



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Millikin Basics+ Elementary School	43-69674-6048920	April 23, 2024	June 13, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to

develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Millikin Basics+ Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement.....	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	7
ELPAC Results	11
California School Dashboard	14
Goals, Strategies, & Proposed Expenditures.....	28
Goal 1.....	28
Goal 2.....	31
Goal 3.....	33
Goal 4.....	35
Goal 5.....	37
Budget Summary	39
Budget Summary	39
Other Federal, State, and Local Funds	39
Budgeted Funds and Expenditures in this Plan	40
Funds Budgeted to the School by Funding Source.....	40
Expenditures by Funding Source	40
Expenditures by Budget Reference	40
Expenditures by Budget Reference and Funding Source	40
Expenditures by Goal.....	40
School Site Council Membership	42
Recommendations and Assurances	43

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

We are not in any program support and meeting all our targeted needs.

Educational Partner Involvement

How, when, and with whom did your Millikin Basics+ Elementary 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.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

None

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

None

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Millikin Basics+ Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	0.79%	1.16%	4	4	6
African American	1.4%	0.99%	1.16%	8	5	6
Asian	86.5%	87.33%	84.94%	487	441	440
Filipino	1.1%	0.59%	0.58%	6	3	3
Hispanic/Latino	2.1%	1.58%	2.12%	12	8	11
Pacific Islander	%	%	0%			0
White	5.3%	5.35%	6.18%	30	27	32
Multiple/No Response	2.1%	2.97%	3.28%	12	15	17
Total Enrollment				563	505	518

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. No action needed on this data.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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	51	99	9.2%	10.1%	19.1%

Conclusions based on this data:

1. Our EL students are making significant progress and 60 - 70% of students 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	86	0	78	86	0	78	86	0.0	98.7	100.0
Grade 4	86	76	82	0	75	82	0	75	82	0.0	98.7	100.0
Grade 5	86	77	82	0	76	81	0	76	81	0.0	98.7	98.8
All Grades	265	232	250	0	229	249	0	229	249	0.0	98.7	99.6

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.	2535.		79.49	75.58		14.10	16.28		6.41	6.98		0.00	1.16
Grade 4		2591.	2562.		81.33	70.73		16.00	20.73		2.67	7.32		0.00	1.22
Grade 5		2635.	2643.		78.95	76.54		18.42	19.75		1.32	3.70		1.32	0.00
All Grades	N/A	N/A	N/A		79.91	74.30		16.16	18.88		3.49	6.02		0.44	0.80

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	58.14		42.31	41.86		0.00	0.00
Grade 4		58.67	46.34		41.33	51.22		0.00	2.44
Grade 5		65.79	64.20		34.21	34.57		0.00	1.23
All Grades		60.70	56.22		39.30	42.57		0.00	1.20

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	62.79		30.77	37.21		2.56	0.00
Grade 4		60.00	46.34		37.33	53.66		2.67	0.00
Grade 5		67.11	72.84		31.58	27.16		1.32	0.00
All Grades		64.63	60.64		33.19	39.36		2.18	0.00

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	24.42		70.51	70.93		6.41	4.65
Grade 4		40.00	35.37		56.00	57.32		4.00	7.32
Grade 5		35.53	41.98		64.47	54.32		0.00	3.70
All Grades		32.75	33.73		63.76	61.04		3.49	5.22

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	43.02		50.00	53.49		0.00	3.49
Grade 4		50.67	42.68		49.33	53.66		0.00	3.66
Grade 5		53.95	51.85		44.74	48.15		1.32	0.00
All Grades		51.53	45.78		48.03	51.81		0.44	2.41

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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	86	0	78	86	0	78	86	0.0	98.7	100.0
Grade 4	86	76	82	0	75	82	0	75	82	0.0	98.7	100.0
Grade 5	86	77	82	0	76	81	0	76	81	0.0	98.7	98.8
All Grades	265	232	250	0	229	249	0	229	249	0.0	98.7	99.6

* 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.	2554.		75.64	75.58		19.23	23.26		5.13	1.16		0.00	0.00
Grade 4		2589.	2557.		76.00	54.88		21.33	34.15		2.67	8.54		0.00	2.44
Grade 5		2636.	2642.		71.05	88.89		18.42	8.64		9.21	2.47		1.32	0.00
All Grades	N/A	N/A	N/A		74.24	73.09		19.65	22.09		5.68	4.02		0.44	0.80

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	81.40		21.79	18.60		1.28	0.00
Grade 4		74.67	62.20		24.00	32.93		1.33	4.88
Grade 5		71.05	86.42		26.32	12.35		2.63	1.23
All Grades		74.24	76.71		24.02	21.29		1.75	2.01

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	73.26		28.21	25.58		1.28	1.16
Grade 4		69.33	48.78		30.67	45.12		0.00	6.10
Grade 5		69.74	75.31		28.95	23.46		1.32	1.23
All Grades		69.87	65.86		29.26	31.33		0.87	2.81

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	75.58		24.36	24.42		1.28	0.00
Grade 4		72.00	50.00		28.00	45.12		0.00	4.88
Grade 5		60.53	65.43		38.16	33.33		1.32	1.23
All Grades		69.00	63.86		30.13	34.14		0.87	2.01

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

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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	1524.8	1521.5	1480.8	1510.4	1575.9	1527.6	1558.0	22	33	32
1	1570.2	1513.2	1532.9	1554.9	1492.6	1500.1	1585.1	1533.2	1565.3	28	11	19
2	1566.9	*	1522.9	1575.0	*	1524.7	1558.3	*	1520.5	15	4	11
3	*	*	*	*	*	*	*	*	*	10	6	*
4	*		*	*		*	*		*	*		4
5	*	*		*	*		*	*		4	*	
All Grades										82	57	67

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	68.75	13.64	51.52	28.13	13.64	3.03	3.13	0.00	0.00	0.00	22	33	32
1	85.71	36.36	52.63	14.29	54.55	47.37	0.00	9.09	0.00	0.00	0.00	0.00	28	11	19
2	80.00	*	27.27	20.00	*	72.73	0.00	*	0.00	0.00	*	0.00	15	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	78.05	49.12	55.22	15.85	47.37	43.28	4.88	3.51	1.49	1.22	0.00	0.00	82	57	67

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	59.38	18.18	51.52	28.13	13.64	6.06	12.50	0.00	0.00	0.00	22	33	32
1	82.14	45.45	42.11	17.86	36.36	57.89	0.00	18.18	0.00	0.00	0.00	0.00	28	11	19
2	86.67	*	63.64	13.33	*	27.27	0.00	*	9.09	0.00	*	0.00	15	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	79.27	52.63	53.73	14.63	40.35	38.81	6.10	7.02	7.46	0.00	0.00	0.00	82	57	67

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	46.88	18.18	66.67	43.75	4.55	0.00	9.38	0.00	0.00	0.00	22	33	32
1	67.86	36.36	63.16	32.14	54.55	31.58	0.00	9.09	5.26	0.00	0.00	0.00	28	11	19
2	46.67	*	9.09	53.33	*	81.82	0.00	*	9.09	0.00	*	0.00	15	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	60.98	36.84	43.28	32.93	59.65	47.76	4.88	3.51	8.96	1.22	0.00	0.00	82	57	67

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	71.88	45.45	21.21	28.13	4.55	3.03	0.00	22	33	32
1	89.29	36.36	78.95	10.71	63.64	21.05	0.00	0.00	0.00	28	11	19
2	73.33	*	54.55	26.67	*	45.45	0.00	*	0.00	15	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
All Grades	70.73	66.67	70.15	28.05	31.58	29.85	1.22	1.75	0.00	82	57	67

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	40.63	27.27	81.82	56.25	0.00	0.00	3.13	22	33	32
1	75.00	36.36	26.32	25.00	63.64	68.42	0.00	0.00	5.26	28	11	19
2	86.67	*	72.73	13.33	*	27.27	0.00	*	0.00	15	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
All Grades	78.05	38.60	41.79	21.95	61.40	55.22	0.00	0.00	2.99	82	57	67

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	53.13	45.45	63.64	46.88	0.00	0.00	0.00	22	33	32
1	82.14	45.45	73.68	17.86	54.55	26.32	0.00	0.00	0.00	28	11	19
2	66.67	*	0.00	33.33	*	100.00	0.00	*	0.00	15	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
All Grades	60.98	36.84	47.76	36.59	63.16	52.24	2.44	0.00	0.00	82	57	67

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	87.50	13.64	3.03	12.50	0.00	0.00	0.00	22	33	32
1	67.86	63.64	57.89	32.14	36.36	42.11	0.00	0.00	0.00	28	11	19
2	53.33	*	72.73	46.67	*	27.27	0.00	*	0.00	15	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
All Grades	69.51	85.96	73.13	29.27	14.04	26.87	1.22	0.00	0.00	82	57	67

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

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
518	7.7	13.1	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	68	13.1
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	40	7.7
Students with Disabilities	9	1.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.2
American Indian	6	1.2
Asian	440	84.9
Filipino	3	0.6
Hispanic	11	2.1
Two or More Races	17	3.3
White	32	6.2

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





The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Green		

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

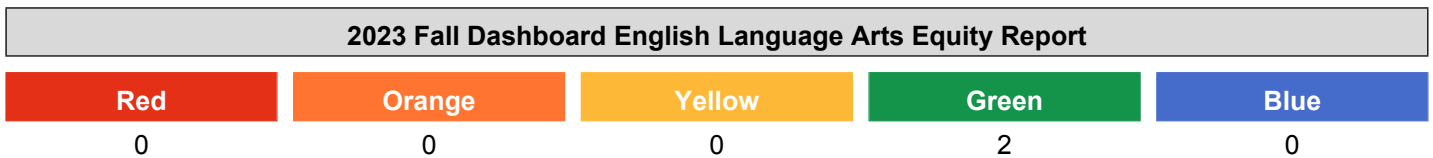
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>112.2 points above standard</p> <p>Decreased -5.9 points</p> <p>240 Students</p>	<p>English Learners</p>  <p>Green</p> <p>85.4 points above standard</p> <p>Decreased -13.9 points</p> <p>56 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>67.7 points above standard</p> <p>19 Students</p>	<p>Students with Disabilities</p> <p>Less than 11 Students</p> <p>4 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 5 Students	 Green 117.3 points above standard Decreased -6.3 points 205 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 4 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	63.4 points above standard Decreased Significantly - 18.7 points 14 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 3 Students	89.4 points above standard Decreased -14.8 points 53 Students	113.2 points above standard Maintained -0.8 points 108 Students

Conclusions based on this data:

1. We are performing 100+ points above standard in most areas and minimum of 67 points above for at risk students.

School and Student Performance Data

Academic Performance Mathematics

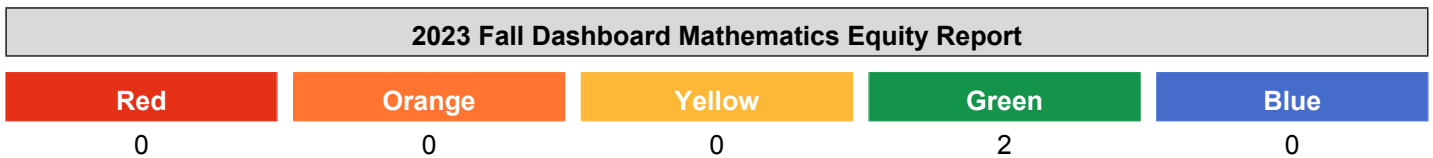
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>102.3 points above standard</p> <p>Decreased -5.6 points</p> <p>240 Students</p>	<p>English Learners</p> <p>Green</p> <p>79.6 points above standard</p> <p>Decreased -8.3 points</p> <p>56 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>60.5 points above standard</p> <p>19 Students</p>	<p>Students with Disabilities</p> <p>Less than 11 Students</p> <p>4 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 5 Students	 Green 105.9 points above standard Decreased -7.4 points 205 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 4 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	58 points above standard Decreased -5.2 points 14 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 3 Students	82.2 points above standard Decreased -9.6 points 53 Students	98.1 points above standard Decreased -9.5 points 108 Students

Conclusions based on this data:

1. On the whole all students are succeeding and EL students are still performing higher than standard.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
62.9 points above standard making progress towards English language proficiency
Number of EL Students: 35 Students Performance Level: 4

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.

2023 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
3	10	0	22

Conclusions based on this data:

1. We will continue to monitor EL student growth in all areas.

School and Student Performance Data

Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low
Lowest Performance

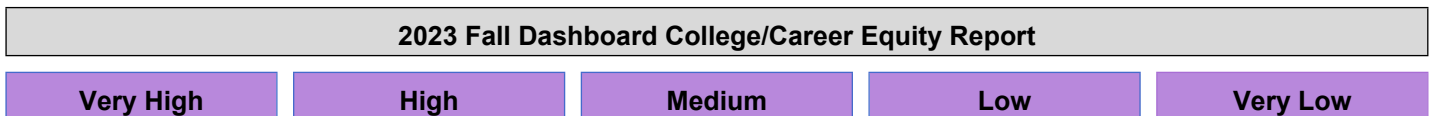
Low

Medium

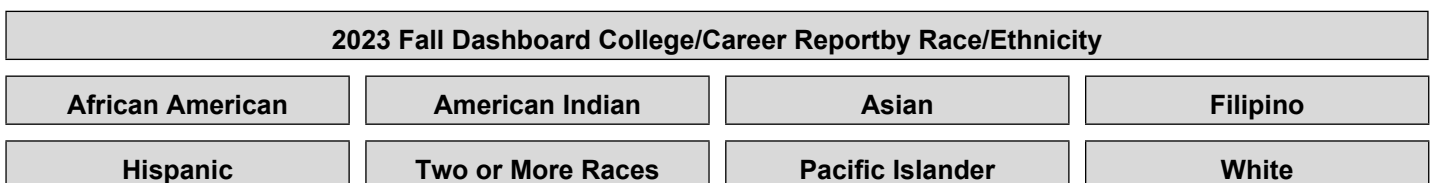
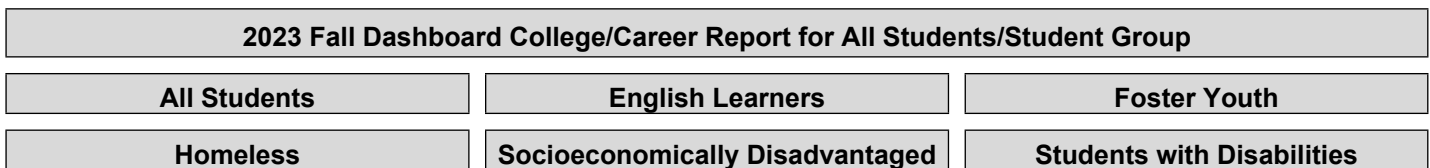
High

Very High
Highest Performance

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.



Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

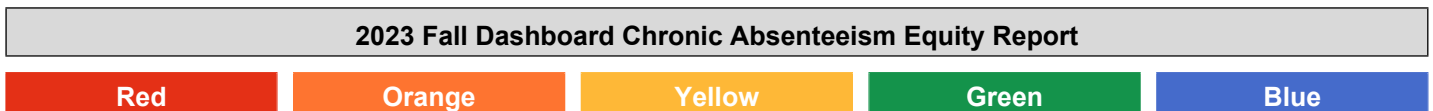
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 2.6% Chronically Absent Increased 1.3 531 Students	English Learners  Yellow 4.6% Chronically Absent Increased 0.9 87 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged 2.3% Chronically Absent Increased 2.3 44 Students	Students with Disabilities 7.7% Chronically Absent Increased 7.7 13 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 7 Students	 Yellow 2.9% Chronically Absent Increased 1.5 452 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
9.1% Chronically Absent 0 11 Students	0% Chronically Absent Maintained 0 20 Students	 No Performance Color 0 Students	0% Chronically Absent Declined -3.7 32 Students

Conclusions based on this data:

- Maintain as best as possible a high attendance rate for all students. Pandemic and post pandemic isolation days caused an increase in absences.

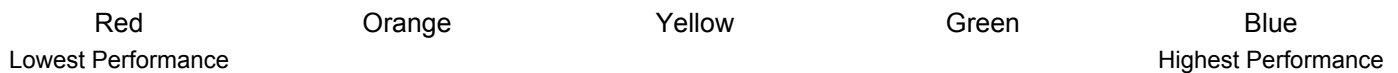
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

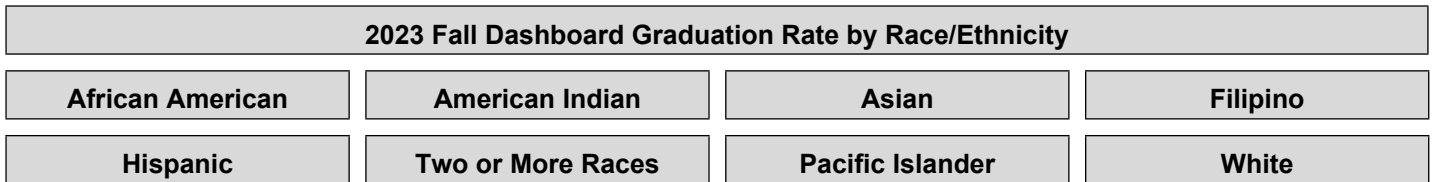
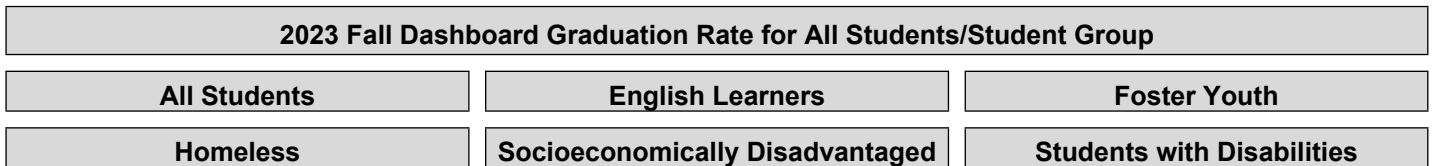
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

1. Maintain as best as possible a high passing rate for all students.

School and Student Performance Data

Conditions & Climate Suspension Rate

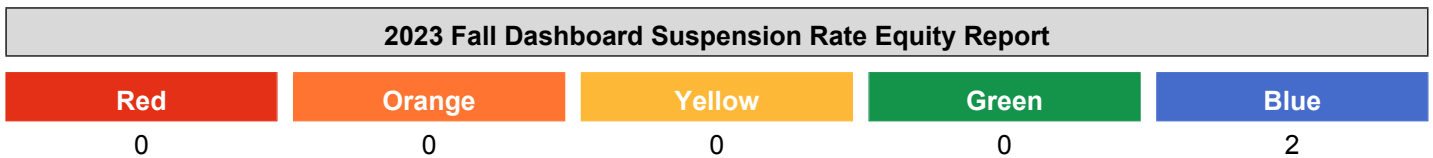
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 0% suspended at least one day Maintained -0.2 538 Students	 Blue 0% suspended at least one day Maintained 0 87 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	0% suspended at least one day Maintained 0 45 Students	0% suspended at least one day Declined -7.7 13 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 6 Students</p>	<p>Less than 11 Students 7 Students</p>	<p align="center">  Blue 0% suspended at least one day Maintained -0.2 459 Students </p>	<p>Less than 11 Students 3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>0% suspended at least one day 11 Students</p>	<p>0% suspended at least one day Maintained 0 20 Students</p>	<p align="center">  No Performance Color 0 Students </p>	<p>0% suspended at least one day Maintained 0 32 Students</p>

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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts/ELD

Millikin School will show an increase in students ELA Proficiency in SBAC and Reading/Literacy/Writing Proficiency to 95% for the 24-25 school year who meet or exceed the district and state standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

1.1	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.	All students benefit from teachers being trained and mastering their instructional practices and their collaboration.	6000 Targeted Allocation
1.2	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.	All students benefit from teachers being trained and mastering their instructional practices and their collaboration.	5000 Targeted Allocation
1.3	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: Reading Counts	All students benefit from programs and technology that increase their opportunities to learn.	2000 None Specified
1.4	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.	Having high quality literacy materials and programs increase all student learning and teacher effectiveness.	5000 Targeted Allocation
1.5	Purchase library materials based on library and curriculum standards, student demographics, circulation and collection data. (Aligned with SCUSD Board Approved Library Plan September 2005)	All students benefit from having more available titles to read or choose from in the Library.	2000 None Specified
1.6	Provide additional opportunities for students to increase their decoding, phonemic awareness, fluency and comprehension	All students benefit from strong, researched based instruction and learning.	
1.8			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Tier 1 supports were a focus of the school in ELA and Math.

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

Budget supports our plan.

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.

We will maintain our goals as long as our outcomes remain high.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development and Training of staff: Provide high quality professional development	All students benefit from teachers being trained	

	opportunities to staff to increase skills and effectiveness in Mathematics for student learning.	and mastering their instructional practices and their collaboration.	
1.2	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.	All students benefit from teachers being trained and mastering their instructional practices and their collaboration.	
1.3	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.	All Students	1000 None Specified
1.4	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.	All students will benefit from a math program that is structured and has enough practice to demonstrate proficiency.	12000 None Specified
1.8			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Tier 1 supports were a focus of the school in ELA and Math.

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

Budget supports our plan.

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.

We will maintain our goals as long as our outcomes remain high.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Development

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Primary EL is the focus as a majority of our EL learners are in Kindergarten and 1st grade.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development and Training of staff: Provide high quality professional development	All students benefit from teachers being trained	

	opportunities to staff to increase skills and effectiveness in EL instruction for student learning.	and mastering their instructional practices and their collaboration.	
1.2	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	All students benefit from instructional materials and best practices and teacher collaboration.	
1.3	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.		None Specified 2000-2999: Classified Personnel Salaries ELSAT position

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Tier 1 supports were a focus of the school in ELA and Math.

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

Budget supports our plan.

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.

We will maintain our goals as long as our outcomes remain high.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate, Enrichment and Intervention Support

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All students benefit from healthy mindfulness practices and caring adults.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

1.1	Supporting training and programs like but not limited to Project Cornerstone	All Students and Staff benefit from Healthy Minds and Bodies	1000 Donations
1.2	Wellness and Counseling Program.	Service any student in need of Mental Health or SEL needs	1000 Donations

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Goal is to provide a clear focus on Social/Emotional Wellbeing

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

No major changes other than a clearer focus on SEL.

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.

Keep it going.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate, Enrichment and Intervention Support

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

No area needs significant improvement. The program is working for the students we have and our tiered system of support is working.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

1.1	Implement a character education program schoolwide that emphasizes strong character traits such as honesty, fairness, and respect.	All students benefit from healthy mindfulness practices and caring adults.	1000 Donations
1.2	Computer Instructor to teach technology skills, state testing, Rosetta Stone Implementation, i-ready and classroom learning support.	All students	52254 Donations 2000-2999: Classified Personnel Salaries Salaries and benefits for one computer support/instructor
1.3	Increase fine arts opportunities at school. Including but not limited to vocal music (chorus) and drama classes before or after school.	K-5 Students	
1.4	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.	Extended Opportunities for students	2000 Donations
1.5	Health and wellness programs that support students and the learning. Including but not limited to additional counseling, PIP, mindfulness, and yoga.	All Students	
1.6	Employ a classified support aide to work with at risk students on basics skills work in grades K-5.	Tier 2 and Tier 3 at risk students in ELA or Math	50811 Targeted Allocation 2000-2999: Classified Personnel Salaries Salaries and benefits of classified personnel

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

FOCUS ON TIER 2 and 3 SUPPORTS for teachers and students.

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

No differences.

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.

Continue to explore any and all programs that will benefit our students.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$68,229
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$141,065.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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	\$57,254.00
None Specified	\$17,000.00
Targeted Allocation	\$66,811.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$141,065.00

Total of federal, state, and/or local funds for this school: \$141,065.00

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	68,229	1,418.00
None Specified		

Expenditures by Funding Source

Funding Source	Amount
Donations	57,254.00
None Specified	17,000.00
Targeted Allocation	66,811.00

Expenditures by Budget Reference

Budget Reference	Amount
	38,000.00
2000-2999: Classified Personnel Salaries	103,065.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Donations	5,000.00
2000-2999: Classified Personnel Salaries	Donations	52,254.00
	None Specified	17,000.00
	Targeted Allocation	16,000.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	50,811.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 4
Goal 5

Total Expenditures
20,000.00
13,000.00
2,000.00
106,065.00

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
Michelle daSilva	Classroom Teacher
Chong Kim	Classroom Teacher
Sharon Ronne	Other School Staff
Sarita Jagatjita	Parent or Community Member
Ashish Vorah	Parent or Community Member
Brian Wang	Parent or Community Member
Franklin Felizaldo	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

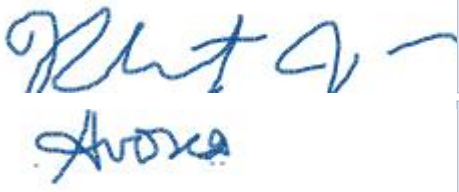
Committee or Advisory Group Name

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 4/23/24.

Attested:



Principal, Robert Moss on 4/23/24

SSC Chairperson, Ashish Vora on 4/23/24