

David G. Millen Law & Government Magnet Academy

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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/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 <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.

2022-23 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 Gorrindo
Email Address	mgorrindo@palmdalesd.org
School Website	https://www.palmdalesd.org/Page/4457
County-District-School (CDS) Code	19648570126268

2022-23 District Contact Information

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

2022-23 School Overview

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 21st 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 21st 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	320
Grade 7	308
Grade 8	325
Total Enrollment	953

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2
Male	47.8
American Indian or Alaska Native	0.4
Asian	1.5
Black or African American	16.2
Filipino	2.5
Hispanic or Latino	71.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.1
White	5.6
English Learners	17.4
Foster Youth	1.7
Homeless	0.3
Migrant	0.7
Socioeconomically Disadvantaged	85.7
Students with Disabilities	16.1

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	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-of-Field (“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 Percent	District Number	District 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-of-Field (“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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.60
Misassignments	0.10	2.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	4.10

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.40	4.80
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	K-5 ELA/ELD: Benchmark Universe/ 2017 (& 6th - Dual Immersion schools) 6-8 ELA/ELD: Study Sync, McGraw Hill/ 2017 6-8 ELD: English3D/ 2015	Yes	0
Mathematics	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
Science	K-8: Amplify Science 2020	Yes	0
History-Social Science	TCI (Teachers Curriculum Institute) 2019 K-5: Social Studies Alive! 6-8: History Alive!	Yes	0
Foreign Language	6-8: Pearson Learning 2011 6-8 Rosetta Stone 2017	Yes	0

School Facility Conditions and Planned Improvements				
Year and month of the most recent FIT report			June 2022	
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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	33	N/A	29	N/A	47
Mathematics (grades 3-8 and 11)	N/A	13	N/A	14	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	966	955	98.86	1.14	33.40
Female	496	494	99.60	0.40	36.03
Male	470	461	98.09	1.91	30.59
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	57.14
Black or African American	161	161	100.00	0.00	26.71
Filipino	24	24	100.00	0.00	66.67
Hispanic or Latino	686	680	99.13	0.87	31.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	31.82
White	53	48	90.57	9.43	56.25
English Learners	165	159	96.36	3.64	10.06
Foster Youth	15	15	100.00	0.00	20.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	809	803	99.26	0.74	30.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	154	152	98.70	1.30	4.61

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	966	959	99.28	0.72	12.51
Female	496	494	99.60	0.40	12.15
Male	470	465	98.94	1.06	12.90
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	35.71
Black or African American	161	161	100.00	0.00	8.70
Filipino	24	24	100.00	0.00	37.50
Hispanic or Latino	686	683	99.56	0.44	11.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	13.64
White	53	49	92.45	7.55	22.45
English Learners	165	164	99.39	0.61	1.22
Foster Youth	15	15	100.00	0.00	6.67
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	809	805	99.51	0.49	10.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	154	152	98.70	1.30	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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	12.8	NT	13.34	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	330	328	99.39	0.61	12.8
Female	162	160	98.77	1.23	8.13
Male	168	168	100	0	17.26
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	51	51	100	0	5.88
Filipino	--	--	--	--	--
Hispanic or Latino	239	238	99.58	0.42	11.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	18	94.74	5.26	27.78
English Learners	48	48	100	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	273	272	99.63	0.37	11.4
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	47	100	0	0

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	95.82	97.75	99.04	97.75	88.42

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.

2022-23 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1093	1048	210	20.0
Female	570	547	112	20.5
Male	523	501	98	19.6
American Indian or Alaska Native	7	7	3	42.9
Asian	14	14	1	7.1
Black or African American	191	177	39	22.0
Filipino	25	24	1	4.2
Hispanic or Latino	773	745	146	19.6
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	21	21	5	23.8
White	59	57	14	24.6
English Learners	190	187	33	17.6
Foster Youth	28	25	5	20.0
Homeless	11	7	4	57.1
Socioeconomically Disadvantaged	940	902	191	21.2
Students Receiving Migrant Education Services	5	5	0	0.0
Students with Disabilities	189	176	44	25.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.80	4.30	2.45
Expulsions	0.08	0.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.09	11.16	0.06	5.41	0.20	3.17
Expulsions	0.00	0.18	0.00	0.11	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.16	0.18
Female	10.70	0.18
Male	11.66	0.19
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	23.04	0.00
Filipino	4.00	0.00
Hispanic or Latino	8.93	0.13
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.52	0.00
White	5.08	1.69
English Learners	8.95	0.00
Foster Youth	17.86	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	11.91	0.11
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.76	0.00

2022-23 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	18	14	8
Mathematics	20	18	15	6
Science	27	6	15	8
Social Science	26	9	21	16

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 Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 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 Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	16	22	
Mathematics	22	11	19	
Science	24	4	22	
Social Science	22	17	27	3

2021-22 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	953

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	7.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$9,921	\$937	\$8,984	\$82,229
District	N/A	N/A	\$3,294	\$83,539
Percent Difference - School Site and District	N/A	N/A	92.7	-1.6
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	30.7	-5.9

2021-22 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 Trial, 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$50,652	\$52,641
Mid-Range Teacher Salary	\$80,869	\$83,981
Highest Teacher Salary	\$113,227	\$107,522
Average Principal Salary (Elementary)	\$126,034	\$136,247
Average Principal Salary (Middle)	\$130,843	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$251,125	\$242,166
Percent of Budget for Teacher Salaries	28%	34%
Percent of Budget for Administrative Salaries	6%	5%

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-risk students. Much focus in the 22-23 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 questioning and the adoption of the new NGSS Science Standards. School wide work has been completed to attain 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	16	15	14