks. A specific focus has been given to higher levels of DOK and the adoption of the new NGSS Science Standards. Our staff/teachers are working on standards practices, DOK, aligned priority standards and progress monitoring indicators. School wide work has been completed to attain renewal of our WASC certification and create an interdisciplinary focus on our Law \& Government Academy.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
| :---: | :---: | :---: | :---: |
| Number of school days dedicated to Staff Development and Continuous Improvement | 15 | 14 | 15 |

