

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Millikin Basics+ Elementary School	43-69674-6048920	May 27, 2023	June 8, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

School Site Council solicited feedback from both parents and staff on programs that could improve the results of State Assessments and school climate. The results were in favor of continuing our current Alternative program as is and solidifying our program in school board policy so that we may have the materials and support needed to keep this program going over the long term. There is considerable concern that the program may change and not be the same program if the school is not defined in school board policy. Parents and staff have noticed that the results on State Assessments have remained consistent despite the expansion of the school and increased number of students. There is a feeling that as a whole the school would like to become more diverse but under the current lottery enrollment there is very little we can do to change who applies for our school and which students are chosen as part of the open enrollment process. There is significant demand for this type of program in our district.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Each classroom is observed on a regular basis.

As per contract:

Probationary teachers - Two formal observations and one evaluation summary each year.

Permanent teachers - One formal observation and one evaluation summary every other year.

Teacher with ten or more years may be placed on a five year formal evaluation cycle.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is designed to support transition to and implement of the California Standards and 21st century teaching and learning practices.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Designated time for teacher collaboration occurs on a regular basis.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every student has access to standards-based instructional materials as required by the Williams Act.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, homework clubs, and core support classes. Supports are based on individual student needs.

Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) direct instruction in core academic areas with a focus on the fundamental learning skills in English Language Arts and Mathematics. The core focus is on English grammar, spelling, phonics, and vocabulary development in language arts and mastery of mathematic numeracy, geometry, number sense and algebraic thinking at grade-level standards. Teachers employ a number of research-based effective teaching strategies such as Total Physical Response (TPR), oral language development, SIOP, iReady, Marzano's Effective Strategies, and Understanding by Design (UbD).

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Programs that support at-risk students include SOAR after school intervention, mentoring programs, tutoring, counseling, Extended Day, State Preschool, Before and After School Programs sports, library, Healthy Play, summer school, alternative and opportunities programs, and educational options.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Staff, School Site Council, Parent and Student Survey all played a part in developing this school plan.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Funding resources are restricted at Millikin Basics+ Elementary

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	96	87	88
Grade 1	95	84	86
Grade 2	96	85	88
Grade3	96	85	88
Grade 4	91	84	84
Grade 5	89	80	84
Total Enrollment	563	505	518

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	76	109	68	13.50%	21.6%	13.1%
Fluent English Proficient (FEP)	201	212	250	35.70%	42.0%	48.3%
Reclassified Fluent English Proficient (RFEP)	7			9.2%		

Conclusions based on this data:

1. Our EL students are making significant progress and most of them all RFEP within a few years of entering the school.
2. Look at ways to support the students in the EL development more systematically in upper grade.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	93	79		0	78		0	78		0.0	98.7	
Grade 4	86	76		0	75		0	75		0.0	98.7	
Grade 5	86	77		0	76		0	76		0.0	98.7	
All Grades	265	232		0	229		0	229		0.0	98.7	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2535.			79.49			14.10			6.41			0.00	
Grade 4		2591.			81.33			16.00			2.67			0.00	
Grade 5		2635.			78.95			18.42			1.32			1.32	
All Grades	N/A	N/A	N/A		79.91			16.16			3.49			0.44	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		57.69			42.31			0.00		
Grade 4		58.67			41.33			0.00		
Grade 5		65.79			34.21			0.00		
All Grades		60.70			39.30			0.00		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		66.67			30.77			2.56	
Grade 4		60.00			37.33			2.67	
Grade 5		67.11			31.58			1.32	
All Grades		64.63			33.19			2.18	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.08			70.51			6.41	
Grade 4		40.00			56.00			4.00	
Grade 5		35.53			64.47			0.00	
All Grades		32.75			63.76			3.49	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		50.00			50.00			0.00	
Grade 4		50.67			49.33			0.00	
Grade 5		53.95			44.74			1.32	
All Grades		51.53			48.03			0.44	

Conclusions based on this data:

1. This program works well for most students. However the school needs to focus on how to support students who do not fit our instructional model.
2. 10% of students need additional language arts support to make grade level standard. Staff will analyze data and focus on ways to support students in Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	93	79		0	78		0	78		0.0	98.7	
Grade 4	86	76		0	75		0	75		0.0	98.7	
Grade 5	86	77		0	76		0	76		0.0	98.7	
All Grades	265	232		0	229		0	229		0.0	98.7	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2545.			75.64			19.23			5.13			0.00	
Grade 4		2589.			76.00			21.33			2.67			0.00	
Grade 5		2636.			71.05			18.42			9.21			1.32	
All Grades	N/A	N/A	N/A		74.24			19.65			5.68			0.44	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		76.92			21.79			1.28	
Grade 4		74.67			24.00			1.33	
Grade 5		71.05			26.32			2.63	
All Grades		74.24			24.02			1.75	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		70.51			28.21			1.28	
Grade 4		69.33			30.67			0.00	
Grade 5		69.74			28.95			1.32	
All Grades		69.87			29.26			0.87	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		74.36			24.36			1.28	
Grade 4		72.00			28.00			0.00	
Grade 5		60.53			38.16			1.32	
All Grades		69.00			30.13			0.87	

Conclusions based on this data:

1. This program supports the basic mathematical practices for students successfully. around 5% of students struggle in standardized testing. We need to find ways to support students who are struggling with either the rote practice of mathematics or the explanation of the mathematical process.
2. Approximately 10% of students need additional mathematical support to make grade level standard. Analysis by staff will take place in the fall to determine what programs will best support these identified students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1537.9	1495.0		1521.5	1480.8		1575.9	1527.6		22	33	
1	1570.2	1513.2		1554.9	1492.6		1585.1	1533.2		28	11	
2	1566.9	*		1575.0	*		1558.3	*		15	4	
3	*	*		*	*		*	*		10	6	
5	*	*		*	*		*	*		4	*	
All Grades										82	57	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	72.73	45.45		13.64	51.52		13.64	3.03		0.00	0.00		22	33	
1	85.71	36.36		14.29	54.55		0.00	9.09		0.00	0.00		28	11	
2	80.00	*		20.00	*		0.00	*		0.00	*		15	*	
3	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	78.05	49.12		15.85	47.37		4.88	3.51		1.22	0.00		82	57	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	68.18	42.42		18.18	51.52		13.64	6.06		0.00	0.00		22	33	
1	82.14	45.45		17.86	36.36		0.00	18.18		0.00	0.00		28	11	
2	86.67	*		13.33	*		0.00	*		0.00	*		15	*	
3	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	79.27	52.63		14.63	40.35		6.10	7.02		0.00	0.00		82	57	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	77.27	33.33		18.18	66.67		4.55	0.00		0.00	0.00		22	33	
1	67.86	36.36		32.14	54.55		0.00	9.09		0.00	0.00		28	11	
2	46.67	*		53.33	*		0.00	*		0.00	*		15	*	
3	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	60.98	36.84		32.93	59.65		4.88	3.51		1.22	0.00		82	57	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	50.00	75.76		45.45	21.21		4.55	3.03		22	33	
1	89.29	36.36		10.71	63.64		0.00	0.00		28	11	
2	73.33	*		26.67	*		0.00	*		15	*	
3	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	70.73	66.67		28.05	31.58		1.22	1.75		82	57	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	72.73	18.18		27.27	81.82		0.00	0.00		22	33	
1	75.00	36.36		25.00	63.64		0.00	0.00		28	11	
2	86.67	*		13.33	*		0.00	*		15	*	
3	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	78.05	38.60		21.95	61.40		0.00	0.00		82	57	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	54.55	36.36		45.45	63.64		0.00	0.00		22	33	
1	82.14	45.45		17.86	54.55		0.00	0.00		28	11	
2	66.67	*		33.33	*		0.00	*		15	*	
3	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	60.98	36.84		36.59	63.16		2.44	0.00		82	57	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	86.36	96.97		13.64	3.03		0.00	0.00		22	33	
1	67.86	63.64		32.14	36.36		0.00	0.00		28	11	
2	53.33	*		46.67	*		0.00	*		15	*	
3	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	69.51	85.96		29.27	14.04		1.22	0.00		82	57	

Conclusions based on this data:

1. Most of Millikin students are bilingual or multilingual upon entering school. Our focus is to support the natural development of their English skills with a focus on Phonics and direct teaching approach. Our students respond well to our
2. While we have a high re designation percentage we need to analyze how best to identify and support students when they are struggling with English acquisition.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
505	2.0	21.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Millikin Basics+ Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	109	21.6
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	10	2.0
Students with Disabilities	12	2.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.0
American Indian	4	0.8
Asian	441	87.3
Filipino	3	0.6
Hispanic	8	1.6
Two or More Races	15	3.0
Pacific Islander		
White	27	5.3

Conclusions based on this data:

1. The school would like to find ways to attract a more diverse population. While the school has been successful with a variety of students, it would be beneficial if we were able to be more effective in reaching out to other under served ethnic groups.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

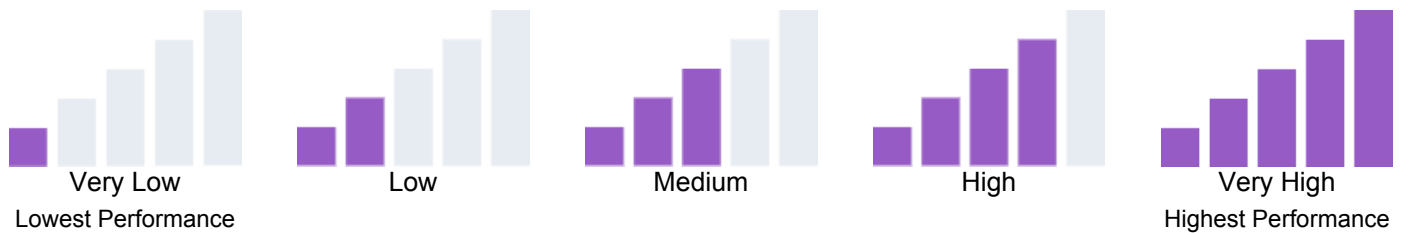
1. Millikin is performing exceptionally well on standardized academic assessments. The school has been focused on making sure we are supporting the social emotional wellness as successfully for all students.

School and Student Performance Data

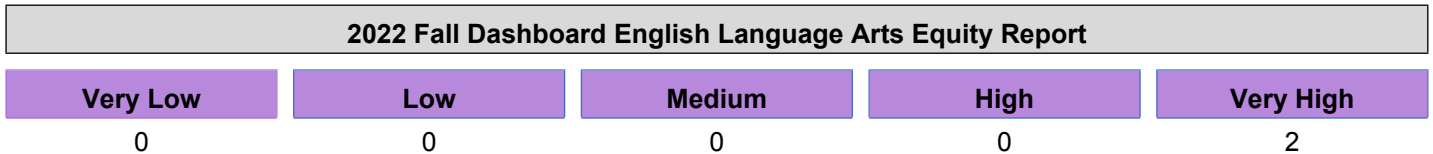
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

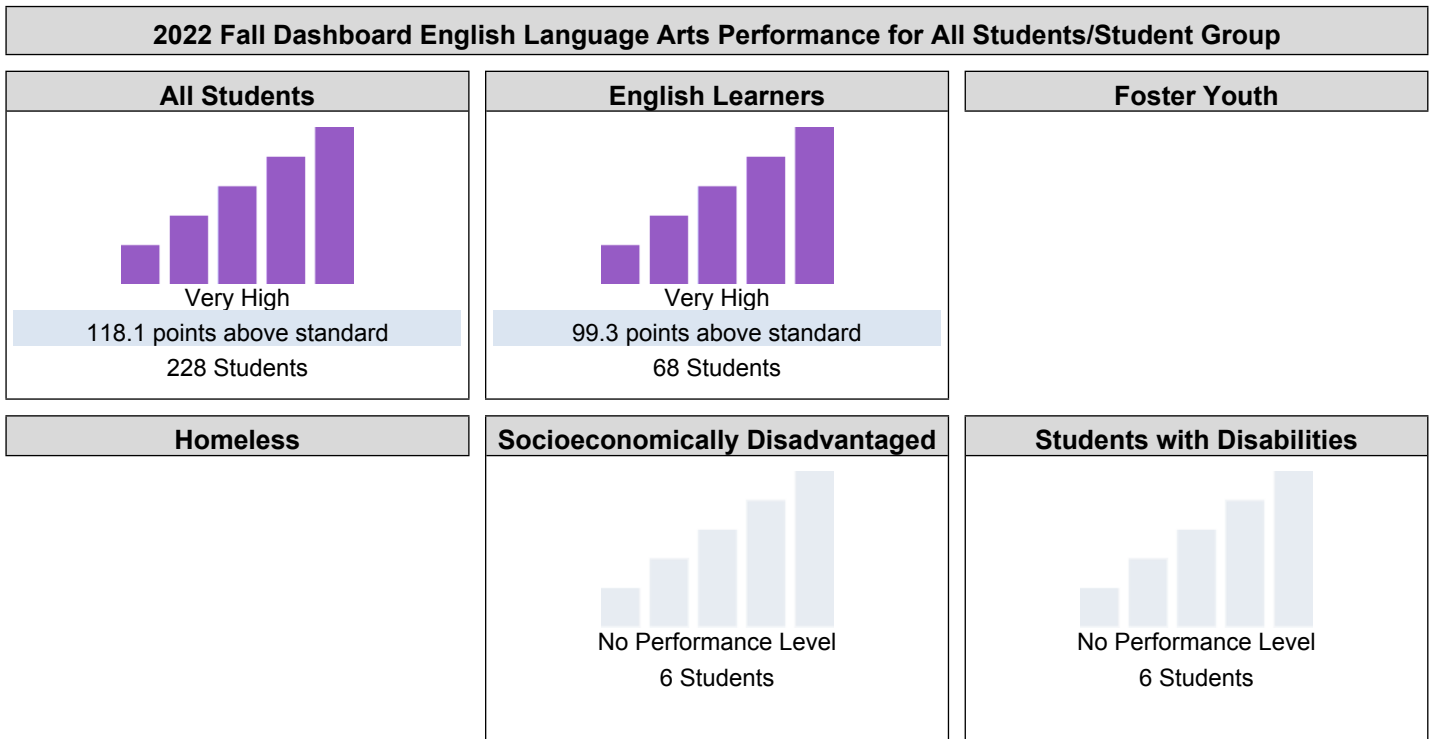
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



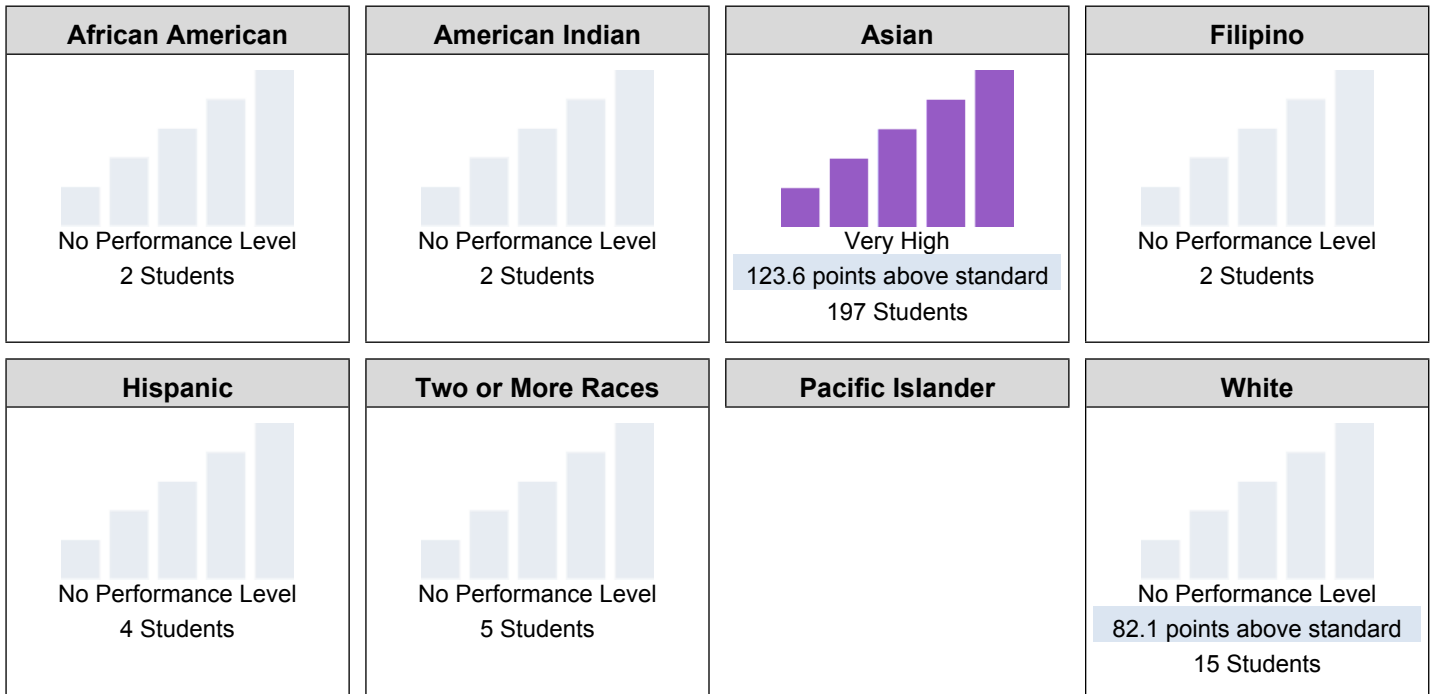
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
4 Students	104.2 points above standard 64 Students	114.0 points above standard 91 Students

Conclusions based on this data:

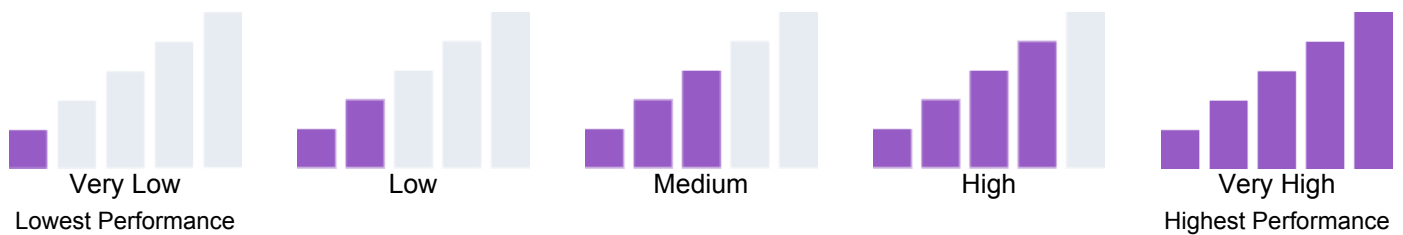
- Maintain as best as possible a high passing rate for all students despite COVID-19 Shelter in Place.

School and Student Performance Data

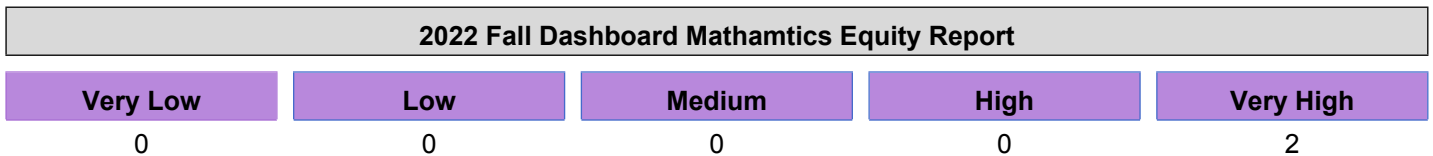
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

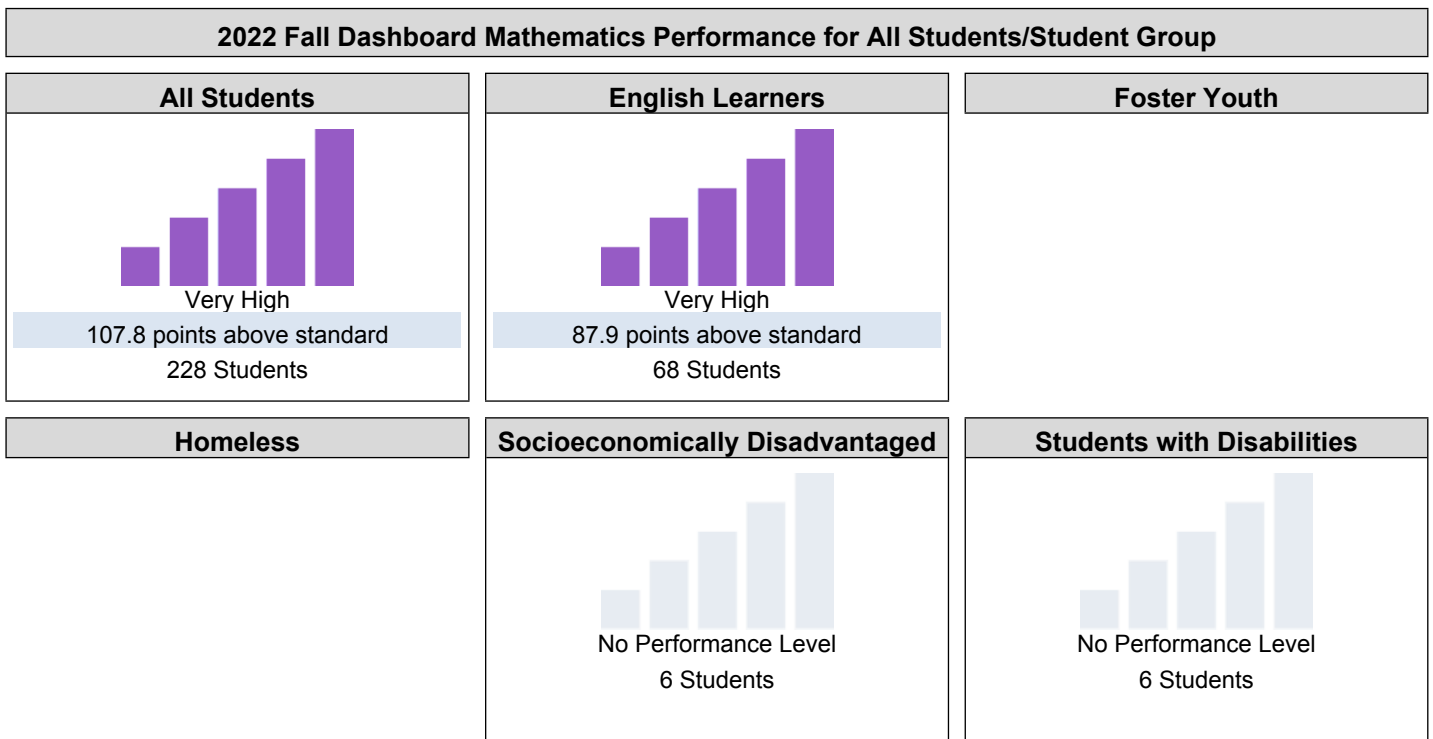
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



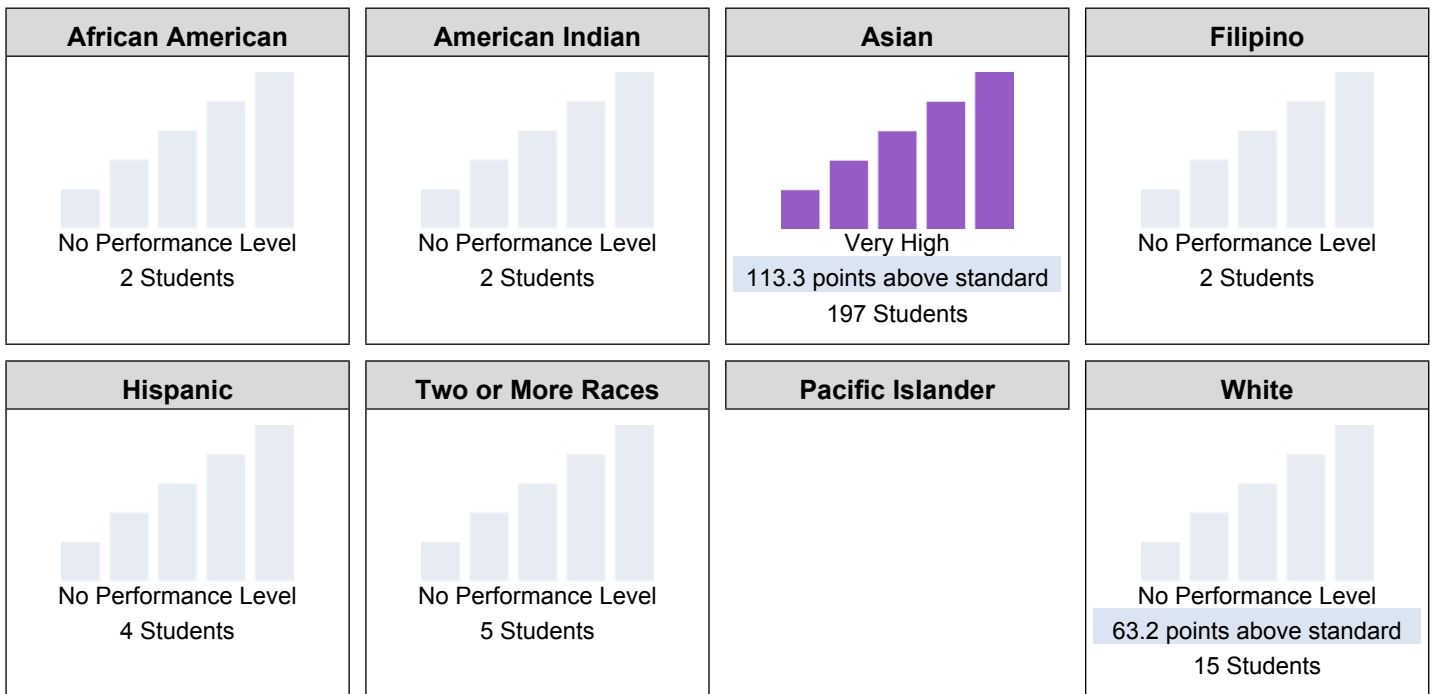
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
4 Students	91.8 points above standard 64 Students	107.6 points above standard 91 Students

Conclusions based on this data:

1. Maintain as best as possible a high passing rate for all students despite COVID-19 Shelter in Place.

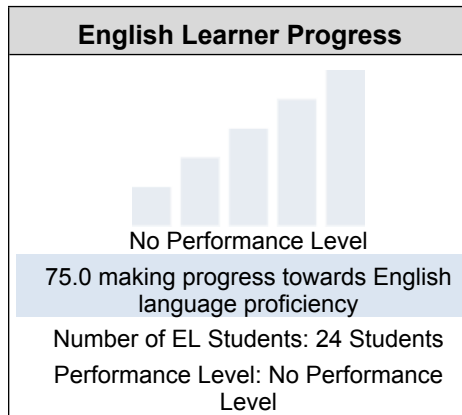
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.7%	8.3%	16.7%	58.3%

Conclusions based on this data:

- Maintain as best as possible a high passing rate for all students despite COVID-19 Shelter in Place

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

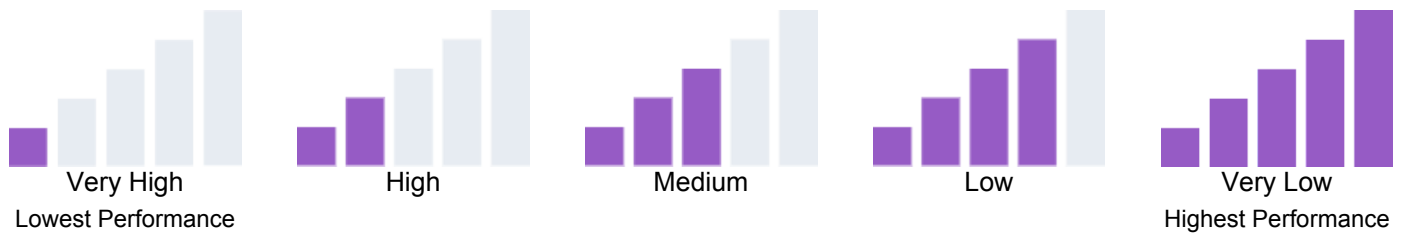
- 1.

School and Student Performance Data

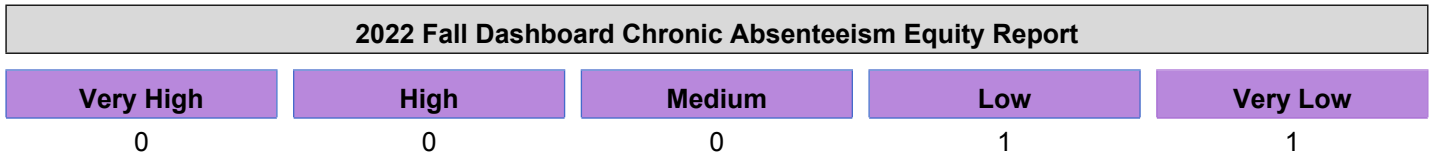
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

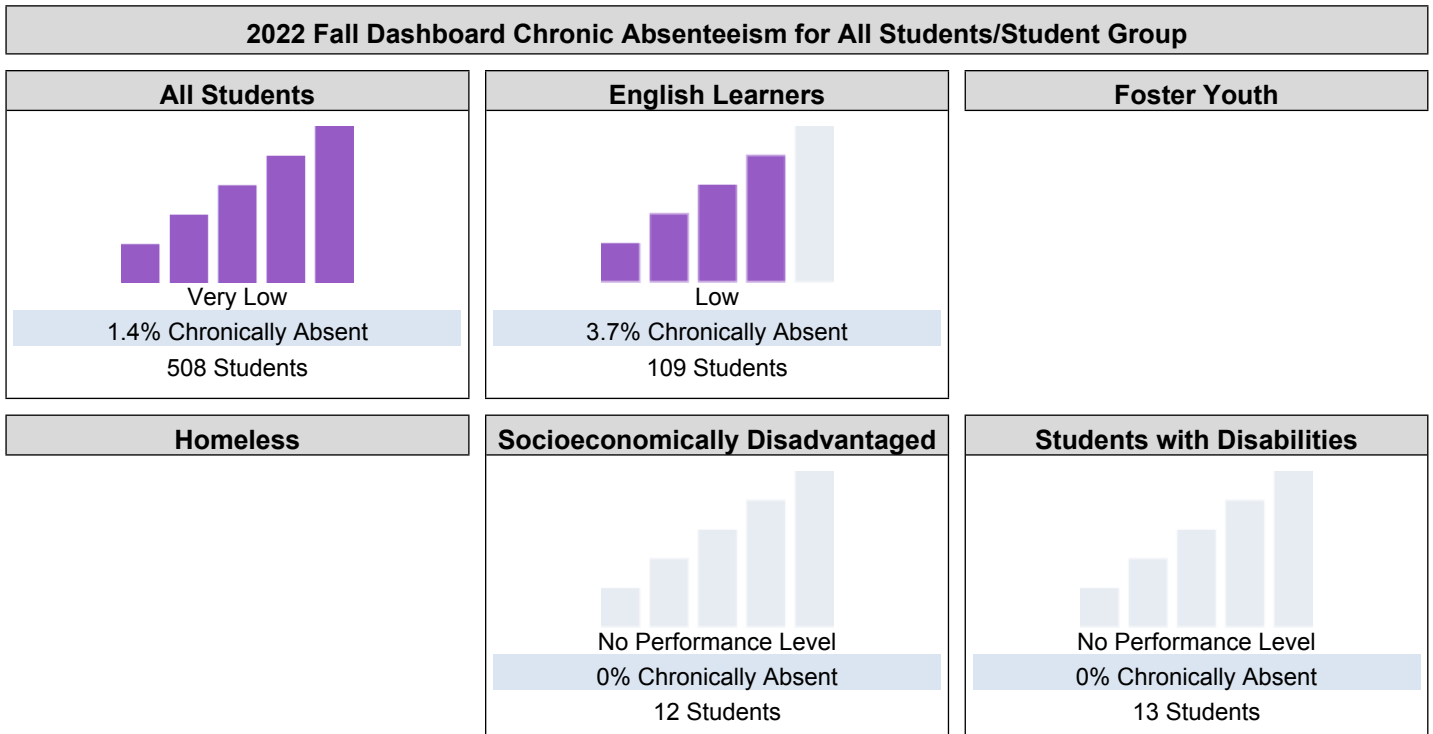
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



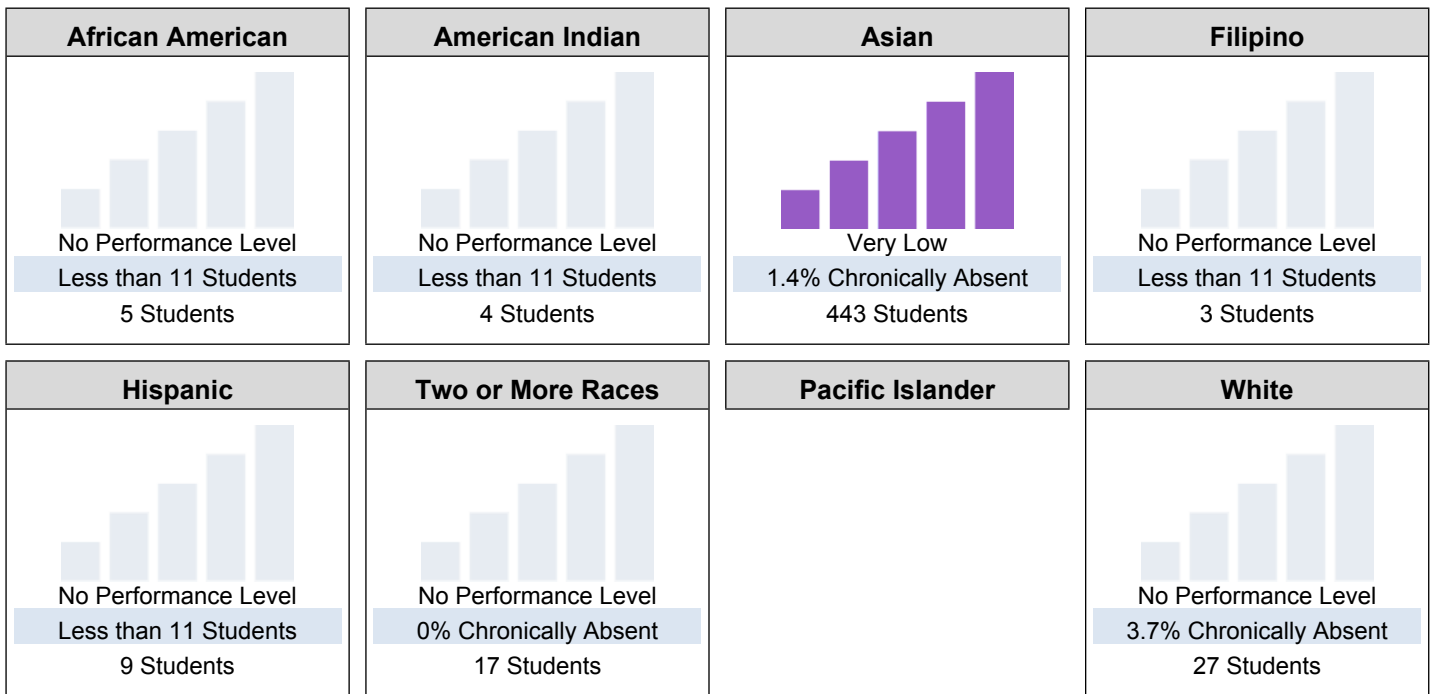
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

- Maintain as best as possible a high attendance rate for all students.

School and Student Performance Data

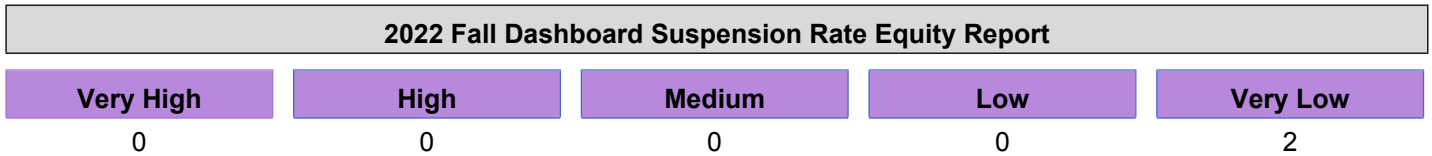
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

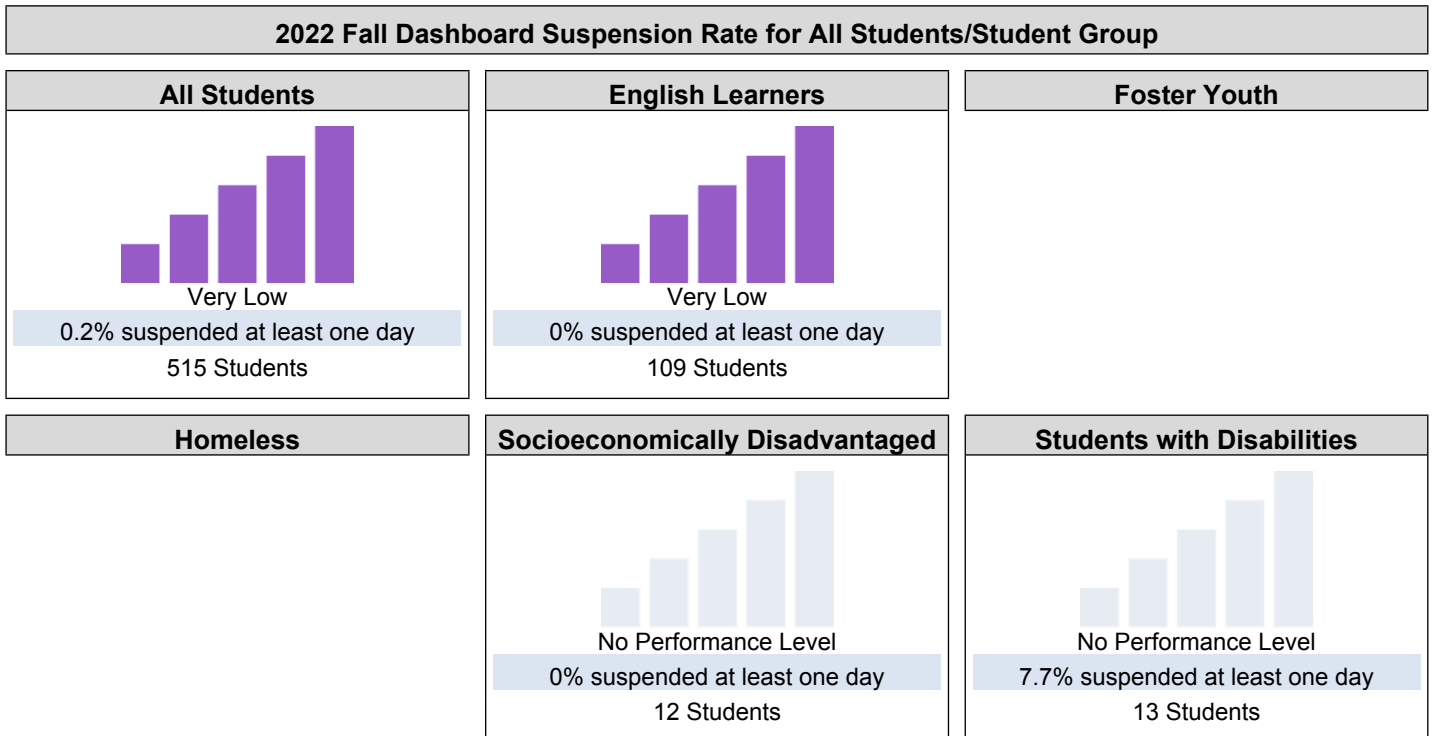
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



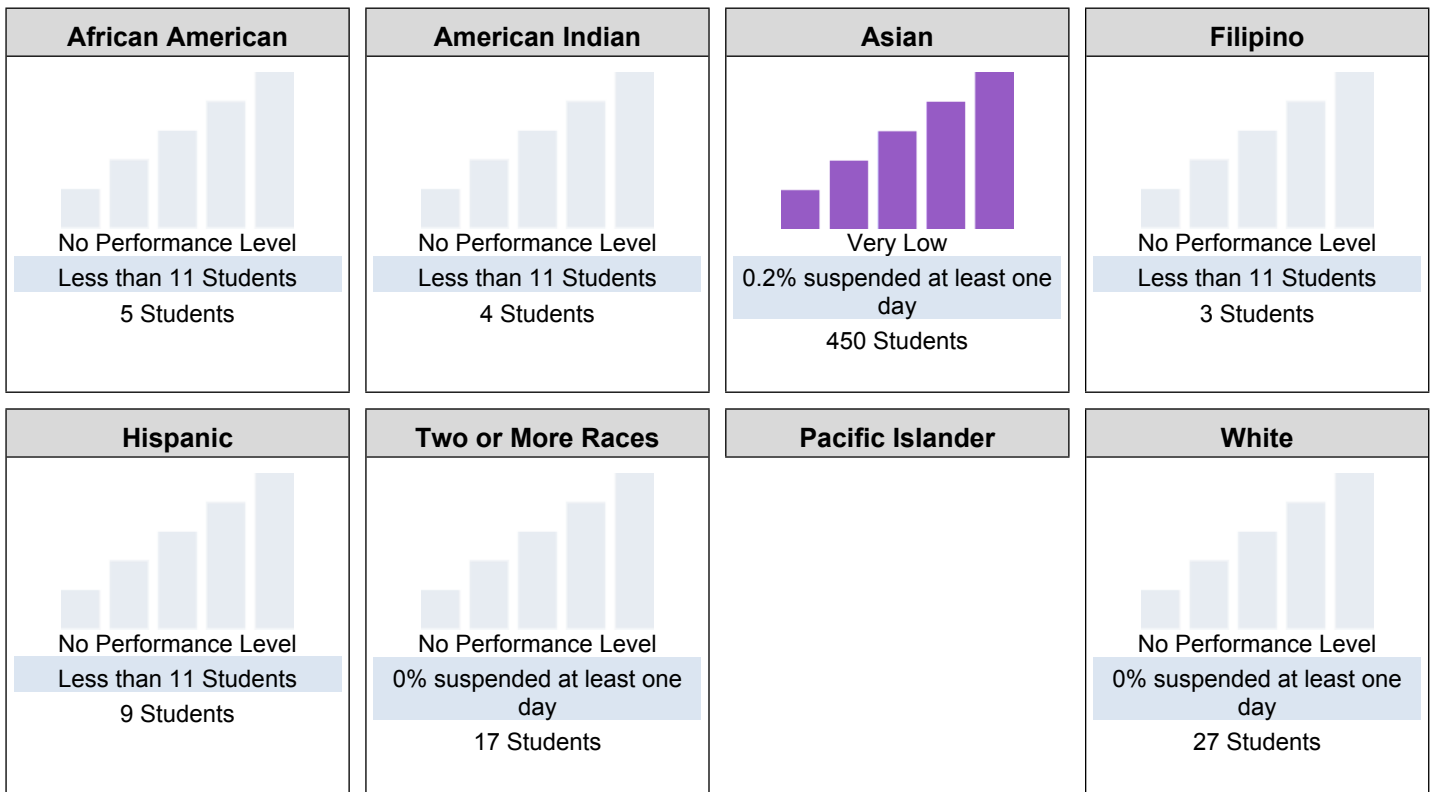
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Maintain a low suspension rate through restorative practices.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts/ELD

District Priorities/LCAP Goals/District Focus Areas Alignment

District Priorities:

1. Use data to improve adult practices and student outcomes.
2. Focus on students furthest from opportunity first to close gaps.
3. Create high-performing systems and teams.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

FOCUS AREA:

1. Integrated/Designated English Language Development (Classroom)
2. Collaborative Data Inquiry Cycles (Team)
3. MTSS (School)

Goal 1

Millikin School will show an increase in students ELA Proficiency in SBAC and Reading/Literacy/Writing Proficiency to 95% for the 21-22 school year who meet or exceed the district and state standards.

Identified Need

We need to support our EL identified students with targeted programs to support their learning especially if they enter Millikin after Kindergarten.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Standardized Assessments i-Ready	92% Met or Exceeded Standard	Goal is maintain or exceed previous SBAC proficiency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from teachers being trained and mastering their instructional practices and their collaboration.

Strategy/Activity

Professional Development and Training of staff: Provide high quality professional development opportunities to staff to increase skills and effectiveness in Reading/Writing/English Language Arts for student learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from teachers being trained and mastering their instructional practices and their collaboration.

Strategy/Activity

Collaboration/ Planning/ Assessment Time: Provide opportunities for staff to collaborate or assess students during the school day, after school or when school is not in session in order to increase teacher effectiveness and content knowledge. Staff will work towards aligning Back to Basics instruction and develop assessments to show student mastery for progression to next grade or level for all aspects of literacy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

18,000

Targeted Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from programs and technology that increase their opportunities to learn.

Strategy/Activity

Online or Computer Based Programs for ELA: Provide additional learning opportunities for students to increase their reading and literacy skills through online/computer based programs. The programs should be able to give students access to their leaning programs throughout the day and when they are not in school. Programs include but are not limited to: RAZ-Kids, Learning A-Z, and Typing Agent.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Having high quality literacy materials and programs increase all student learning and teacher effectiveness.

Strategy/Activity

Literacy Materials to support the basics whole class instruction model. Provide literacy program textbooks, workbooks, leveled readers, Literacy support programs, Literacy support materials that will support the whole group class instruction and the support programs that support at risk students knowledge and opportunities to learn at high levels. This may include but not be limited to a basal reading series, spelling workbooks, grammar book/workbooks, phonics materials, leveled readers, LLI kits, Non fiction reading materials, "Time for Kids", writing journals, writing program and other programs that are state adopted or district adopted.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15000

Source(s)

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from having more available titles to read or choose from in the Library.

Strategy/Activity

Purchase library materials based on library and curriculum standards, student demographics, circulation and collection data. (Aligned with SCUSD Board Approved Library Plan September 2005)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from strong, researched based instruction and learning.

Strategy/Activity

Provide additional opportunities for students to increase their decoding, phonemic awareness, fluency and comprehension

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Millikin staff is working to solidify the "Basics+" program in a way to support all students learning needs and build their educational foundation.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

If teachers have a variety of resources, are well trained in those resources and work collaboratively with student learning as the focus then all students will benefit and a effective ELA MTSS can be built and maintained.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With effective and targeted staff development, the staff can work collaboratively to implement the "Basics+" system to optimal effectiveness.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

District Priorities/LCAP Goals/District Focus Areas Alignment

District Priorities:

1. Use data to improve adult practices and student outcomes.
2. Focus on students furthest from opportunity first to close gaps.
3. Create high-performing systems and teams.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

FOCUS AREA:

1. Integrated/Designated English Language Development (Classroom)
2. Collaborative Data Inquiry Cycles (Team)
3. MTSS (School)

Goal 2

Millikin School will show an annual increase in the percentage of students who meet or exceed SCUSD district and state standards in math as measured by standardized and performance based assessments.

Identified Need

The program needs a more effective and meaningful math program that develops sequentially, and cross grade levels. Millikin would also like a standardized online assessment program to monitor student growth at least six times per year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Standardized Assessments i-Ready	90% Met or Exceeded Standard	5% gain is the goal

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from teachers being trained and mastering their instructional practices and their collaboration.

Strategy/Activity

Professional Development and Training of staff: Provide high quality professional development opportunities to staff to increase skills and effectiveness in Mathematics for student learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from teachers being trained and mastering their instructional practices and their collaboration.

Strategy/Activity

Collaboration/ Planning/ Assessment Time: Provide opportunities for staff to collaborate or assess students during the school day, after school or when school is not in session in order to increase teacher effectiveness and content knowledge. Staff will work towards aligning Back to Basics instruction and develop assessments to show student mastery for progression to next grade or level for all aspects of Mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Online or Computer Based Programs for Math: Provide additional learning opportunities for students to increase their mathematical skills through online/computer based programs. The programs should be able to give students access to their learning programs throughout the day and when they are not in school. Programs include but are not limited to: ALEKS, More STAR FALL, SUM Dog, Kahn's Academy or IXL.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from a math program that is structured and has enough practice to demonstrate proficiency.

Strategy/Activity

Math practice/ instructional materials/ resources to support the basics whole class instruction model. Provide math program textbooks, workbooks, homework, and math support programs, Math support materials that will support the whole group class instruction and the support programs that support at risk students knowledge and opportunities to learn at high levels. This may include but not be limited to the purchase or acquisition of a Math textbook series, workbooks, number facts book/workbooks manipulatives, calculators, apps, books, protractors and other programs that are state adopted or district adopted.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12000

Source(s)

None Specified

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Cross grade level planning will be important as we have been working in Distant Learning due to the pandemic.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Mathematics needs structure and practice to build mastery. Our goal is to reinforce strong mathematical skills to support all students in acquiring the essential math skills to progress to the next level. Having a comprehensive math program would benefit the Millikin Basics+ Program.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Having consistent Math instruction in Distant Learning has been difficult and monitoring actual student progress will be essential when we return to in person learning.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

District Priorities/LCAP Goals/District Focus Areas Alignment

District Priorities:

1. Use data to improve adult practices and student outcomes.
2. Focus on students furthest from opportunity first to close gaps.
3. Create high-performing systems and teams.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

FOCUS AREA:

1. Integrated/Designated English Language Development (Classroom)
2. Collaborative Data Inquiry Cycles (Team)
3. MTSS (School)

Goal 3

The goal is to support all students in their English Language Development with a higher priority given to EL 1's and 2's and any stuck 3 students for interventions and support.

Identified Need

Special Education students who are still qualifying as EL.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Standardized Assessment ELPAC and iReady	96% met ELA Goals	Maintain or increase proficiently rate

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from teachers being trained and mastering their instructional practices and their collaboration.

Strategy/Activity

Professional Development and Training of staff: Provide high quality professional development opportunities to staff to increase skills and effectiveness in EL instruction for student learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from instructional materials and best practices and teacher collaboration.

Strategy/Activity

EL materials to support the basics whole class instruction model. Provide ELL program textbooks, workbooks, homework, and EL support programs, EL support materials that will support the whole group class instruction and the support programs that support at-risk students' knowledge and opportunities to learn at high levels. This may include but not be limited to an EL textbook series, workbooks that are state adopted or district adopted

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

ELSAT: The ELSAT will handle all the necessary paperwork needed to be in legal compliance for our EL students. Including testing ELPAC or EL testing of any kind.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

None Specified
2000-2999: Classified Personnel Salaries
ELSAT position

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Science

District Priorities/LCAP Goals/District Focus Areas Alignment

District Priorities:

1. Use data to improve adult practices and student outcomes.
2. Focus on students furthest from opportunity first to close gaps.
3. Create high-performing systems and teams.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

FOCUS AREA:

1. Integrated/Designated English Language Development (Classroom)
2. Collaborative Data Inquiry Cycles (Team)
3. MTSS (School)

Goal 4

Millikin School provide a consistent, science based learning focus for student enrichment.

Identified Need

Millikin will use Science as its basis for collaborative experiences outside the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC 5th Grade Math Assessment	TBD 2023	Improve baseline by 5 - 10% depending on results.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from teachers being trained and mastering their instructional practices and their collaboration.

Strategy/Activity

Professional Development and Training of staff: Provide high quality professional development opportunities to staff to increase skills and effectiveness in NGSS for student learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from teachers being trained and mastering their instructional practices and their collaboration.

Strategy/Activity

Millikin teachers will use state adopted NGSS Standards content materials and methodologies to teach science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from hands on science learning based on NGSS and grade level standards.

Strategy/Activity

Hire a part time Science Teacher to set up and teach hands on science for 1 to 3 days a week for all students K-5.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

15000

None Specified

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate, Enrichment and Intervention Support

District Priorities/LCAP Goals/District Focus Areas Alignment

District Priorities:

1. Use data to improve adult practices and student outcomes.
2. Focus on students furthest from opportunity first to close gaps.
3. Create high-performing systems and teams.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

FOCUS AREA:

1. Integrated/Designated English Language Development (Classroom)
2. Collaborative Data Inquiry Cycles (Team)
3. MTSS (School)

Goal 5

All students will continue to interact positively in school activities with one another in a variety of settings. Evidence of teasing, bullying, and using negative culture related comments/comparisons will decrease. Also, students will demonstrate taking responsibility for their actions. The school will also provide enrichment experience during the school day.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from healthy mindfulness practices and caring adults.

Strategy/Activity

Implement a character education program schoolwide that emphasizes strong character traits such as honesty, fairness, and respect.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Computer Instructor to teach technology skills, state testing, Rosetta Stone Implementation, i-ready and classroom learning support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

43650

Source(s)

Donations
2000-2999: Classified Personnel Salaries
Salaries and benefits for one computer support/instructor

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

K-5 Students

Strategy/Activity

Increase fine arts opportunities at school. Including but not limited to vocal music (chorus) and drama classes before or after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Extended Opportunities for students

Strategy/Activity

Learning opportunities for students to include but not limited to After School Intervention, Math Olympiad, Spelling Bee, Geography Bee, STEM or STEAM classes, or CODING classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Targeted Allocation
0001-0999: Unrestricted: Locally Defined

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Health and wellness programs that support students and the learning. Including but not limited to additional counseling, PIP, mindfulness, and yoga.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier 2 and Tier 3 at risk students in ELA or Math

Strategy/Activity

Employ a classified support aide to work with at risk students on basics skills work in grades K-5.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

42073

Source(s)

Targeted Allocation

2000-2999: Classified Personnel Salaries
Salaries and benefits of classified personnel

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$67,480
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$154,723.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Donations	\$43,650.00
None Specified	\$49,000.00
Targeted Allocation	\$62,073.00

Subtotal of state or local funds included for this school: \$154,723.00

Total of federal, state, and/or local funds for this school: \$154,723.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	69,985	7,912.00
None Specified		

Expenditures by Funding Source

Funding Source	Amount
Donations	43,650.00
None Specified	49,000.00
Targeted Allocation	62,073.00

Expenditures by Budget Reference

Budget Reference	Amount
	67,000.00
0001-0999: Unrestricted: Locally Defined	2,000.00
2000-2999: Classified Personnel Salaries	85,723.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Donations	43,650.00
	None Specified	49,000.00
	Targeted Allocation	18,000.00
0001-0999: Unrestricted: Locally Defined	Targeted Allocation	2,000.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	42,073.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,000.00
Goal 2	14,000.00
Goal 4	15,000.00
Goal 5	88,723.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Robert Moss	Principal
Holly Nottage	Classroom Teacher
Yvette Kamfirouzi	Classroom Teacher
Vanessa Weber	Classroom Teacher
Sharon Ronne	Other School Staff
Sarita Jagatjita	Parent or Community Member
Anurag Gupta	Parent or Community Member
Brian Wang	Parent or Community Member
Gabriela Landaveria	Parent or Community Member
Ashish Vora	Parent or Community Member
Rama Ammarita	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/27/23.

Attested:



Principal, Robert Moss on 4/27/23

SSC Chairperson, Sarita Jagatjita on 4/27/23