

# School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Millbrook School	Elementary	43-69435-6105787	May 23, 2024	June 20, 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 Millbrook Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

#### Schoolwide Program

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

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# Plan Description

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

This plan is being used by Millbrook Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

### Purpose:

The school-wide plan (SWP) aims to raise student achievement for all students, particularly those who are not meeting academic standards. The SWP creates engagement that fosters innovative, positive environments within and outside the classroom to connect students to school and learning. We have implemented several of the school-wide plan components to meet our student achievement goals. These include a comprehensive needs assessment, reform strategies to close achievement gaps and increase proficiency, instruction by highly qualified teachers, ongoing professional development, strategies to increase parent involvement, teacher involvement in decisions regarding academic assessments, and streamlined coordination between state and federal programs and services. The School Site Council (SSC) must develop and annually review the SPSA, establish an annual budget, and modify the plan to reflect changing needs and priorities, as applicable, under EC 52853(b) and 52855. The plan's yearly updates and evidence-based interventions, activities, and strategies for each goal align with the ESSA requirements for our program status. Our plan includes a section on how the district has addressed resource inequities through budgeting.

### Description:

The school's plan includes all components of the California SPSA template that are aligned with ESSA requirements. The SPSA allows schools 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 District through the Local Control and Accountability Plan (LCAP) and the school's goals. The LCAP goals support the federally funded programs by ensuring that student target groups' data analysis remains at the core of every professional development, staff meeting, and teacher collaboration time. Using evidence to make decisions for equitable outcomes for its target groups is a central theme of the District's LCAP. The school district works collaboratively to ensure that all resources are equitably distributed to provide the maximum impact on targeted groups and sub-groups.

# Educational Partner Involvement

How, when, and with whom did Millbrook 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

Meaningful involvement of parents, students, and other stakeholders is critical to developing the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory Committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA. I reviewed the previous year's SPSA with our teaching staff at the beginning of the school year staff meeting. The following are dates I met with educational partners to discuss an aspect of our SPSA:

### Staff

March 20, 2024: Staff input into the 2024/25 SPSA

April 11, 2024: Staff input into the 2024/25 SPSA

### School Site Council (SSC)

September 26, 2023: Discussion of school budgets

March 20, 2024: SSC input into the 2024/25 SPSA

May 23, 2024: SSC Review and Approval of the 2024/25 SPSA

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

## 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.

The areas of the Dashboard in which we find ourselves in either the "red" or "orange" area are chronic absenteeism and EL Learner progress.

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.

Two student groups that are performing two or more performance levels below "all student" performance are our Hispanic and students with disabilities. In math, Hispanic students performed 49 points below standard and our students with disabilities were 56.9 below standard. In ELA, Hispanic students scored 19.1 below standard and students with disabilities scored 44.8 points below standard.

### Other Needs

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

We will utilize iReady data and the assessment component of our board-adopted ELA and Math curriculum to identify other academic needs that students might have. BPST and fluency assessments will also be used to determine need.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Millbrook 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.35%	0.2%	0.39%	2	1	2
African American	0.53%	0.2%	0.20%	3	1	1
Asian	59.19%	60.2%	57.62%	335	301	295
Filipino	7.95%	7.8%	7.42%	45	39	38
Hispanic/Latino	26.68%	26%	28.32%	151	130	145
Pacific Islander	0.53%	0.2%	0.20%	3	1	1
White	1.59%	1.8%	1.95%	9	9	10
Multiple/No Response	2.47%	3.4%	3.91%	14	17	20
Total Enrollment				566	500	512

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	84	50	49
Grade 1	76	63	52
Grade 2	58	74	69
Grade3	77	59	78
Grade 4	90	82	63
Grade 5	90	85	90
Grade 6	91	87	91
Total Enrollment	566	500	512

#### Conclusions based on this data:

- Declining enrollment has impacted our overall enrollment numbers. Three years ago, our enrollment was 594 students and has dropped to our current enrollment of 512 students.
- Our kindergarten enrollment numbers have been impacted the most.
- Our school has two large subgroups of students. 57.62% of our students are Asian and 28% of our students are Hispanic/Latino.



# 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	176	177	153	24.20%	31.1%	29.9%
Fluent English Proficient (FEP)	143	111	143	25.10%	25.3%	27.9%
Reclassified Fluent English Proficient (RFEP)	4	55	28	2.1%	2.3%	

### Conclusions based on this data:

1. The number of EL has increased over the past three years.
2. There was a significant increase in the percentage of EL being reclassified last school year.
3. The students being classified as Fluent English Proficient is relatively consistent.

# 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 Scores			% of Enrolled 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
Grade 3	88	75	60	0	68	58	0	68	58	0.0	90.7	96.7
Grade 4	92	87	83	0	85	80	0	85	80	0.0	97.7	96.4
Grade 5	90	89	82	0	86	81	0	86	81	0.0	96.6	98.8
Grade 6	98	89	90	0	88	88	0	88	88	0.0	98.9	97.8
All Grades	368	340	315	0	327	307	0	327	307	0.0	96.2	97.5

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2457.	2447.		33.82	41.38		27.94	20.69		26.47	13.79		11.76	24.14
Grade 4		2490.	2511.		35.29	46.25		17.65	22.50		18.82	13.75		28.24	17.50
Grade 5		2566.	2537.		50.00	39.51		30.23	24.69		6.98	7.41		12.79	28.40
Grade 6		2595.	2594.		42.05	40.91		37.50	35.23		10.23	17.05		10.23	6.82
All Grades	N/A	N/A	N/A		40.67	42.02		28.44	26.38		14.98	13.03		15.90	18.57

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b> <b>Demonstrating understanding of literary and non-fictional texts</b>									
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		30.88	32.76		61.76	53.45		7.35	13.79
Grade 4		31.76	27.50		51.76	61.25		16.47	11.25
Grade 5		32.56	32.10		60.47	50.62		6.98	17.28
Grade 6		31.82	30.68		57.95	55.68		10.23	13.64
All Grades		31.80	30.62		57.80	55.37		10.40	14.01

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<b>Writing</b> <b>Producing clear and purposeful writing</b>									
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		32.35	29.31		52.94	50.00		14.71	20.69
Grade 4		27.06	36.25		52.94	47.50		20.00	16.25
Grade 5		38.37	33.33		52.33	51.85		9.30	14.81
Grade 6		47.73	48.86		43.18	40.91		9.09	10.23
All Grades		36.70	37.79		50.15	47.23		13.15	14.98

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<b>Listening</b> <b>Demonstrating effective communication skills</b>									
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		13.24	17.24		80.88	60.34		5.88	22.41
Grade 4		17.65	25.00		67.06	55.00		15.29	20.00
Grade 5		19.77	17.28		74.42	66.67		5.81	16.05
Grade 6		23.86	28.41		69.32	65.91		6.82	5.68
All Grades		18.96	22.48		72.48	62.21		8.56	15.31

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		25.00	29.31		66.18	51.72		8.82	18.97
Grade 4		21.18	20.00		68.24	75.00		10.59	5.00
Grade 5		36.05	37.04		53.49	49.38		10.47	13.58
Grade 6		36.36	34.09		55.68	61.36		7.95	4.55
All Grades		29.97	30.29		60.55	59.93		9.48	9.77

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### Conclusions based on this data:

1. 97.5% of our third through sixth-grade students were administered the California Assessment of Student Performance and Progress (CASSPP) in English Language Arts.
2. 68% of our third through sixth-grade students are either at meeting or exceeding standards of the English Language Arts (ELA) portion of the assessment.
3. Approximately 85% of our third through sixth-grade students performed at the above, at or near standard in the Reading (demonstrating understanding of literary and non-fictional texts), Writing (producing clear and purposeful writing), and Listening (demonstrating effective communication skills) sub-tests of the ELA Assessment. Research and Inquiry (investigating, analyzing, and presenting information) was where our students performed the best, with 89% scoring above, at, or near standard.

# 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 Scores			% of Enrolled 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
Grade 3	88	75	60	0	68	58	0	68	58	0.0	90.7	96.7
Grade 4	92	87	83	0	86	83	0	86	83	0.0	98.9	100.0
Grade 5	90	89	82	0	86	81	0	86	81	0.0	96.6	98.8
Grade 6	98	89	90	0	88	89	0	88	89	0.0	98.9	98.9
All Grades	368	340	315	0	328	311	0	328	311	0.0	96.5	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2475.	2469.		36.76	48.28		41.18	22.41		13.24	8.62		8.82	20.69
Grade 4		2499.	2514.		33.72	33.73		18.60	30.12		30.23	20.48		17.44	15.66
Grade 5		2554.	2531.		48.84	34.57		12.79	23.46		22.09	16.05		16.28	25.93
Grade 6		2585.	2602.		37.50	53.93		25.00	15.73		22.73	15.73		14.77	14.61
All Grades	N/A	N/A	N/A		39.33	42.44		23.48	22.83		22.56	15.76		14.63	18.97

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
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		45.59	48.28		41.18	31.03		13.24	20.69
Grade 4		38.37	40.96		38.37	38.55		23.26	20.48
Grade 5		40.70	37.04		47.67	34.57		11.63	28.40
Grade 6		39.77	55.06		43.18	30.34		17.05	14.61
All Grades		40.85	45.34		42.68	33.76		16.46	20.90

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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		42.65	41.38		48.53	39.66		8.82	18.97
Grade 4		26.74	31.33		52.33	49.40		20.93	19.28
Grade 5		46.51	32.10		36.05	44.44		17.44	23.46
Grade 6		25.00	39.33		60.23	42.70		14.77	17.98
All Grades		34.76	35.69		49.39	44.37		15.85	19.94

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<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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		27.94	50.00		67.65	32.76		4.41	17.24
Grade 4		32.56	34.94		52.33	55.42		15.12	9.64
Grade 5		34.88	20.99		47.67	61.73		17.44	17.28
Grade 6		37.50	43.82		48.86	42.70		13.64	13.48
All Grades		33.54	36.66		53.35	49.20		13.11	14.15

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### Conclusions based on this data:

1. 98.7% of our third through sixth-grade students were administered the California Assessment of Student Performance and Progress (CASSPP) in Mathematics.
2. 65% of our third through sixth-grade students are either meeting or exceeding standards of the Mathematics portion of the assessment.
3. Approximately 87% of our third through sixth-grade students performed at the above, at or near standard in the Concept and Procedures (applying mathematical concepts and procedures), Problem-Solving, and Modeling/Data Analysis (using appropriate tools and strategies to solve real-world and mathematical problems), and



# 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 \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://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
<b>K</b>	1423.8	1442.4	1462.1	1427.7	1431.4	1456.6	1414.7	1467.9	1474.6	27	29	19
<b>1</b>	1495.8	1499.2	1447.8	1490.8	1483.5	1445.3	1500.6	1514.2	1449.7	16	25	14
<b>2</b>	1503.6	1537.9	1490.0	1484.7	1514.4	1472.4	1522.0	1560.9	1507.5	27	18	15
<b>3</b>	1489.6	1515.0	1470.0	1480.9	1505.5	1467.1	1497.8	1523.9	1472.4	34	30	16
<b>4</b>	1552.7	1531.0	1532.1	1541.9	1519.5	1519.2	1563.2	1542.0	1544.6	18	34	25
<b>5</b>	1518.2	1559.9	1517.9	1500.7	1539.3	1505.9	1535.4	1579.9	1529.3	13	21	24
<b>6</b>	1564.9	1564.5	*	1559.9	1570.1	*	1569.2	1558.5	*	14	11	9
<b>All Grades</b>										149	168	122

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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
<b>K</b>	13.04	37.93	31.58	43.48	27.59	47.37	39.13	17.24	21.05	4.35	17.24	0.00	23	29	19
<b>1</b>	28.57	40.00	7.14	50.00	36.00	64.29	14.29	20.00	21.43	7.14	4.00	7.14	14	25	14
<b>2</b>	9.52	44.44	6.67	85.71	44.44	73.33	4.76	11.11	20.00	0.00	0.00	0.00	21	18	15
<b>3</b>	34.38	20.00	12.50	21.88	53.33	31.25	31.25	26.67	25.00	12.50	0.00	31.25	32	30	16
<b>4</b>	41.18	35.29	48.00	41.18	32.35	28.00	17.65	26.47	12.00	0.00	5.88	12.00	17	34	25
<b>5</b>	15.38	61.90	16.67	38.46	4.76	50.00	38.46	28.57	20.83	7.69	4.76	12.50	13	21	24
<b>6</b>	42.86	45.45	*	28.57	27.27	*	21.43	18.18	*	7.14	9.09	*	14	11	*
<b>All Grades</b>	26.12	38.69	22.95	43.28	33.33	44.26	24.63	22.02	21.31	5.97	5.95	11.48	134	168	122

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
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
<b>K</b>	8.70	37.93	26.32	47.83	27.59	52.63	39.13	17.24	21.05	4.35	17.24	0.00	23	29	19
<b>1</b>	50.00	36.00	14.29	21.43	36.00	64.29	21.43	28.00	14.29	7.14	0.00	7.14	14	25	14
<b>2</b>	14.29	55.56	13.33	71.43	27.78	60.00	14.29	16.67	13.33	0.00	0.00	13.33	21	18	15
<b>3</b>	34.38	36.67	25.00	34.38	40.00	31.25	15.63	20.00	18.75	15.63	3.33	25.00	32	30	16
<b>4</b>	52.94	44.12	56.00	35.29	35.29	28.00	11.76	14.71	8.00	0.00	5.88	8.00	17	34	25
<b>5</b>	23.08	61.90	25.00	69.23	28.57	54.17	0.00	4.76	8.33	7.69	4.76	12.50	13	21	24
<b>6</b>	50.00	63.64	*	42.86	18.18	*	7.14	9.09	*	0.00	9.09	*	14	11	*
<b>All Grades</b>	31.34	45.24	28.69	45.52	32.14	45.90	17.16	16.67	13.11	5.97	5.95	12.30	134	168	122

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<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
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
<b>K</b>	17.39	31.03	21.05	39.13	20.69	57.89	39.13	34.48	15.79	4.35	13.79	5.26	23	29	19
<b>1</b>	21.43	40.00	14.29	64.29	28.00	42.86	0.00	24.00	35.71	14.29	8.00	7.14	14	25	14
<b>2</b>	14.29	38.89	20.00	85.71	50.00	66.67	0.00	11.11	13.33	0.00	0.00	0.00	21	18	15
<b>3</b>	25.00	13.33	0.00	28.13	56.67	25.00	31.25	23.33	31.25	15.63	6.67	43.75	32	30	16
<b>4</b>	23.53	23.53	36.00	41.18	32.35	32.00	29.41	26.47	20.00	5.88	17.65	12.00	17	34	25
<b>5</b>	7.69	52.38	12.50	23.08	14.29	20.83	61.54	23.81	45.83	7.69	9.52	20.83	13	21	24
<b>6</b>	28.57	27.27	*	21.43	27.27	*	35.71	36.36	*	14.29	9.09	*	14	11	*
<b>All Grades</b>	20.15	30.95	17.21	43.28	33.33	37.70	27.61	25.60	28.69	8.96	10.12	16.39	134	168	122

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
<b>K</b>	21.74	48.28	42.11	73.91	34.48	47.37	4.35	17.24	10.53	23	29	19
<b>1</b>	71.43	52.00	35.71	21.43	48.00	57.14	7.14	0.00	7.14	14	25	14
<b>2</b>	28.57	55.56	40.00	71.43	44.44	53.33	0.00	0.00	6.67	21	18	15
<b>3</b>	41.94	60.00	25.00	45.16	40.00	37.50	12.90	0.00	37.50	31	30	16
<b>4</b>	64.71	61.76	68.00	35.29	29.41	24.00	0.00	8.82	8.00	17	34	25
<b>5</b>	23.08	42.86	20.83	69.23	52.38	62.50	7.69	4.76	16.67	13	21	24
<b>6</b>	42.86	36.36	*	50.00	54.55	*	7.14	9.09	*	14	11	*
<b>All Grades</b>	40.60	52.98	38.52	53.38	41.07	45.90	6.02	5.95	15.57	133	168	122

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
<b>K</b>	4.35	34.48	10.53	73.91	44.83	89.47	21.74	20.69	0.00	23	29	19
<b>1</b>	23.08	16.00	0.00	69.23	76.00	78.57	7.69	8.00	21.43	13	25	14
<b>2</b>	14.29	44.44	6.67	80.95	50.00	86.67	4.76	5.56	6.67	21	18	15
<b>3</b>	25.81	30.00	31.25	58.06	63.33	50.00	16.13	6.67	18.75	31	30	16
<b>4</b>	47.06	26.47	48.00	52.94	64.71	36.00	0.00	8.82	16.00	17	34	25
<b>5</b>	61.54	76.19	41.67	30.77	14.29	50.00	7.69	9.52	8.33	13	21	24
<b>6</b>	61.54	81.82	*	38.46	9.09	*	0.00	9.09	*	13	11	*
<b>All Grades</b>	29.77	38.69	26.23	60.31	51.19	61.48	9.92	10.12	12.30	131	168	122

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
<b>K</b>	4.35	31.03	21.05	91.30	55.17	73.68	4.35	13.79	5.26	23	29	19
<b>1</b>	42.86	48.00	35.71	42.86	36.00	42.86	14.29	16.00	21.43	14	25	14
<b>2</b>	47.62	33.33	13.33	52.38	55.56	73.33	0.00	11.11	13.33	21	18	15
<b>3</b>	28.13	13.33	6.25	40.63	76.67	37.50	31.25	10.00	56.25	32	30	16
<b>4</b>	29.41	20.59	32.00	64.71	52.94	52.00	5.88	26.47	16.00	17	34	25
<b>5</b>	23.08	57.14	12.50	69.23	23.81	70.83	7.69	19.05	16.67	13	21	24
<b>6</b>	28.57	36.36	*	35.71	36.36	*	35.71	27.27	*	14	11	*
<b>All Grades</b>	28.36	32.14	18.85	56.72	50.60	56.56	14.93	17.26	24.59	134	168	122

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
<b>K</b>	56.52	44.83	83.33	30.43	34.48	11.11	13.04	20.69	5.56	23	29	18
<b>1</b>	28.57	32.00	7.14	57.14	64.00	85.71	14.29	4.00	7.14	14	25	14
<b>2</b>	28.57	66.67	26.67	71.43	33.33	73.33	0.00	0.00	0.00	21	18	15
<b>3</b>	29.03	26.67	18.75	58.06	66.67	56.25	12.90	6.67	25.00	31	30	16
<b>4</b>	17.65	47.06	52.00	70.59	44.12	36.00	11.76	8.82	12.00	17	34	25
<b>5</b>	0.00	38.10	33.33	92.31	52.38	45.83	7.69	9.52	20.83	13	21	24
<b>6</b>	35.71	36.36	*	57.14	54.55	*	7.14	9.09	*	14	11	*
<b>All Grades</b>	30.08	41.07	36.36	60.15	50.00	50.41	9.77	8.93	13.22	133	168	121

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### Conclusions based on this data:

1. We have 46 fewer EL students than we did the previous year.
2. The greatest percentage of our EL students are at Level 3, a 11% gain from the previous year.
3. There was a 16% drop in EL 4 students as compared to the previous year.

# 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
500	32.4	35.4	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Millbrook 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	177	35.4
Foster Youth		
Homeless	6	1.2
Socioeconomically Disadvantaged	162	32.4
Students with Disabilities	63	12.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
American Indian	1	0.2
Asian	301	60.2
Filipino	39	7.8
Hispanic	130	26
Two or More Races	17	3.4
Pacific Islander	1	0.2
White	9	1.8

**Conclusions based on this data:**

- 1. Our largest subgroup of students is Asian. Other significant subgroups are Hispanic and Filipino students.
- 2. Approximately 1/3 of our students are socioeconomically disadvantaged.
- 3. We have a significant group of EL students.

# 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.

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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
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Red</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>Orange</div>		

Conclusions based on this data:

1. We have a chronic absenteeism problem.
2. Our EL learners are not making expected progress/growth.
3. Our students are performing well in ELA and Math.

# School and Student Performance Data

## Academic Performance English Language Arts

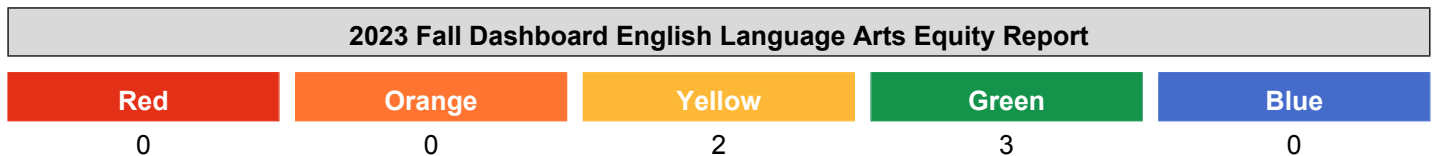
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This section provides number of student groups in each level.



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		
<b>All Students</b>  Green 40.9 points above standard Maintained -1.6 points 299 Students	<b>English Learners</b>  Green 25.7 points above standard Decreased -6.6 points 116 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 5 Students	<b>Socioeconomically Disadvantaged</b>  Green 11.3 points above standard Maintained -0.4 points 100 Students	<b>Students with Disabilities</b>  Yellow 44.8 points below standard Increased +14.2 points 48 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	 Green 64 points above standard Decreased -3.2 points 188 Students	48.8 points above standard Increased +7.1 points 22 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 19.1 points below standard Increased Significantly +23.2 points 74 Students	Less than 11 Students  8 Students	Less than 11 Students  1 Student	Less than 11 Students  6 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
28.4 points below standard Decreased Significantly -34.3 points 69 Students	105.2 points above standard Increased +5 points 47 Students	32.7 points above standard Increased Significantly +25.8 points 118 Students

#### Conclusions based on this data:

- All students maintained ELA performance at the green level, scoring 40.9 points above standard.
- EL Learners scored 25.7 points above standard and socioeconomically disadvantaged students scored 11.3 points above standard. Students with Disabilities were 44.8 points below standard.
- Asian students scored in the green section of the dashboard while Hispanic students scored in the yellow section of the dashboard.

# School and Student Performance Data

## Academic Performance Mathematics

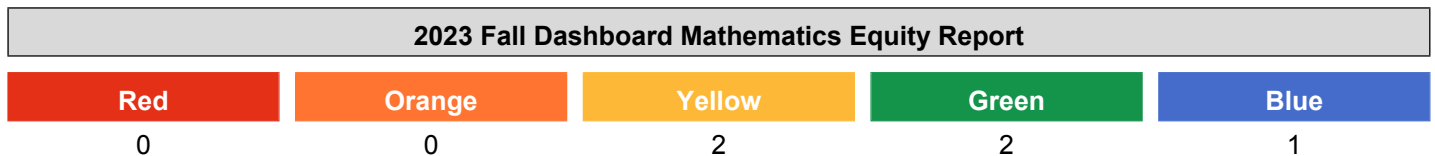
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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		
<b>All Students</b>  Green 31.4 points above standard Increased +5.3 points 299 Students	<b>English Learners</b>  Green 21.9 points above standard Decreased -4.7 points 116 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 5 Students	<b>Socioeconomically Disadvantaged</b>  Green 3.5 points below standard Increased +7.4 points 100 Students	<b>Students with Disabilities</b>  Yellow 56.9 points below standard Increased Significantly +15.4 points 48 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b> Less than 11 Students 1 Student	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  Blue 61.7 points above standard Increased +5.1 points 188 Students	<b>Filipino</b> 32.2 points above standard Increased Significantly +25.8 points 22 Students
<b>Hispanic</b>  Yellow 49 points below standard Increased Significantly +17.5 points 74 Students	<b>Two or More Races</b> Less than 11 Students 8 Students	<b>Pacific Islander</b> Less than 11 Students 1 Student	<b>White</b> Less than 11 Students 6 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

<b>Current English Learner</b> 25 points below standard Decreased Significantly -28.2 points 69 Students	<b>Reclassified English Learners</b> 90.8 points above standard Increased +4.1 points 47 Students	<b>English Only</b> 6.3 points above standard Increased Significantly +20.4 points 118 Students
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#### Conclusions based on this data:

- Overall, our students are performing well in mathematics as they score in the "green" section of the California Dashboard.
- Our Asian students perform the best of all our subgroups.
- Reclassified English Learners perform very well in mathematics.

# School and Student Performance Data

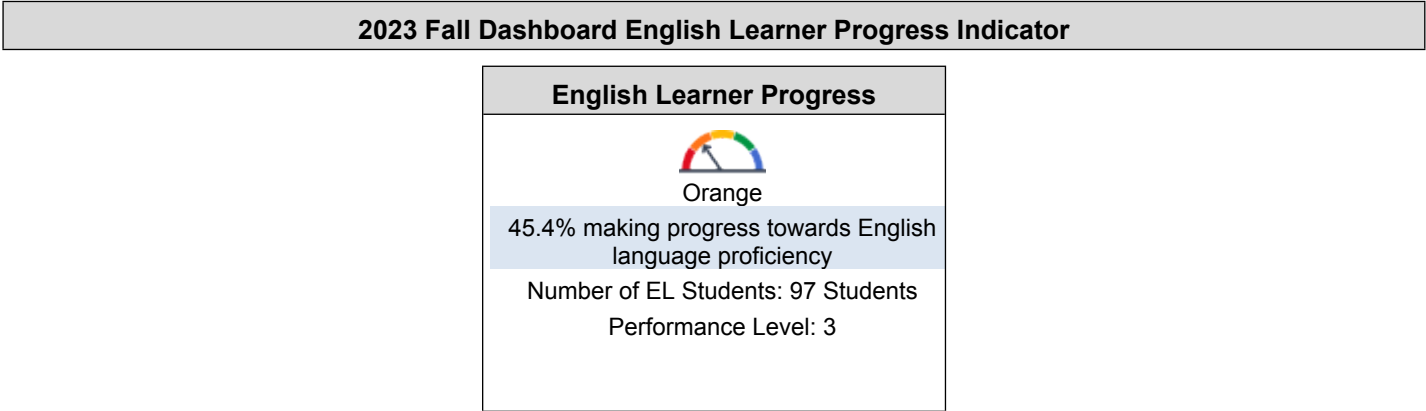
## Academic Performance English Learner Progress

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.

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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.



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
14	35	2	41

Conclusions based on this data:

1.

We have about the same number of students progressing one ELPI level as we have students maintained their ELPI level.
2.

We have a high number of students that decreased one ELPI Level.
3.

20% of our students are EL.

# School and Student Performance Data

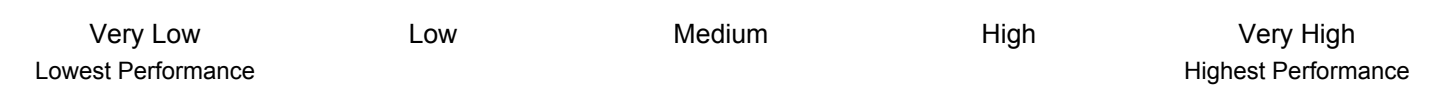
## Academic Performance College/Career Report

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.

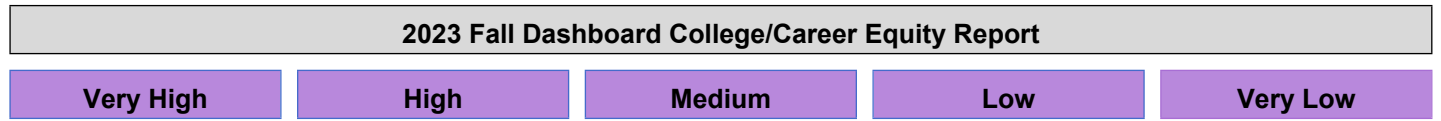
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

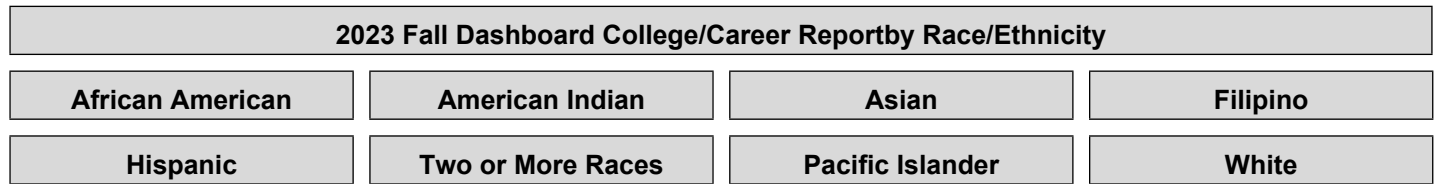
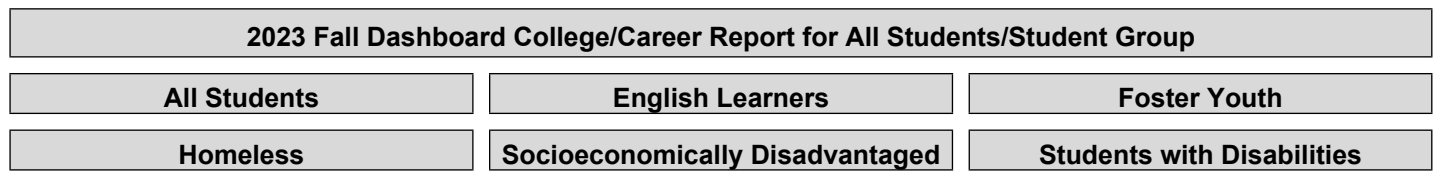
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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. N/A
- 2. N/A
- 3. N/A

# 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.

### 2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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



Red

18.1% Chronically Absent

Increased Significantly 5.2

531 Students

#### English Learners



Orange

13.3% Chronically Absent

Increased 1.9

188 Students

#### Foster Youth



No Performance Color

0 Students

#### Homeless

Less than 11 Students

7 Students

#### Socioeconomically Disadvantaged



Red

27.9% Chronically Absent

Increased Significantly 12.7

183 Students

#### Students with Disabilities






Red

33.3% Chronically Absent

Increased 6.1

75 Students

### 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b> Less than 11 Students 1 Student	<b>American Indian</b> Less than 11 Students 1 Student	<b>Asian</b>  Orange 9% Chronically Absent Increased 2.7 310 Students	<b>Filipino</b>  Orange 14.3% Chronically Absent Increased 3.4 42 Students
<b>Hispanic</b>  Red 37.8% Chronically Absent Increased 10.3 143 Students	<b>Two or More Races</b> 23.8% Chronically Absent Increased 18.5 21 Students	<b>Pacific Islander</b> Less than 11 Students 1 Student	<b>White</b> 16.7% Chronically Absent 0 12 Students

#### Conclusions based on this data:

1. Our chronic absenteeism rate has increased significantly.
2. Our EL is the only group that is not in the red portion of the dashboard.
3. Our low socioeconomically disadvantaged students, students with disabilities, and Hispanic students are the subgroups with the most significant percentage of chronically absent students.

## 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.”

Red                      Orange                      Yellow                      Green                      Blue

Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

## 2023 Fall Dashboard Graduation Rate Equity Report

Red

## Orange

## Yellow

Green

Blue

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

## 2023 Fall Dashboard Graduation Rate for All Students/Student Group

### All Students

## English Learners

## Foster Youth

## Homeless

## Socioeconomically Disadvantaged

## Students with Disabilities

### 2023 Fall Dashboard Graduation Rate by Race/Ethnicity

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

**White**

### Conclusions based on this data:

1. N/A

2. N/A

3. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

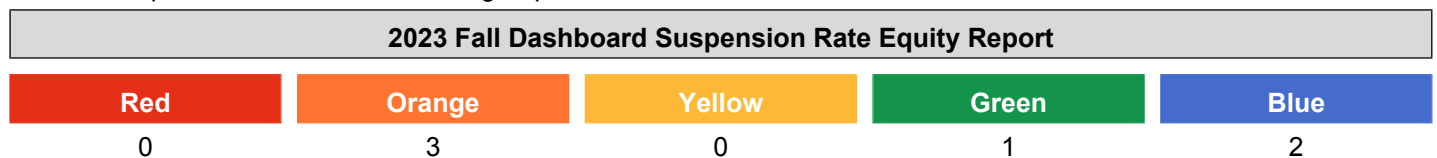
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
<b>All Students</b>  Green 0.9% suspended at least one day Maintained -0.1 545 Students	<b>English Learners</b>  Blue 0.5% suspended at least one day Declined Significantly -1.1 193 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 7 Students	<b>Socioeconomically Disadvantaged</b>  Orange 2.1% suspended at least one day Increased 0.5 190 Students	<b>Students with Disabilities</b>  Blue 0% suspended at least one day Maintained 0 79 Students

### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b> Less than 11 Students 2 Students	<b>American Indian</b> Less than 11 Students 1 Student	<b>Asian</b>  Green 0.6% suspended at least one day Declined -0.8 316 Students	<b>Filipino</b>  Orange 2.4% suspended at least one day Increased 2.4 42 Students
<b>Hispanic</b>  Orange 1.3% suspended at least one day Increased 0.7 150 Students	<b>Two or More Races</b> 0% suspended at least one day Maintained 0 21 Students	<b>Pacific Islander</b> Less than 11 Students 1 Student	<b>White</b> 0% suspended at least one day 12 Students

#### Conclusions based on this data:

1. We remain in the "green" area of the California Dashboard for all student suspensions.
2. Filipino and Hispanic students are in the "orange" area of the California Dashboard.
3. Students with disabilities do not get suspended.

# 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.

#### Conditions of Learning

Millbrook Elementary will provide the conditions for learning needed to meet the needs of all students for a high quality education.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District students will achieve equitable access and excellence in education by ensuring qualified staff assignments and effective implementation of academic standards.

### 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 California School Dashboard utilizes suspension rates to indicate school conditions and climate. Millbrook is rated in the green. While suspensions at Millbrook are high, the dashboard indicates a need to focus on EL students and Students with Disabilities.

Students in grades 3-6 are assessed in Math and Language Arts on the CAASPP. Millbrook's students scored 64% proficient in Math and 67% proficient in Language Arts. Proficiency gaps existed for Hispanic students, students with disabilities, English Language Learner students, and socioeconomically disadvantaged students in Math. Proficiency gaps existed for students with disabilities, English Language Learner students, Hispanic students, and socioeconomically disadvantaged students in Language Arts.

Students designated as English Learners (ELs) take the ELPAC each year to measure their progress toward English fluency. 44.6% of ELs at Millbrook are progressing towards English language proficiency, putting Millbrook in orange. At Millbrook, 22% of ELs scored four on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP).

The California Science Test (CAST) measures progress toward Science standards for 5th graders. At Millbrook, all students scored 30% proficient. Proficiency gaps existed for students with disabilities, English Language Learners, Hispanic students, and socioeconomically disadvantaged students.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through grade 6 to monitor student progress toward grade-level proficiency. In March of 2024, 68% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. The report indicated the need for support for Hispanic students. In March of 2024, 62% of all students were "Early on" or "Mid or Above" grade level proficiency in Math. The report indicated the need for support for Hispanic students.

### 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
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is green with 0.9% suspended at least one day. 2.4% of Filipino students with were suspended, putting them in orange. 1.3% of Hispanic students were suspended, putting them in orange. 2.1% of socioeconomically disadvantaged students were suspended, putting them in orange.	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 0.5%.
CAASPP ELA	<p>Students in the following sub groups achieved proficiency at lower rates than all students.</p> <p>30% of students with disabilities, a gap of 47%.</p> <p>37% of English Language Learners, a gap of 40%</p> <p>40% of Hispanic students, a gap of 37%.</p> <p>54% of socioeconomically disadvantaged students, a gap of 23%.</p>	The proficiency gap of all subgroups will decrease by 2-3%.
CAASPP Math	<p>Students in the following sub groups achieved proficiency at lower rates than all students.</p> <p>29% of Hispanic students, a gap of 49%</p> <p>30% of students with disabilities, a gap of 48%</p> <p>37% of English Language Learners, a gap of 41%</p> <p>46% of socioeconomic disadvantage students, a gap of 32%.</p>	The proficiency gap of all subgroups will decrease by 2-3%.
CAST	<p>Students in the following sub groups achieved proficiency at lower rates than all students.</p> <p>6% of students with disabilities, a gap of 52%</p> <p>7% of English Language Learners, a gap of 51%</p> <p>25% of Hispanic students, a gap of 33%</p>	The proficiency gap of all subgroups will decrease by 2-3%.

	30% of socioeconomic students, a gap of 28%.	
CA Dashboard English Learner Progress	Students in the following sub groups achieved proficiency at lower rates than all students.  43% of Hispanic students,, a gap of 25%.  38% of English Language Learners, a gap of 30%	The proficiency gap of all subgroups will decrease by 2-3%.
iReady Math T3 Diagnostic	Hispanic students achieved proficiency at lower rates than all students.  31% of sub-group, a gap of 31%.	The proficiency gap of all subgroups will decrease by 2-3%.
iReady ELA T3 Diagnostic	Hispanic students achieved proficiency at lower rates than all students.  42% of sub-group, a gap of 26%.	The proficiency gap of all subgroups will decrease by 2-3%.

## 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
<b>1.1</b>	Strategy 1.1 Professional Development  Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, Reading and phonics instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies.	All Students	5000 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures Professional development
<b>1.2</b>	Strategy 1.2 Intervention and Instructional Support  Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports.	EL students  Students below grade level	11000 Supplemental Fund 1000-1999: Certificated Personnel Salaries ELA and Math Intervention  2400 Supplemental Fund 3000-3999: Employee Benefits ELA and Math Intervention

			5100 Supplemental Fund 1000-1999: Certificated Personnel Salaries Homework club 1200 Supplemental Fund 3000-3999: Employee Benefits Homework club 3000 Supplemental Fund 2000-2999: Classified Personnel Salaries Kindergarten intervention support 1000 Supplemental Fund 3000-3999: Employee Benefits Kindergarten intervention support 5300 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures Writing Intervention 5725 Title III 1000-1999: Certificated Personnel Salaries EL intervention 1469 Title III 3000-3999: Employee Benefits EL intervention 1300 Title III 2000-2999: Classified Personnel Salaries EL intervention
<b>1.3</b>	Strategy 1.3 Digital Content  Students will have access to digital content that supports learning in Language Arts, Math, and Science.	All Students	10500 General Fund 5000-5999: Services And Other Operating Expenditures Digital subscriptions/licenses 4026 General Fund 5000-5999: Services And Other Operating Expenditures Classroom-specific digital subscription/licenses
<b>1.4</b>	Strategy 1.4 Facility Maintenance  Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition.	All Students	6000 General Fund 5000-5999: Services And Other Operating Expenditures Custodial supplies

1.5			
1.6			
1.7			

# 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.

This goal is aligned to new LCAP goals. This year serves as a baseline.

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

This year serves as a baseline.

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.

This year serves as a baseline.

# 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.

#### Engagement

Millbrook Elementary will provide programs that support positive student and family engagement.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will increase student, parent, and Community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate development of the whole child.

### 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 California School Dashboard utilizes the Chronic Absentee rate as an indicator of student engagement. Millbrook Elementary is rated in the red, with 18.1% of students chronically absent. The dashboard indicates a need to focus on Hispanic and socioeconomically disadvantaged students.

The suspension rate indicates the amount of engagement students have at school. Millbrook Elementary is rated green on the California School Dashboard. While suspensions at Millbrook Elementary are low, the dashboard indicates a need to focus on students who are Filipino, Hispanic, and socioeconomically disadvantaged.

In the fall, Evergreen School District administers the EESD Safety Survey to staff, the community, and students in grades 3-6. The results indicate that 100% of staff, 69% of students, and 72% of the community are familiar or very familiar with school-wide rules.

### 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
CA Dashboard Engagement	Overall Student Chronic Absentee Rate is red with 18.1% chronically absent. 37.8% of Hispanic students were chronically absent, putting them in red. 33.3% of students with disabilities were chronically absent, putting them in red. 27.9% of socioeconomically disadvantaged students were chronically absent, putting them in red.	The overall rate of students that are chronically absent will decrease by 8%, with rates for identified groups decreasing by 20%.
CA Dashboard Conditions and Climate	The student suspension rate is green, with 0.9% suspended for at least one day. 2.4% of Filipino students were suspended, putting them in orange. 1.3% of Hispanic students were suspended, putting them in orange.	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 1%.

	2.1% of socioeconomically disadvantaged students were suspended, putting them in orange.	
EESD Safety Survey	<p>In fall 2023, 100% of staff are familiar or very familiar with the school wide rules.</p> <p>69% of students are familiar or very familiar with the school wide rules.</p> <p>72% of community are familiar or very familiar with the school wide rules.</p>	<p>In fall 2024, 100% of staff will be familiar with the school-wide rules.</p> <p>100% of students will be familiar or very familiar with the school-wide rules.</p> <p>100% of the community will be familiar or very familiar with the school-wide rules.</p>

## 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
<b>2.1</b>	<p>Strategy 2.1 PBIS</p> <p>Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students. This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies.</p>	All Students	<p>1000 General Fund 4000-4999: Books And Supplies PBIS implementation</p>
<b>2.2</b>	<p>Strategy 2.2 Family Engagement</p> <p>In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to: hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights.</p>	EL Socioeconomic Disadvantage	<p>1500 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures Family Engagement 2548 Supplemental Fund 4000-4999: Books And Supplies Family Engagement 2000 Supplemental Fund 5000-5999: Services And Other Operating Expenditures ELD Roadmap Principle #1 Support 1000 Supplemental Fund 4000-4999: Books And Supplies ELD Roadmap Principle #1 Support</p>
<b>2.3</b>	Strategy 2.3 Family Communication	All students	<p>1000 Supplemental Fund</p>

	Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: PBIS Handbooks, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook.		5900: Communications Family PBIS communication, Staff SST Handbook, Translation services for IEP meetings, and site-wide communication translated in the language indicated on the Family Engagement Spring 2024 survey. 200 Supplemental Fund 2000-2999: Classified Personnel Salaries Translation for SST's
<b>2.4</b>	<p>Strategy 2.4 Enrichment Opportunities</p> <p>The staff will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, Expect Respect, peer mentors, and social skills lessons.</p> <p>Students will have the opportunity to participate in a variety of enrichment activities outside of school hours. Activities may include, but are not limited to: Artisans Club, collaborations with local high school groups, and teacher led clubs.</p>	All students	<p>6451 General Fund 1000-1999: Certificated Personnel Salaries SEAT Hours</p> <p>1000 General Fund 5000-5999: Services And Other Operating Expenditures Student Play</p>
<b>2.6</b>			

## 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.

This goal is aligned to new LCAP goals. This year serves as a baseline.

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

This year serves as a baseline.

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.

This year serves as a baseline.

# 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.

#### Student Outcomes

Students at Millbrook Elementary will progress towards proficiency in Math, Language Arts, and Science.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will create strong effective schools that provide rigorous and supportive learning environments in order for students to reach their highest potential as measured by a standardized accountability system.

### 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 California School Dashboard utilizes students cores on the CAASPP test in Language Arts, Math, and Science. Schools are rated on a color scale based on the decline, maintenance, or increase of students who are proficient at grade level standards. Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP.

Millbrook Elementary scored green in Math because students increase their proficiency levels. Millbrook Elementary scored green Language Arts because students maintained their proficiency levels.

The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Millbrook Elementary, all students scored 30% proficient.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2024, 68% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. In March of 2024, 62% of all students were "Early on" or "Mid or Above" grade level proficiency in Math.

### 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
CAASPP ELA Results	67% of all students are proficient.	70% of all students will be proficient.
CAASPP Math Results	64% of all students are proficient.	67% of all students will be proficient.
CAST Results	30% of all students are proficient.	33% of all students will be proficient.
iReady Reading T3 Diagnostic	68% of all students are proficient.	71% of all students will be proficient.
iReady Math T3 Diagnostic	62% of all students are proficient.	65% of all students will be proficient.

## 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
3.1	<p>Strategy 3.1 Effective Learning Environments</p> <p>In order for students to access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to, classroom budgets, copier maintenance and supplies, and overtime for staff to complete projects outside of their working hours.</p>	All students	<p>11000 General Fund 4000-4999: Books And Supplies Classroom Budgets Obj. 4310 Obj. 4351</p> <p>7000 General Fund 5000-5999: Services And Other Operating Expenditures Copier Maintenance and Supplies</p>
3.2	<p>Strategy 3.2 Academic Progress Monitoring</p> <p>Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: professional learning communities, Data Walks, Equity Walks, Instructional Rounds, release time for collaboration.</p>	EL Students Socioeconomically disadvantaged students	<p>11700 Supplemental Fund 1000-1999: Certificated Personnel Salaries Student Intervention 2500 Supplemental Fund 3000-3999: Employee Benefits Student Intervention 1000 General Fund 5000-5999: Services And Other Operating Expenditures iReady reward system. Third through sixth-grade student engagement with iReady.</p>

## 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.

This goal is aligned to new LCAP goals. This year serves as a baseline.

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

This year serves as a baseline.

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.

This year serves as a baseline.

# 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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$112,919.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## 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 (\$)
Title III	\$8,494.00

Subtotal of additional federal funds included for this school: \$8,494.00

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 (\$)
General Fund	\$47,977.00
Supplemental Fund	\$56,448.00

Subtotal of state or local funds included for this school: \$104,425.00

Total of federal, state, and/or local funds for this school: \$112,919.00

# 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
General Fund	47977	0.00
Supplemental Fund	56448	0.00
Title III	8494	0.00

## Expenditures by Funding Source

Funding Source	Amount
General Fund	47,977.00
Supplemental Fund	56,448.00
Title III	8,494.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	39,976.00
2000-2999: Classified Personnel Salaries	4,500.00
3000-3999: Employee Benefits	8,569.00
4000-4999: Books And Supplies	15,548.00
5000-5999: Services And Other Operating Expenditures	31,526.00
5800: Professional/Consulting Services And Operating Expenditures	11,800.00
5900: Communications	1,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	6,451.00
4000-4999: Books And Supplies	General Fund	12,000.00
5000-5999: Services And Other Operating Expenditures	General Fund	29,526.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	27,800.00

2000-2999: Classified Personnel Salaries	Supplemental Fund	3,200.00
3000-3999: Employee Benefits	Supplemental Fund	7,100.00
4000-4999: Books And Supplies	Supplemental Fund	3,548.00
5000-5999: Services And Other Operating Expenditures	Supplemental Fund	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	11,800.00
5900: Communications	Supplemental Fund	1,000.00
1000-1999: Certificated Personnel Salaries	Title III	5,725.00
2000-2999: Classified Personnel Salaries	Title III	1,300.00
3000-3999: Employee Benefits	Title III	1,469.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	63,020.00
Goal 2	16,699.00
Goal 3	33,200.00

# 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
Stephen E. Sweeney	Principal
Deanna Howell	Classroom Teacher
Radel Swank	Classroom Teacher
Marilyn Goldsmith	Classroom Teacher
Alma Ahumada	Other School Staff
Shridhar Neelakantan Nair	Parent or Community Member
Nishchal Venkataramamana	Parent or Community Member
Linda Soriano	Parent or Community Member
Kathlyn Clementelli	Parent or Community Member
Carmine Clementelli	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**

English Learner Advisory Committee

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 05/23/2024.

Attested:

Principal, Stephen E. Sweeney on 05/23/2024

SSC Chairperson, Marilyn Goldsmith on 5/23/2024

# Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## **Budget Summary Table**

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

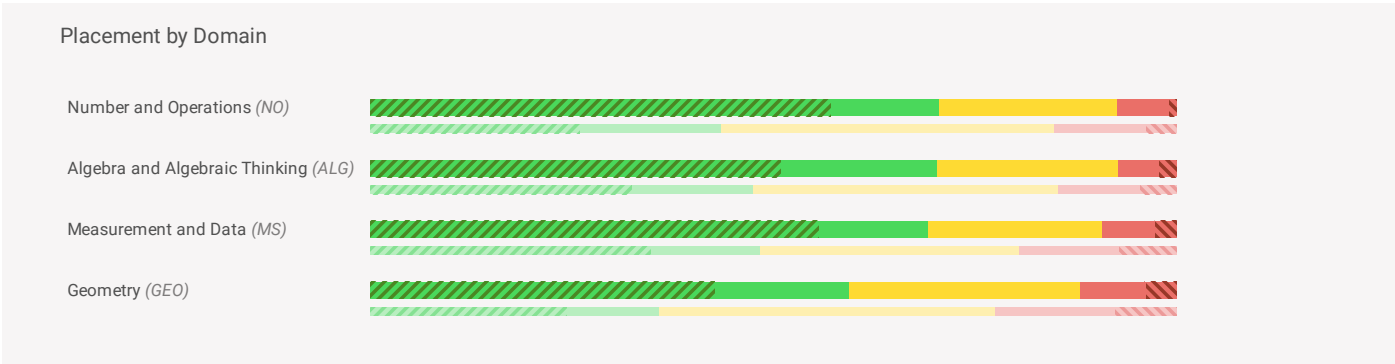
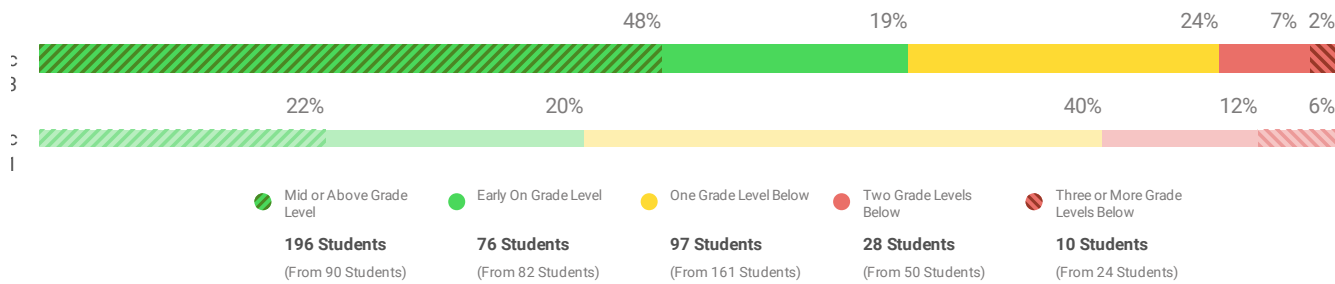
- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

School	MILLBROOK ELEMENTARY SCHOOL
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Criterion Referenced

Overall Placement  
Students Assessed/Total: 407/513









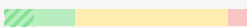
Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 7 of 7

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade K	Diagnostic 3	—	—	—	—	—	—	0/69
	Diagnostic 1	—	—	—	—	—	—	
Grade 1	Diagnostic 3		59%	7%	35%	0%	0%	46/53
	Diagnostic 1		11%	17%	63%	9%	0%	

Diagnostic Results



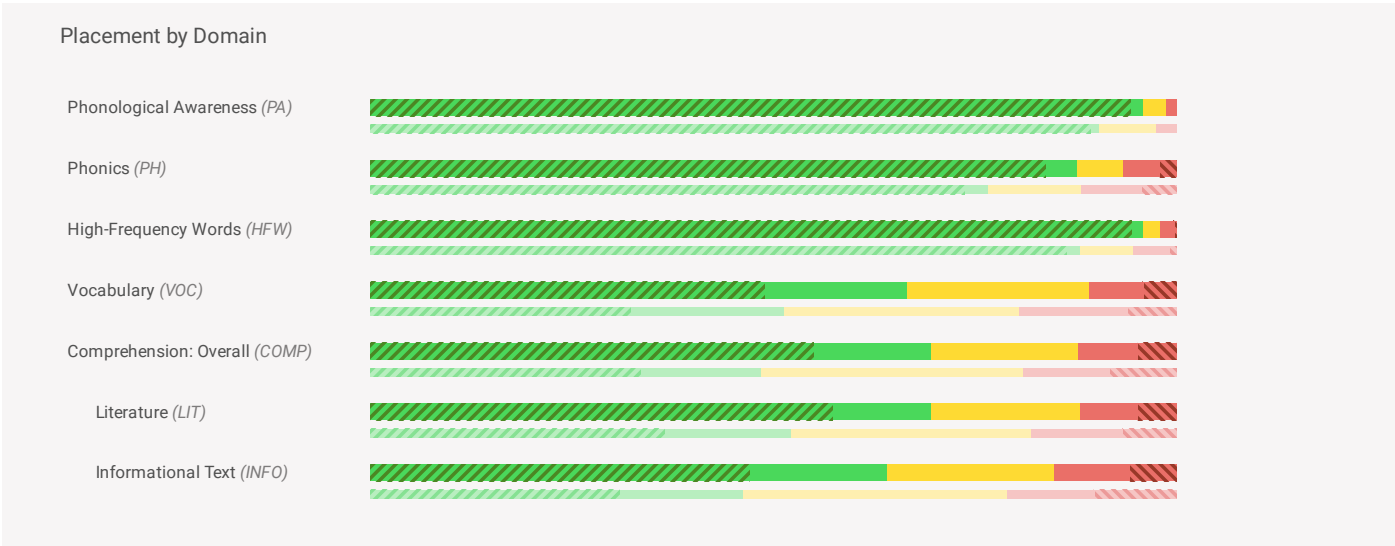
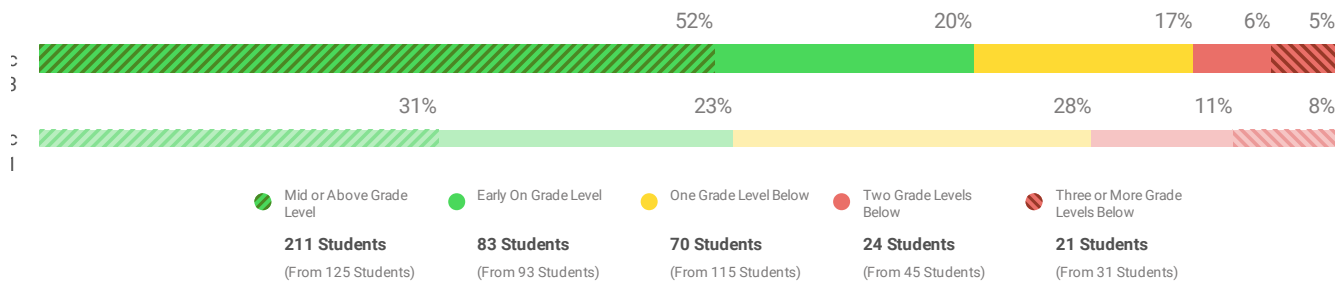
School	MILLBROOK ELEMENTARY SCHOOL
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 2	Diagnostic 3		43%	22%	25%	10%	0%	63/69
	Diagnostic 1		22%	16%	46%	16%	0%	
Grade 3	Diagnostic 3		43%	17%	29%	8%	3%	72/79
	Diagnostic 1		11%	25%	44%	14%	6%	
Grade 4	Diagnostic 3		54%	16%	16%	11%	4%	57/64
	Diagnostic 1		30%	21%	30%	11%	9%	
Grade 5	Diagnostic 3		45%	28%	21%	5%	1%	85/89
	Diagnostic 1		32%	16%	38%	8%	6%	
Grade 6	Diagnostic 3		50%	17%	20%	7%	6%	84/90
	Diagnostic 1		23%	24%	26%	15%	12%	

School	MILLBROOK ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Criterion Referenced

Overall Placement  
Students Assessed/Total: 409/513



Switch Table View		Choose to Show Results By					
Placement Summary		Grade					Showing 7 of 7
Grade	Overall Grade-Level Placement					<div><div></div><div></div><div></div><div></div><div></div></div>	Students Assessed/Total
Grade K	Diagnostic 3	—	—	—	—	—	0/69
	Diagnostic 1	—	—	—	—	—	

Diagnostic Results



School	MILLBROOK ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 1	Diagnostic 3		58%	21%	21%	0%	0%	48/53
	Diagnostic 1		23%	15%	52%	10%	0%	
Grade 2	Diagnostic 3		60%	16%	16%	8%	0%	62/69
	Diagnostic 1		29%	26%	34%	11%	0%	
Grade 3	Diagnostic 3		51%	26%	14%	7%	1%	72/79
	Diagnostic 1		32%	40%	10%	15%	3%	
Grade 4	Diagnostic 3		60%	19%	16%	2%	4%	57/64
	Diagnostic 1		42%	12%	33%	4%	9%	
Grade 5	Diagnostic 3		46%	24%	22%	6%	2%	85/89
	Diagnostic 1		32%	24%	32%	8%	5%	
Grade 6	Diagnostic 3		42%	15%	14%	9%	19%	85/90
	Diagnostic 1		26%	16%	19%	15%	24%	



# EVERGREEN SCHOOL DISTRICT Business Services

## Supplemental Site Budget

2024-25

SCHOOL: **MILLBROOK** SITE # **013** ALLOCATION: \$ **49,644.00**  
3 digits - 0##

### Certificated Salaries (for timesheets)

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0159-0	1120	00-1590	1000	013	25,000
Hourly Teacher	010-0159-0	1120	00-1590	1000	013	
Substitute Teachers (paid by site)	010-0159-0	1150	00-1590	1000	013	
Subs for absences are charged to the District:	010-0159-0	1150	00-1298	1000	081	
Other*	010-0159-0		00-1590		013	
21.71% Benefits	010-0159-0	3xx1	00-1590		013	5,428

### Classified Salaries (for timesheets)

Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000	013	200
Hourly M&O / Custodian	010-0159-0	2224	00-1590	8100	013	
Hourly Clerical	010-0159-0	2460	00-1590	2700	013	
Hourly Health Aide	010-0159-0	2950	00-1590	3140	013	
Hourly Noon Duty	010-0159-0	2950	00-1590	3900	013	-
Other*	010-0159-0		00-1590		013	
36.61% Benefits	010-0159-0	3xx2	00-1590			73

### Supplies (for POs & reimbursements)

Books	010-0159-0	4200	00-1590	1000	013	
Classroom Supplies /Instructional Supplies Classroom	010-0159-0	4310	00-1590	1000	013	1,000
Office Supplies	010-0159-0	4351	00-1590	2700	013	3,887
Parts/Supplies M.O.T.	010-0159-0	4365	00-1590	8100	013	
Equipment \$500 -4,999 (function depends on use*)	010-0159-0	4400	00-1590		013	
Other*	010-0159-0		00-1590		013	

### Other Services & Operating Costs (for POs & reimbursements)

Travel/Conference	010-0159-0	5210	00-1590	1000	013	
Conference Registration Fees	010-0159-0	5220	00-1590	1000	013	
Mileage Reimbursement	010-0159-0	5299	00-1590	1000	013	
Maintenance Repair	010-0159-0	5610	00-1590	8100	013	
Computer Repair	010-0159-0	5611	00-1590	1000	013	
Copier Maintenance	010-0159-0	5615	00-1590	1000	013	
Consultant/Contractors	010-0159-0	5815	00-1590	1000	013	13,800
Software, Subscriptions & Licenses	010-0159-0	5826	00-1590	1000	013	
Field Trip	010-0159-0	5840	00-1590	1000	013	
Other*	010-0159-0		00-1590		013	

Other*	010-0159-0		00-1590			
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\*Fill out with Business Office - we're happy to help

TOTAL BUDGET

**49,388**

should match Allocation

variance: 256

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classified only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X

47,700 took out the benefit numbers



# EVERGREEN SCHOOL DISTRICT Business Services

## Title III Budget

2024-25

SCHOOL: **MILLBROOK** SITE # **013** ALLOCATION: \$ **8,494.37**  
3 digits - 0##

<i>Certificated Salaries (for timesheets)</i>	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-4203-0-	1120	00-1551	1000	013	5,800
Hourly Teacher	060-4203-0-	1120	00-1551	1000	013	
Substitute Teachers ( <i>paid by site</i> )	060-4203-0-	1150	00-1551	1000	013	
<i>Subs for absences are charged to the District:</i>	060-4203-0-	1150	00-1298	1000	081	
<i>Other*</i>	060-4203-0-		00-1551		013	
21.71% Benefits	060-4203-0-	3xx1	00-1551			1,259

<i>Classified Salaries (for timesheets)</i>	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Classroom Aide / Paraprofessional	060-4203-0-	2190	00-1551	1000	013	1,300
Hourly M&O / Custodian	060-4203-0-	2224	00-1551	8100	013	
Hourly Clerical	060-4203-0-	2460	00-1551	2700	013	
Hourly Health Aide	060-4203-0-	2950	00-1551	3140	013	
Hourly Noon Duty	060-4203-0-	2950	00-1551	3900	013	
<i>Other*</i>	060-4203-0-		00-1551		013	
36.61% Benefits	060-4203-0-	3xx2	00-1551			476

<i>Supplies (for POs &amp; reimbursements)</i>	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
<b>Books</b>	060-4203-0-	4200	00-1551	1000	013	
<b>Classroom Supplies</b>	060-4203-0-	4310	00-1551	1000	013	
<b>Office Supplies</b>	060-4203-0-	4351	00-1551	2700	013	
<b>Parts/Supplies M.O.T.</b>	060-4203-0-	4365	00-1551	8100	013	
Equipment \$500 -4,999 ( <i>function depends on use*</i> )	060-4203-0-	4400	00-1551		013	
<i>Other*</i>	060-4203-0-		00-1551		013	

<i>Other Services &amp; Operating Costs (for POs &amp; reimbursements)</i>	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Travel/Conference	060-4203-0-	5210	00-1551	1000	013	
Conference Registration Fees	060-4203-0-	5220	00-1551	1000	013	
Mileage Reimbursement	060-4203-0-	5299	00-1551	1000	013	
Maintenance Repair	060-4203-0-	5610	00-1551	8100	013	
Computer Repair	060-4203-0-	5611	00-1551	1000	013	
Copier Maintenance	060-4203-0-	5615	00-1551	1000	013	
<b>Consultant/Contractors</b>	060-4203-0-	5815	00-1551	1000	013	
<b>Software, Subscriptions &amp; Licenses</b>	060-4203-0-	5826	00-1551	1000	013	
Field Trip	060-4203-0-	5840	00-1551	1000	013	
<i>Other*</i>	060-4203-0-		00-1551		013	

<i>Other*</i>	060-4203-0-	00-1551				
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\*Fill out with Business Office - we're happy to help

**TOTAL BUDGET**

**8,835**

Statutory Benefits Calculation

should match Allocation

19.10%	STRS (Certificated only)	3101	859	variance: (341)
27.80%	PERS (Classfied only)	3202		
6.20%	OASDI (CL)	331X		
1.45%	Medicare (CE & CL)	332X	65	
0.05%	State Unemployment (CE & CL)	350X	3	
1.11%	Workers Comp (CE & CL)	360X	54	
			981	



# EVERGREEN SCHOOL DISTRICT Business Services

## General Fund Budget

2024-25

SCHOOL:

MILLBROOK

SITE #

013

ALLOCATION:

\$

47,977.88

### Certificated Salaries (for timesheets)

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0000-0	1120	00-1170	1000	013	1,000
<b>SEAT School Enrichment(required \$53 x 100 hours)</b>	010-0000-0	1120	00-1170	1000	013	<b>5,300</b>
Substitute Teachers (paid by site)	010-0000-0	1150	00-1170	1000	013	
<i>Subs for absences are charged to the District:</i>	010-0000-0	1150	00-1298	1000	081	
<i>Other*</i>	010-0000-0		00-1170		013	
21.71% Benefits	010-0000-0	3xx1	00-1170		013	1,368

### Classified Salaries (for timesheets)

Hourly Classroom Aide / Paraprofessional	010-0000-0	2190	00-1170	1000	013	
Hourly M&O / Custodian	010-0000-0	2224	00-1170	8100	013	
Hourly Clerical	010-0000-0	2460	00-1170	2700	013	
Hourly Health Aide	010-0000-0	2950	00-1170	3140	013	
Hourly Noon Duty	010-0000-0	2950	00-1170	3900	013	
<i>Other*</i>	010-0000-0		00-1170		013	
36.61% Benefits	010-0000-0	3xx2	00-1170		013	-

### Supplies (for POs & reimbursements)

<b>Books</b>	<b>010-0000-0</b>	<b>4200</b>	<b>00-1170</b>	<b>1000</b>	<b>013</b>	
<b>Classroom Supplies</b>	<b>010-0000-0</b>	<b>4310</b>	<b>00-1170</b>	<b>1000</b>	<b>013</b>	11,000
<b>Office Supplies</b>	<b>010-0000-0</b>	<b>4351</b>	<b>00-1170</b>	<b>2700</b>	<b>013</b>	2,000
<b>Parts/Supplies M.O.T.</b>	<b>010-0000-0</b>	<b>4365</b>	<b>00-1170</b>	<b>8100</b>	<b>013</b>	5,783
Equipment \$500 -4,999 (function depends on use*)	010-0000-0	4400	00-1170		013	
<i>Other*</i>	010-0000-0		00-1170		013	

### Other Services & Operating Costs (for POs & reimbursements)

Travel/Conference	010-0000-0	5210	00-1170	1000	013	
Conference Registration Fees	010-0000-0	5220	00-1170	1000	013	
Mileage Reimbursement	010-0000-0	5299	00-1170	1000	013	
Maintenance Repair	010-0000-0	5610	00-1170	8100	013	
Computer Repair	010-0000-0	5611	00-1170	1000	013	
Copier Maintenance (required = Purchasing PO)	010-0000-0	5615	00-1170	1000	013	7,000
<b>Consultant/Contractors</b>	<b>010-0000-0</b>	<b>5815</b>	<b>00-1170</b>	<b>1000</b>	<b>013</b>	
<b>Software, Subscriptions &amp; Licenses</b>	<b>010-0000-0</b>	<b>5826</b>	<b>00-1170</b>	<b>1000</b>	<b>013</b>	14,526
Field Trip	010-0000-0	5840	00-1170	1000	013	
<i>Other*</i>	010-0000-0		00-1170		013	

*Other\**

010-0000-0

00-1170

\*Fill out with Business Office - we're happy to help

**TOTAL BUDGET**

**47,977**

Statutory Benefits Calculation

should match Allocation

19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X

*variance:* #REF!


## 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
<i>Chris Trinch</i>  5-23-2024	English Learner Advisory Committee

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.

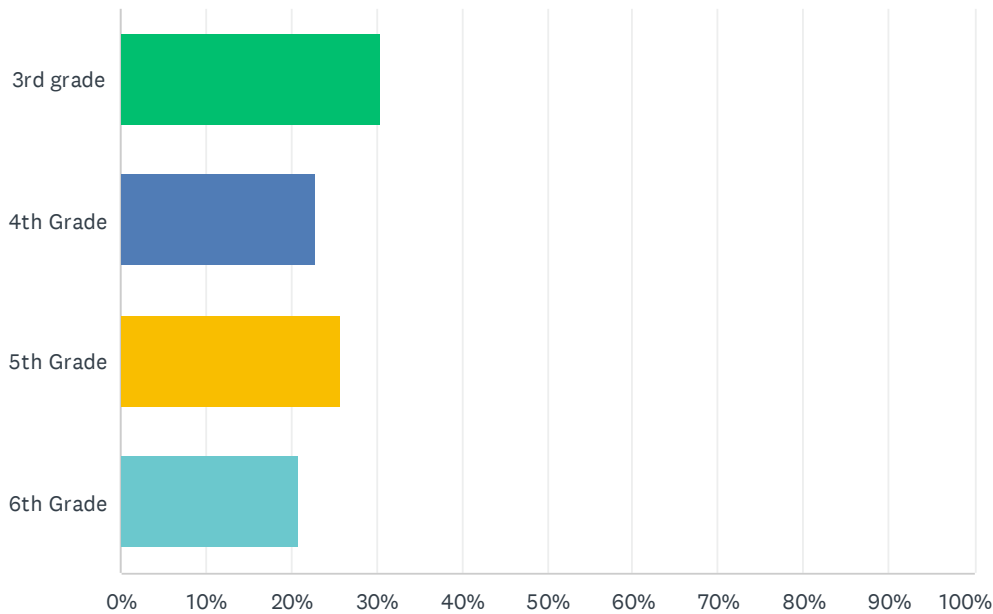
This SPSA was adopted by the SSC at a public meeting on 05/23/2024.

Attested:

 5/23/24	Principal, Stephen E. Sweeney on 05/23/2024
<i>Marilyn G. Goldsmith</i> 5/23/24	SSC Chairperson, Marilyn Goldsmith on 5/23/2024

Q1 What is your current grade?

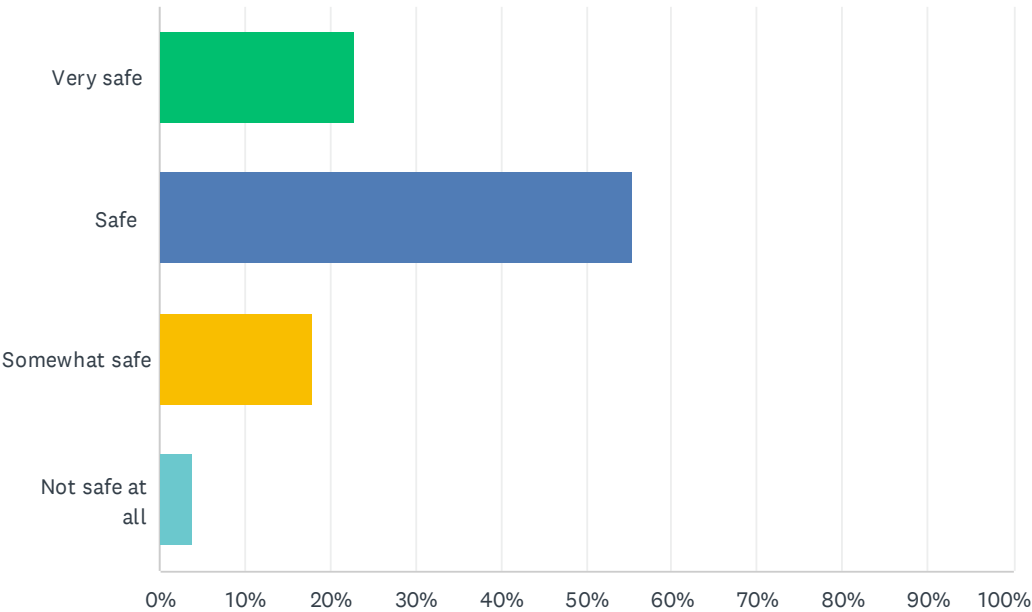
Answered: 240    Skipped: 0



ANSWER CHOICES	RESPONSES	
3rd grade	30.42%	73
4th Grade	22.92%	55
5th Grade	25.83%	62
6th Grade	20.83%	50
TOTAL		240

Q2 How safe do you feel at school?

Answered: 240    Skipped: 0



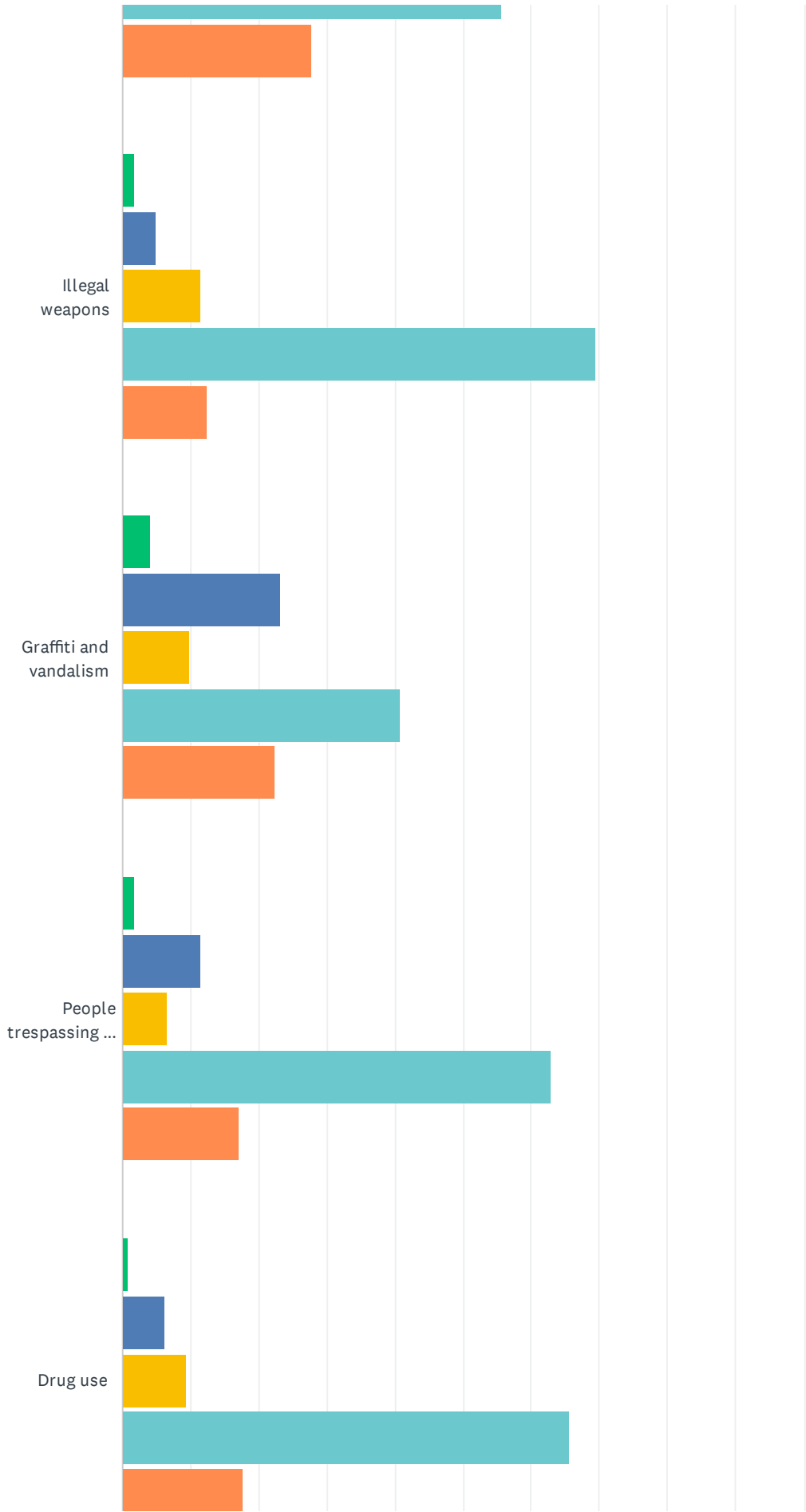
ANSWER CHOICES	RESPONSES	
Very safe	22.92%	55
Safe	55.42%	133
Somewhat safe	17.92%	43
Not safe at all	3.75%	9
TOTAL		240

Q3 How much do you find the following to be a problem at your school?

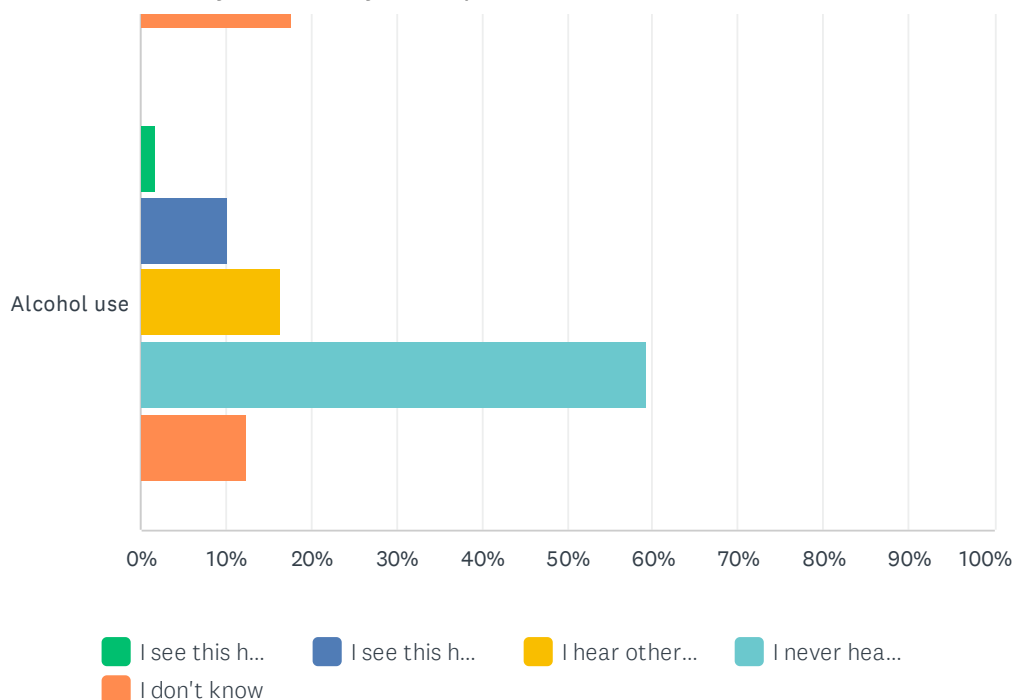
Answered: 240 Skipped: 0



Millbrook Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



Millbrook Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

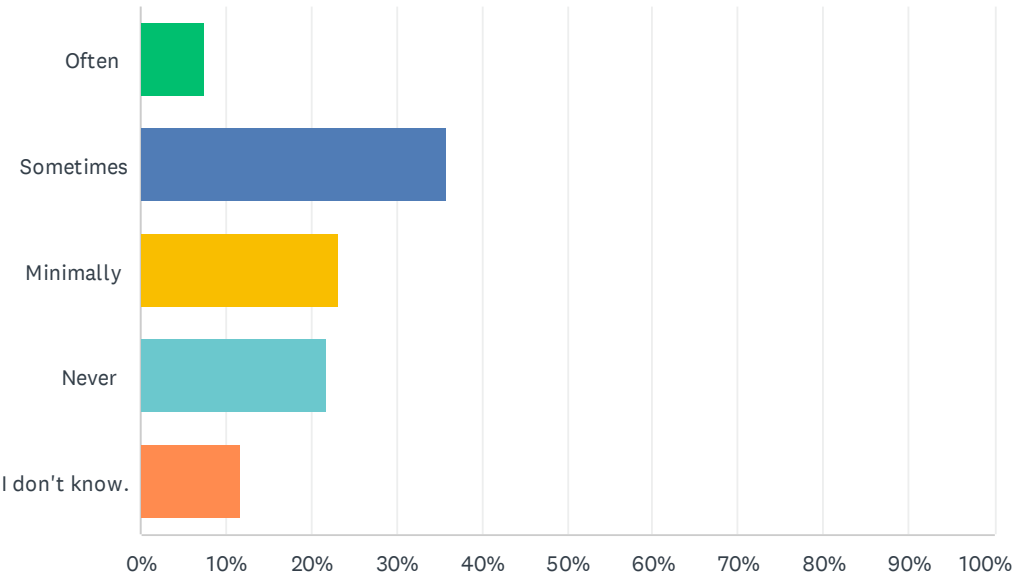


	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL
Bullying	6.30% 15	23.95% 57	25.63% 61	31.09% 74	13.03% 31	238
Harassment, and intimidation	2.71% 6	18.10% 40	17.19% 38	37.10% 82	24.89% 55	221
Fights and assault	4.04% 9	19.73% 44	24.66% 55	39.46% 88	12.11% 27	223
Student interest in gangs	4.48% 10	4.48% 10	7.62% 17	55.61% 124	27.80% 62	223
Illegal weapons	1.76% 4	4.85% 11	11.45% 26	69.60% 158	12.33% 28	227
Graffiti and vandalism	4.02% 9	23.21% 52	9.82% 22	40.63% 91	22.32% 50	224
People trespassing on campus	1.79% 4	11.61% 26	6.70% 15	62.95% 141	16.96% 38	224
Drug use	0.89% 2	6.22% 14	9.33% 21	65.78% 148	17.78% 40	225
Alcohol use	1.77% 4	10.18% 23	16.37% 37	59.29% 134	12.39% 28	226

# Q4 How often do you hear or see any act of bullying at your school?

Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

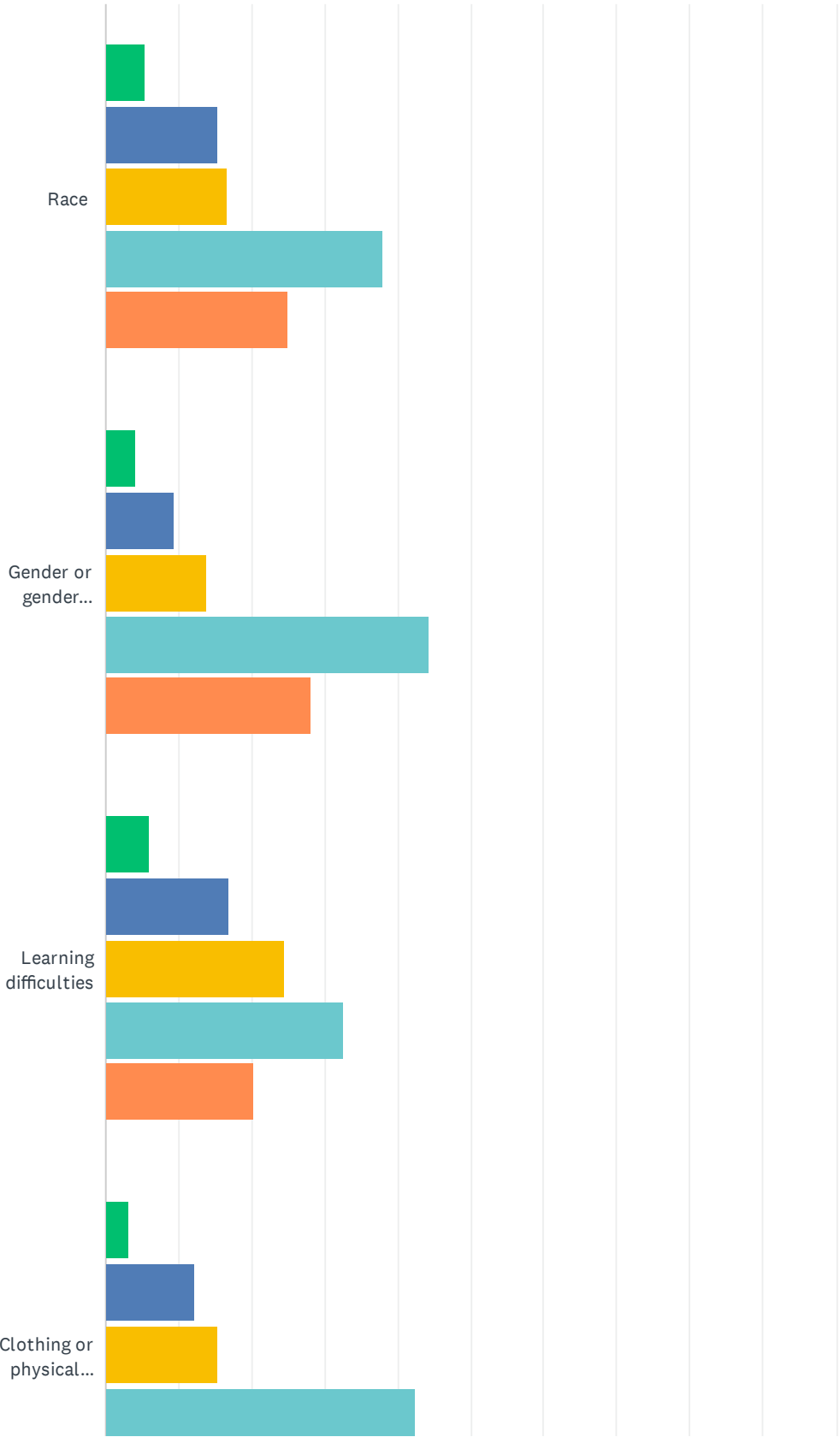
Answered: 240 Skipped: 0



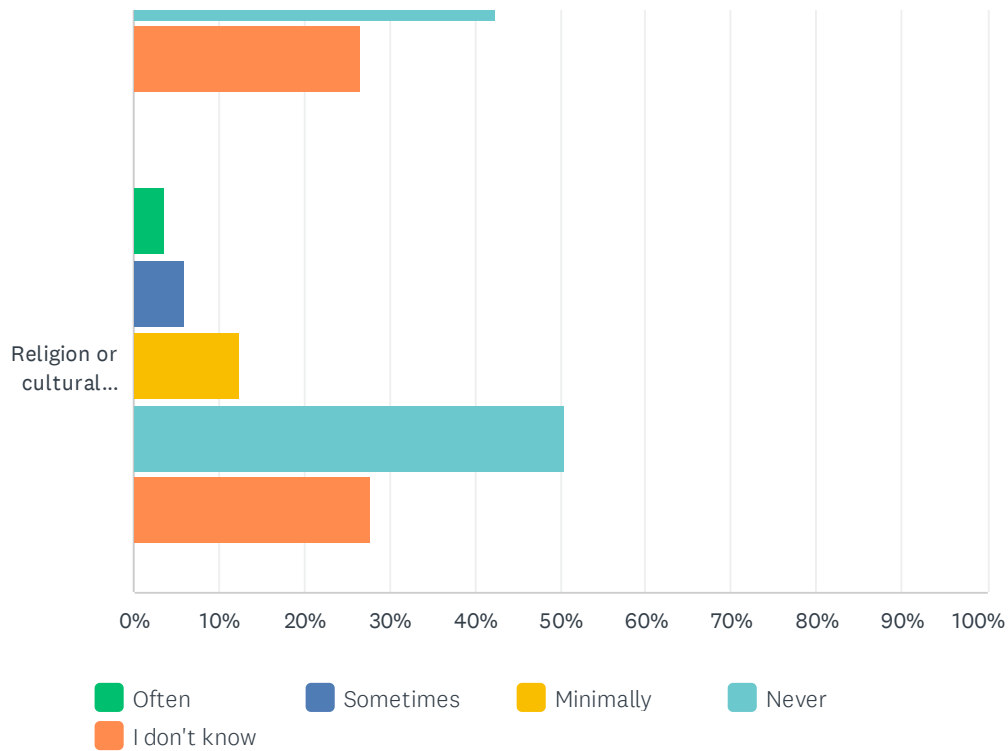
ANSWER CHOICES	RESPONSES	
Often	7.50%	18
Sometimes	35.83%	86
Minimally	23.33%	56
Never	21.67%	52
I don't know.	11.67%	28
TOTAL		240

Q5 Students at this school get put down because of their...

Answered: 238 Skipped: 2



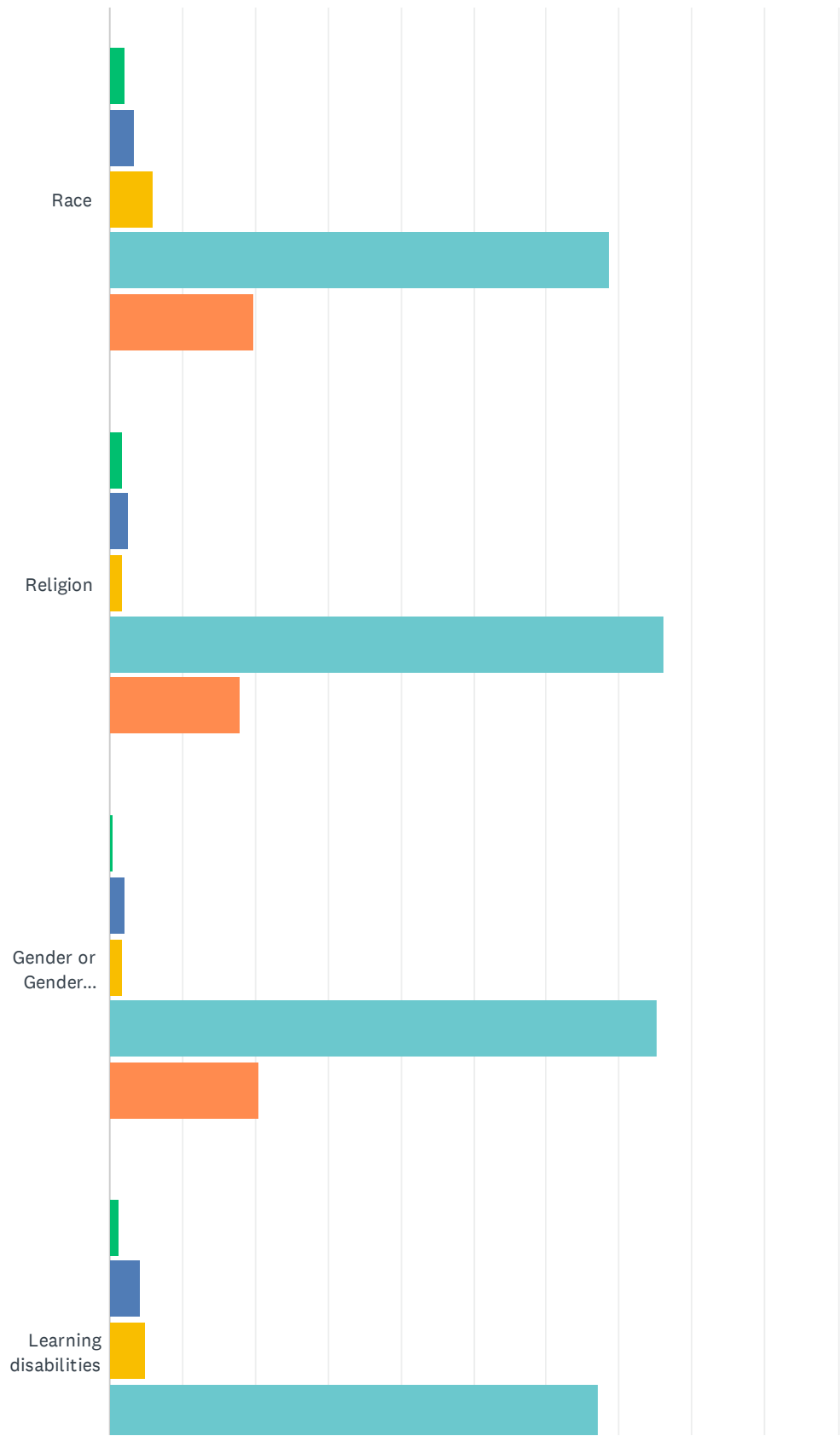
Millbrook Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



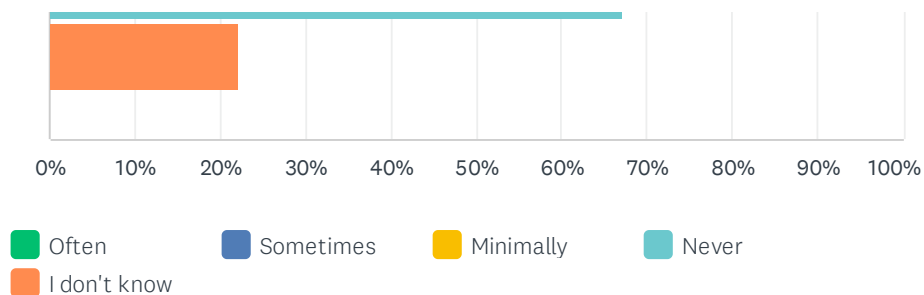
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	5.24% 12	15.28% 35	16.59% 38	37.99% 87	24.89% 57	229	3.62
Gender or gender identification	4.04% 9	9.42% 21	13.90% 31	44.39% 99	28.25% 63	223	3.83
Learning difficulties	5.88% 13	16.74% 37	24.43% 54	32.58% 72	20.36% 45	221	3.45
Clothing or physical appearance	3.17% 7	12.22% 27	15.38% 34	42.53% 94	26.70% 59	221	3.77
Religion or cultural practices	3.64% 8	5.91% 13	12.27% 27	50.45% 111	27.73% 61	220	3.93

Q6 ADULTS at school make fun of differences such as...

Answered: 238    Skipped: 2



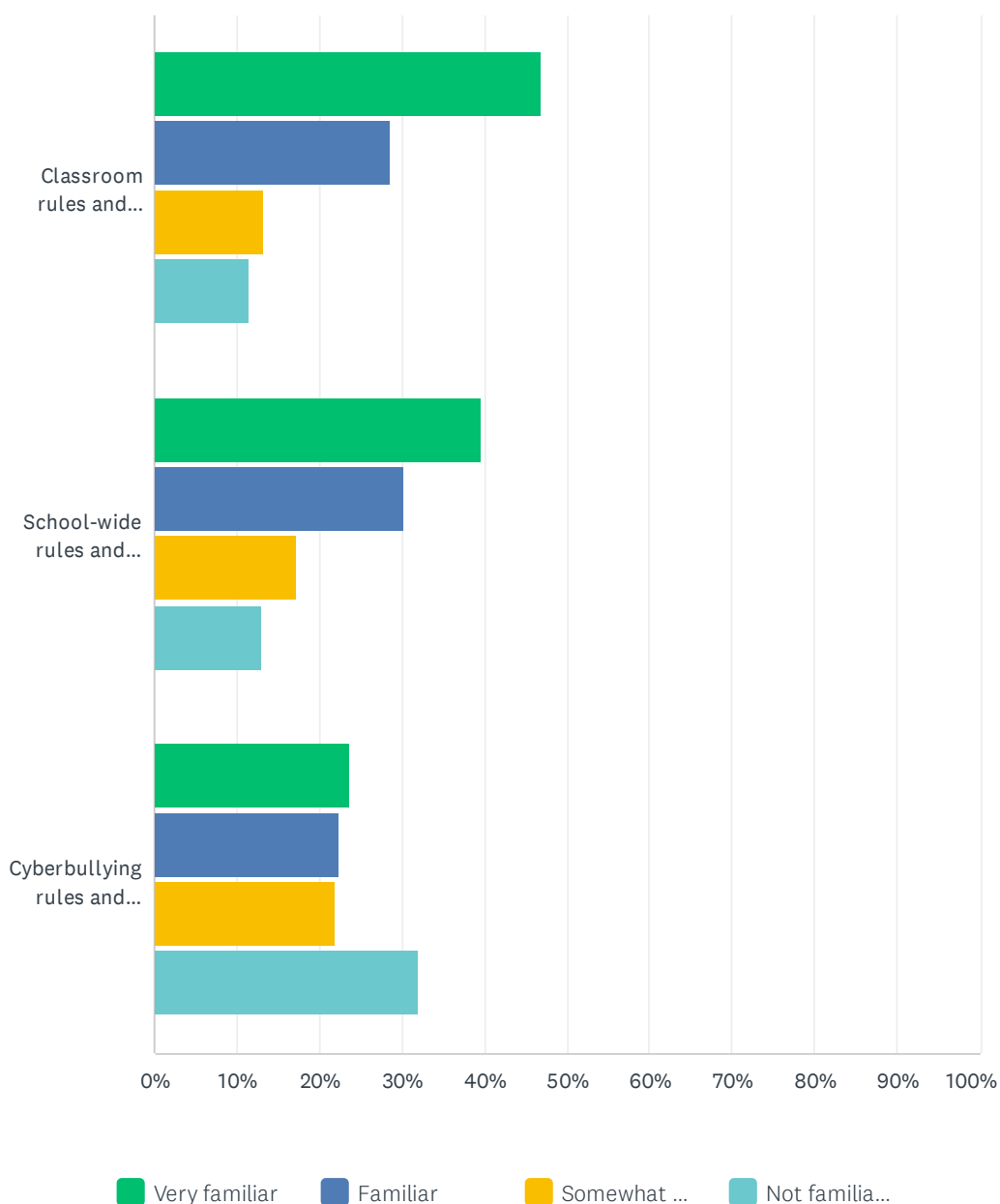
Millbrook Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	2.15% 5	3.43% 8	6.01% 14	68.67% 160	19.74% 46	233	4.00
Religion	1.74% 4	2.61% 6	1.74% 4	76.09% 175	17.83% 41	230	4.06
Gender or Gender Identification	0.43% 1	2.17% 5	1.74% 4	75.22% 173	20.43% 47	230	4.13
Learning disabilities	1.31% 3	4.37% 10	4.80% 11	67.25% 154	22.27% 51	229	4.05

## Q7 How familiar are you with the following?

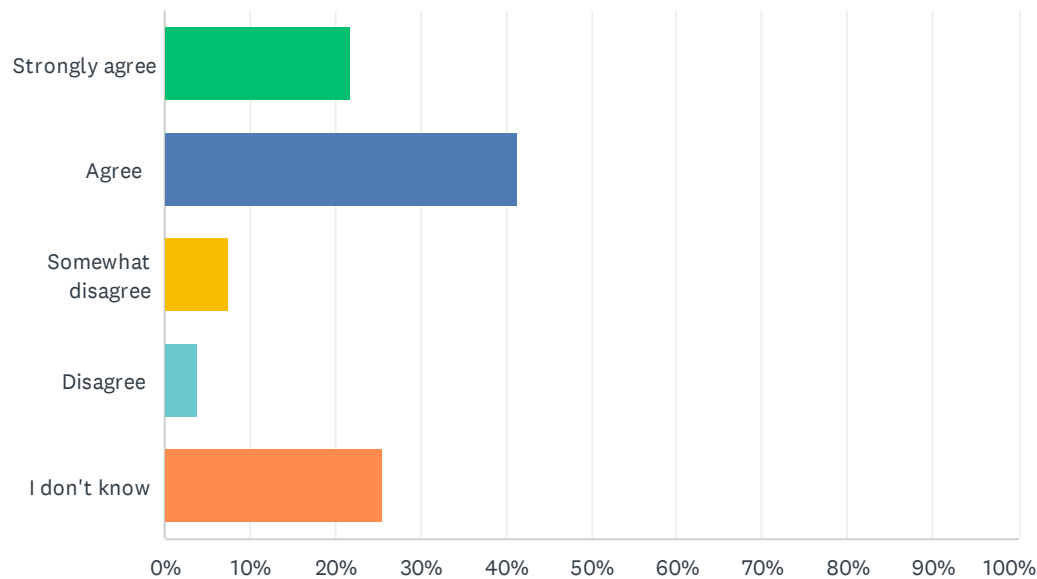
Answered: 239 Skipped: 1



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	46.81% 110	28.51% 67	13.19% 31	11.49% 27	235	1.89
School-wide rules and consequences when those rules are broken.	39.66% 92	30.17% 70	17.24% 40	12.93% 30	232	2.03
Cyberbullying rules and consequences when those rules are broken.	23.68% 54	22.37% 51	21.93% 50	32.02% 73	228	2.62

Q8 I think that suspensions and expulsions are assigned to students when necessary.

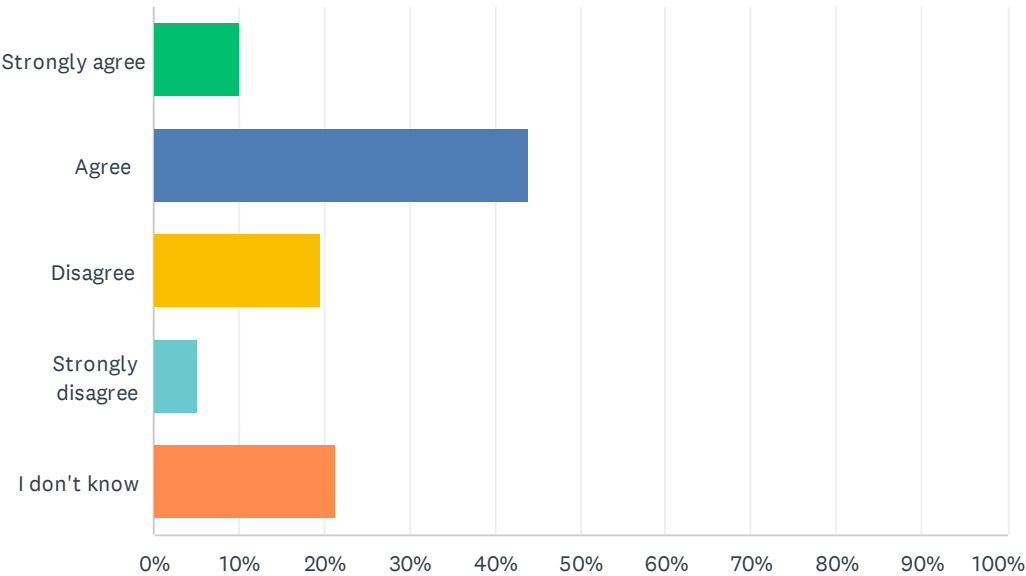
Answered: 239 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	21.76%	52
Agree	41.42%	99
Somewhat disagree	7.53%	18
Disagree	3.77%	9
I don't know	25.52%	61
TOTAL		239

Q9 The facilities and grounds are well maintained at my school.

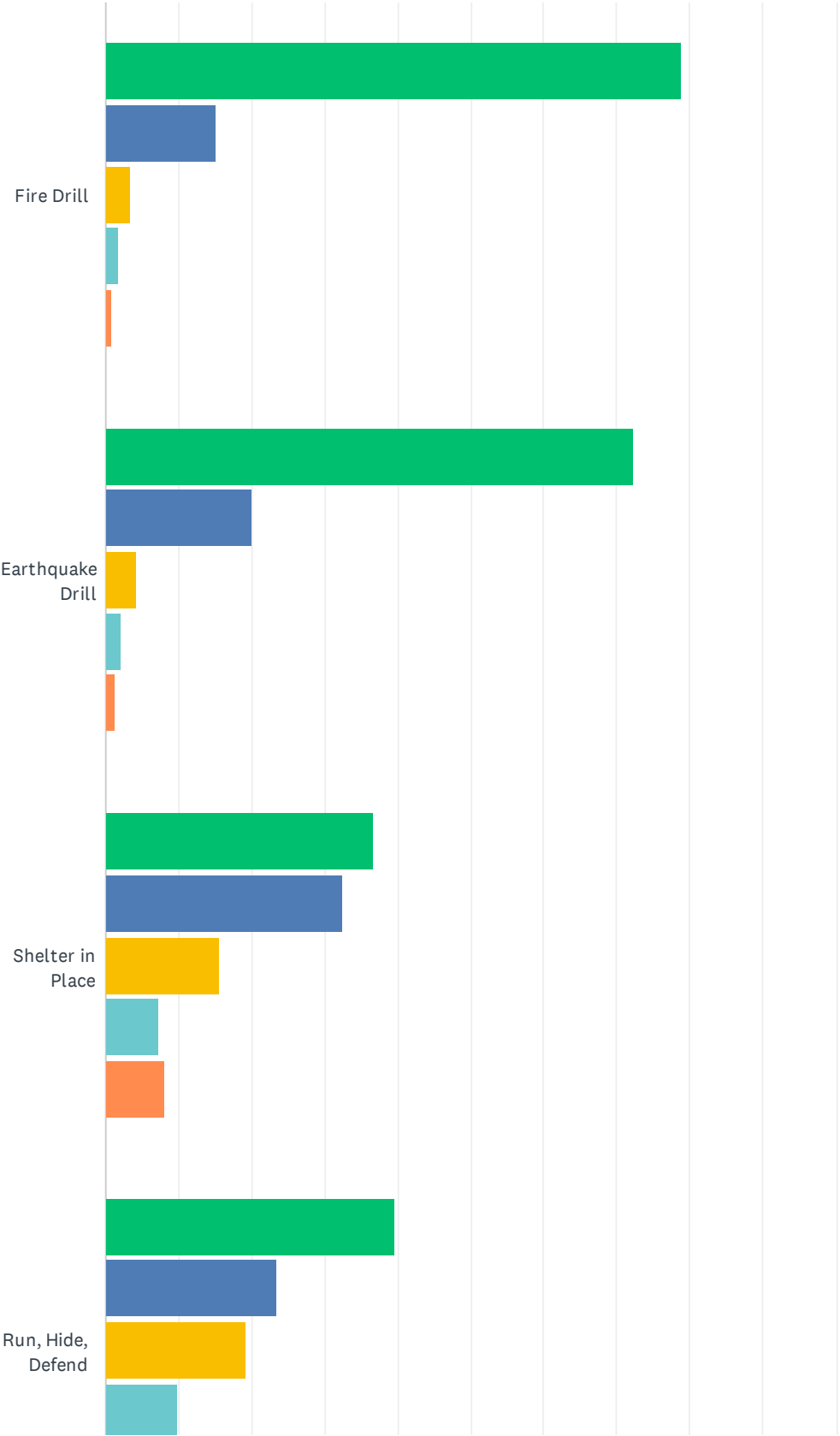
Answered: 239    Skipped: 1



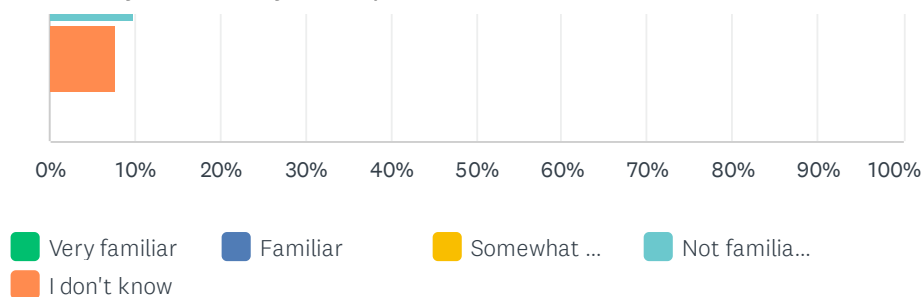
ANSWER CHOICES	RESPONSES	
Strongly agree	10.04%	24
Agree	43.93%	105
Disagree	19.67%	47
Strongly disagree	5.02%	12
I don't know	21.34%	51
TOTAL		239

Q10 How well do you understand your schools Emergency procedures?

Answered: 240 Skipped: 0



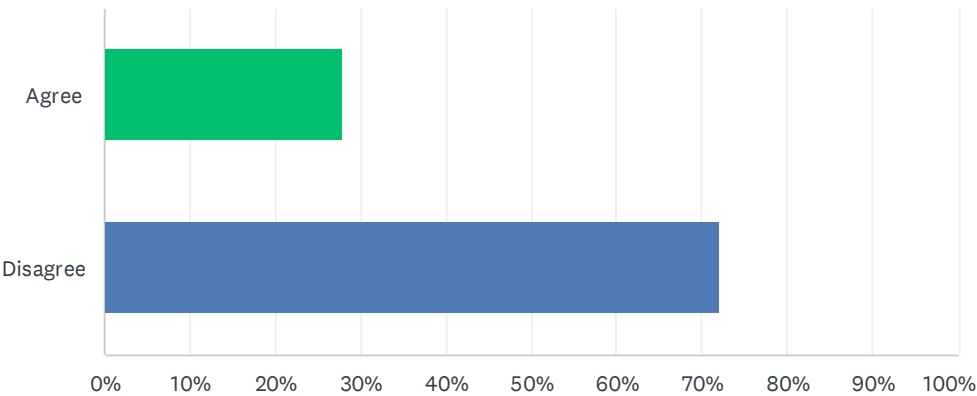
Millbrook Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW	TOTAL
Fire Drill	78.99% 188	15.13% 36	3.36% 8	1.68% 4	0.84% 2	238
Earthquake Drill	72.34% 170	20.00% 47	4.26% 10	2.13% 5	1.28% 3	235
Shelter in Place	36.64% 85	32.33% 75	15.52% 36	7.33% 17	8.19% 19	232
Run, Hide, Defend	39.74% 93	23.50% 55	19.23% 45	9.83% 23	7.69% 18	234

Q11 I am aware of the district's Wellness Connections webpage.

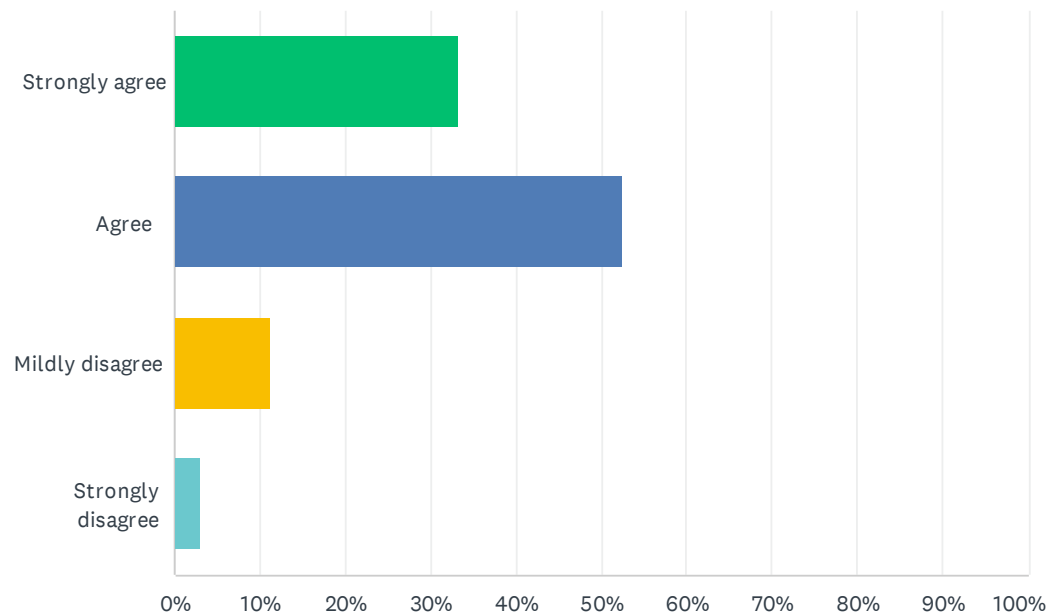
Answered: 239    Skipped: 1



ANSWER CHOICES	RESPONSES	
Agree	28.03%	67
Disagree	71.97%	172
TOTAL		239

Q12 The school has a way to recognize and reinforce positive behavior among students.

Answered: 238 Skipped: 2



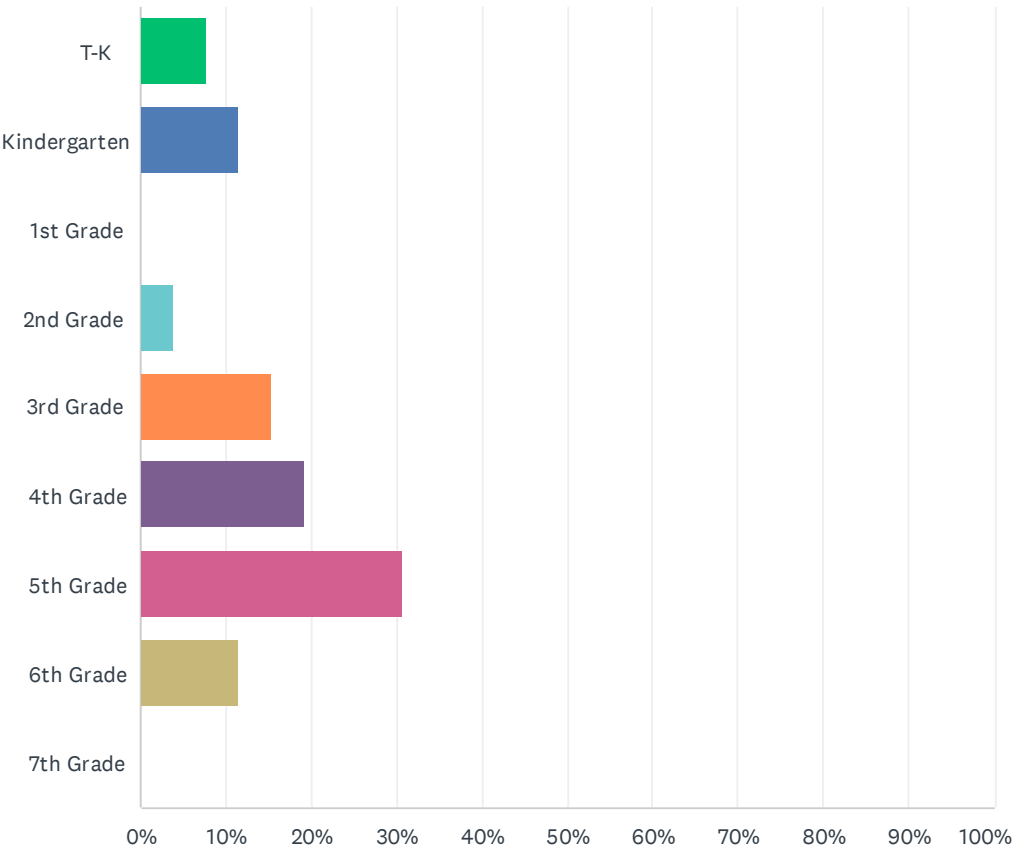
ANSWER CHOICES	RESPONSES	
Strongly agree	33.19%	79
Agree	52.52%	125
Mildly disagree	11.34%	27
Strongly disagree	2.94%	7
TOTAL		238

### Q13 What is something you would like to see improved regarding safety at your school?

Answered: 209   Skipped: 31

Q1 What grade is your child in?

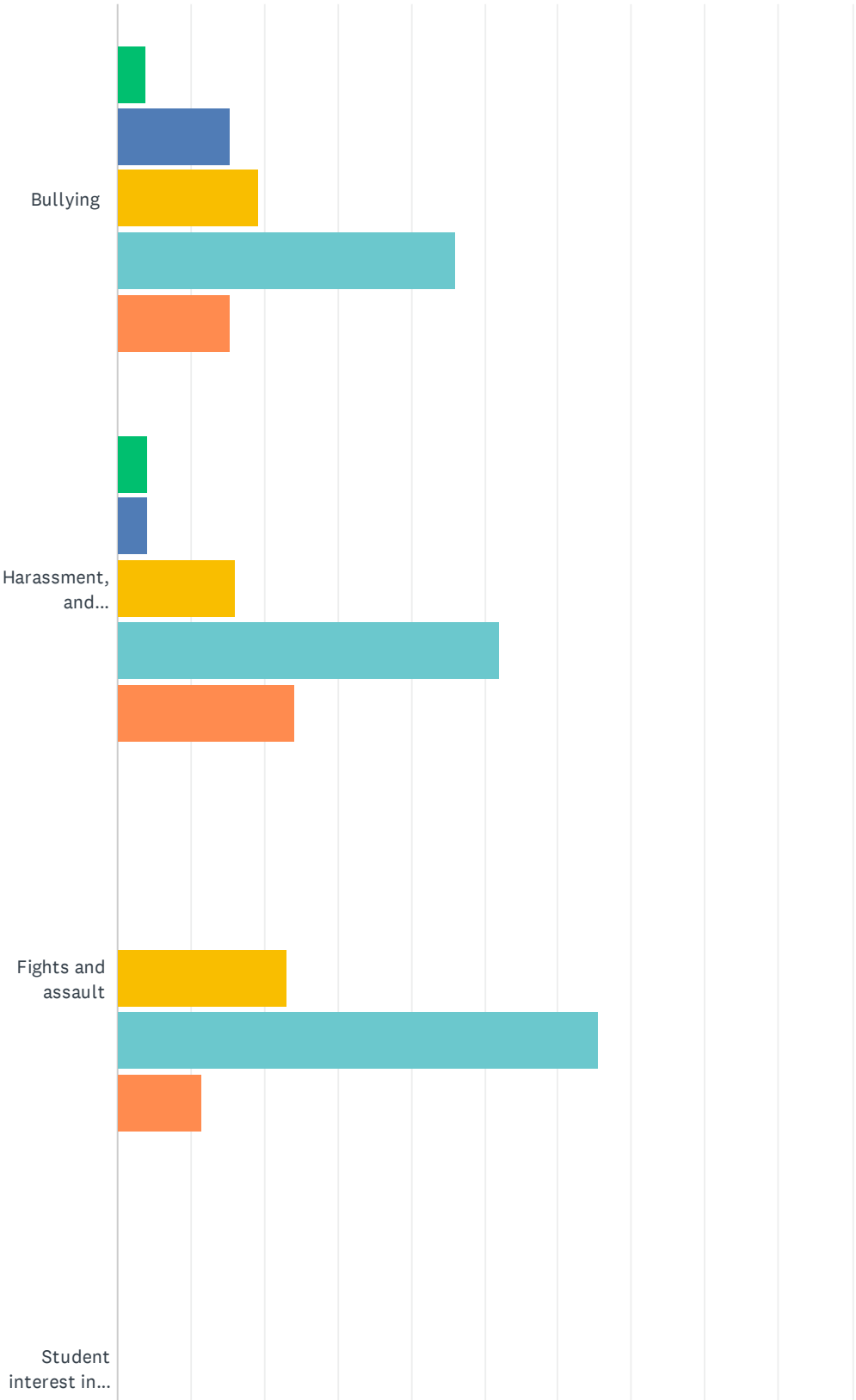
Answered: 26    Skipped: 0



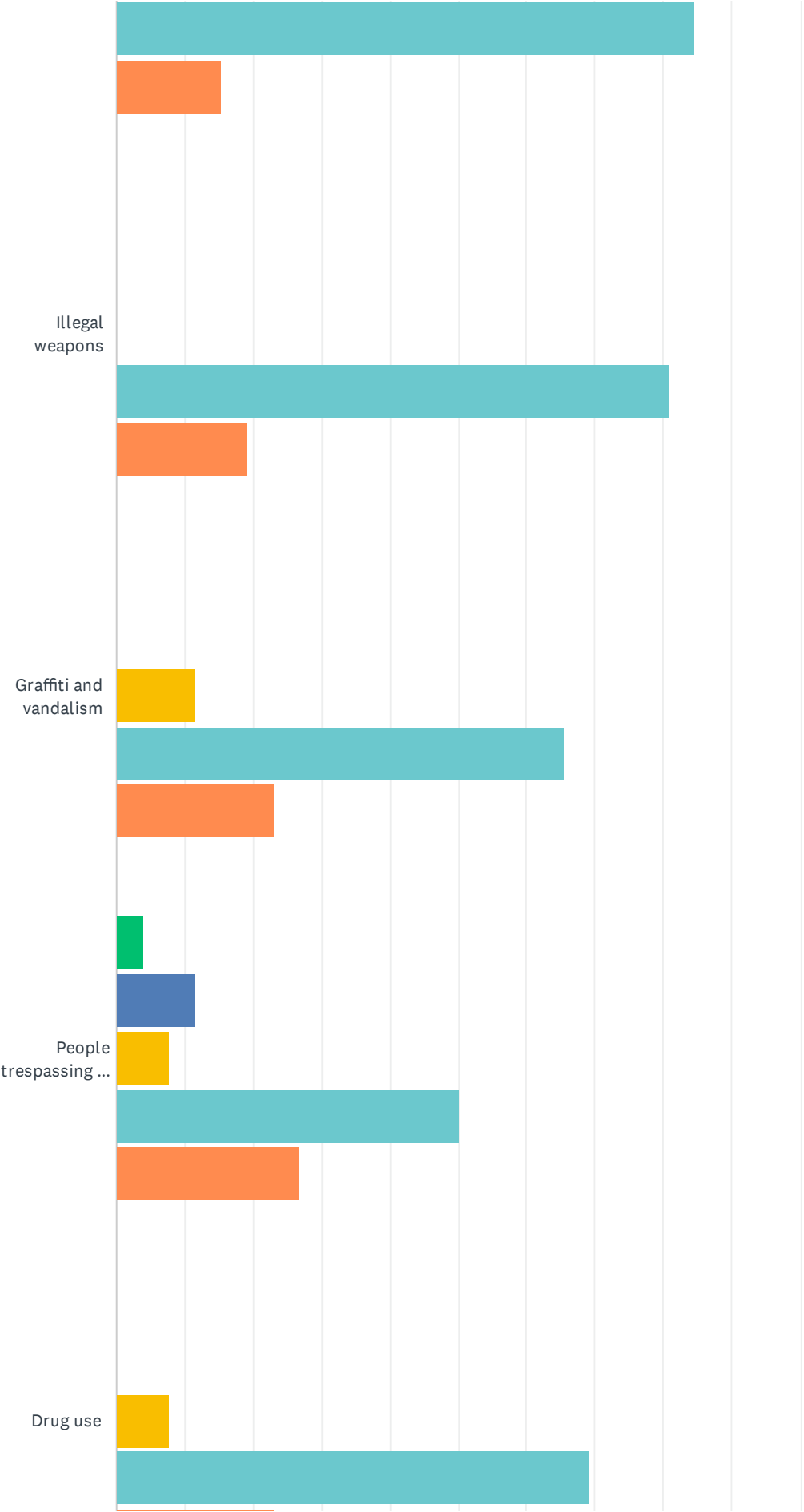
ANSWER CHOICES	RESPONSES	
T-K	7.69%	2
Kindergarten	11.54%	3
1st Grade	0.00%	0
2nd Grade	3.85%	1
3rd Grade	15.38%	4
4th Grade	19.23%	5
5th Grade	30.77%	8
6th Grade	11.54%	3
7th Grade	0.00%	0
TOTAL		26

Q2 How much do you find the following to be a problem at your child's school?

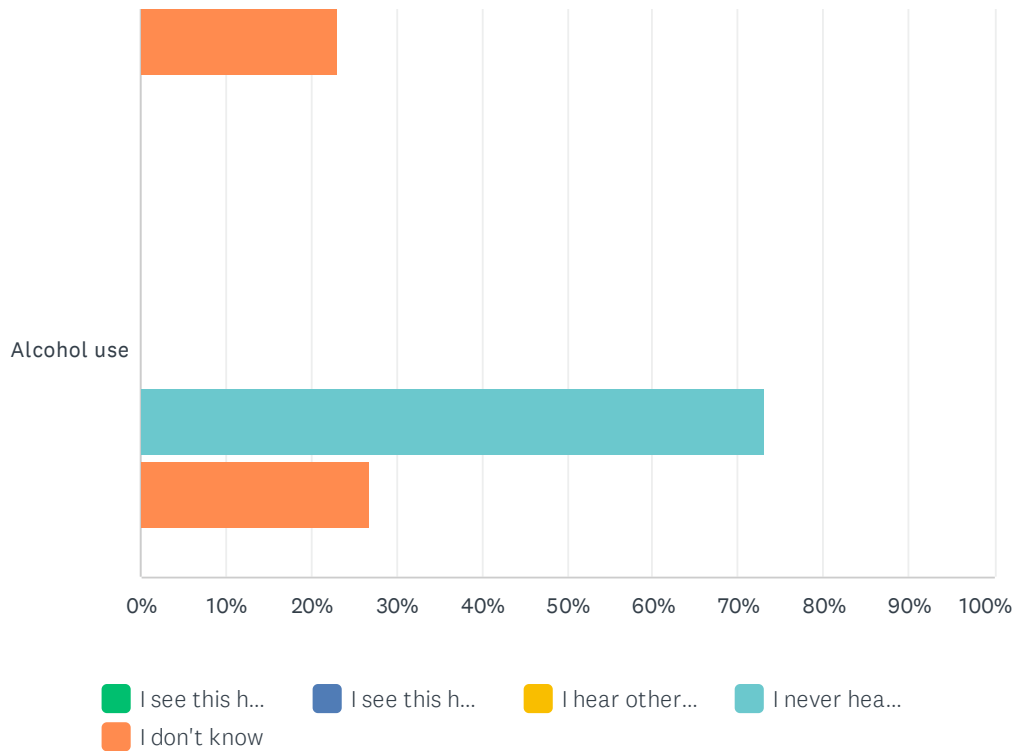
Answered: 26 Skipped: 0



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Millbrook Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

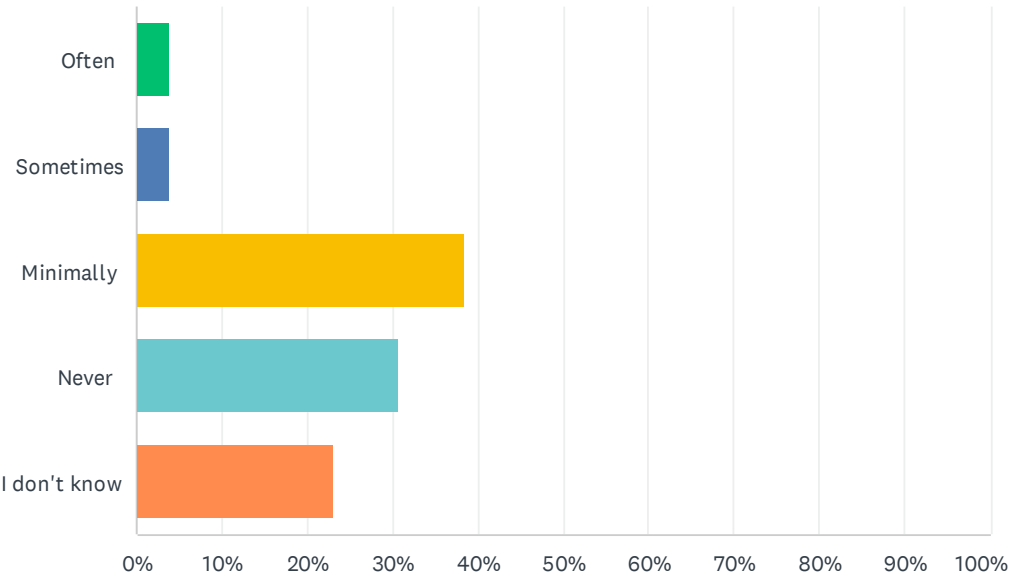


	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Bullying	3.85% 1	15.38% 4	19.23% 5	46.15% 12	15.38% 4	26	3.54
Harassment, and intimidation	4.00% 1	4.00% 1	16.00% 4	52.00% 13	24.00% 6	25	3.88
Fights and assault	0.00% 0	0.00% 0	23.08% 6	65.38% 17	11.54% 3	26	3.88
Student interest in gangs	0.00% 0	0.00% 0	0.00% 0	84.62% 22	15.38% 4	26	4.15
Illegal weapons	0.00% 0	0.00% 0	0.00% 0	80.77% 21	19.23% 5	26	4.19
Graffiti and vandalism	0.00% 0	0.00% 0	11.54% 3	65.38% 17	23.08% 6	26	4.12
People trespassing on campus	3.85% 1	11.54% 3	7.69% 2	50.00% 13	26.92% 7	26	3.85
Drug use	0.00% 0	0.00% 0	7.69% 2	69.23% 18	23.08% 6	26	4.15
Alcohol use	0.00% 0	0.00% 0	0.00% 0	73.08% 19	26.92% 7	26	4.27

Q3 How often do you hear or see any act of bullying at your school?

Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

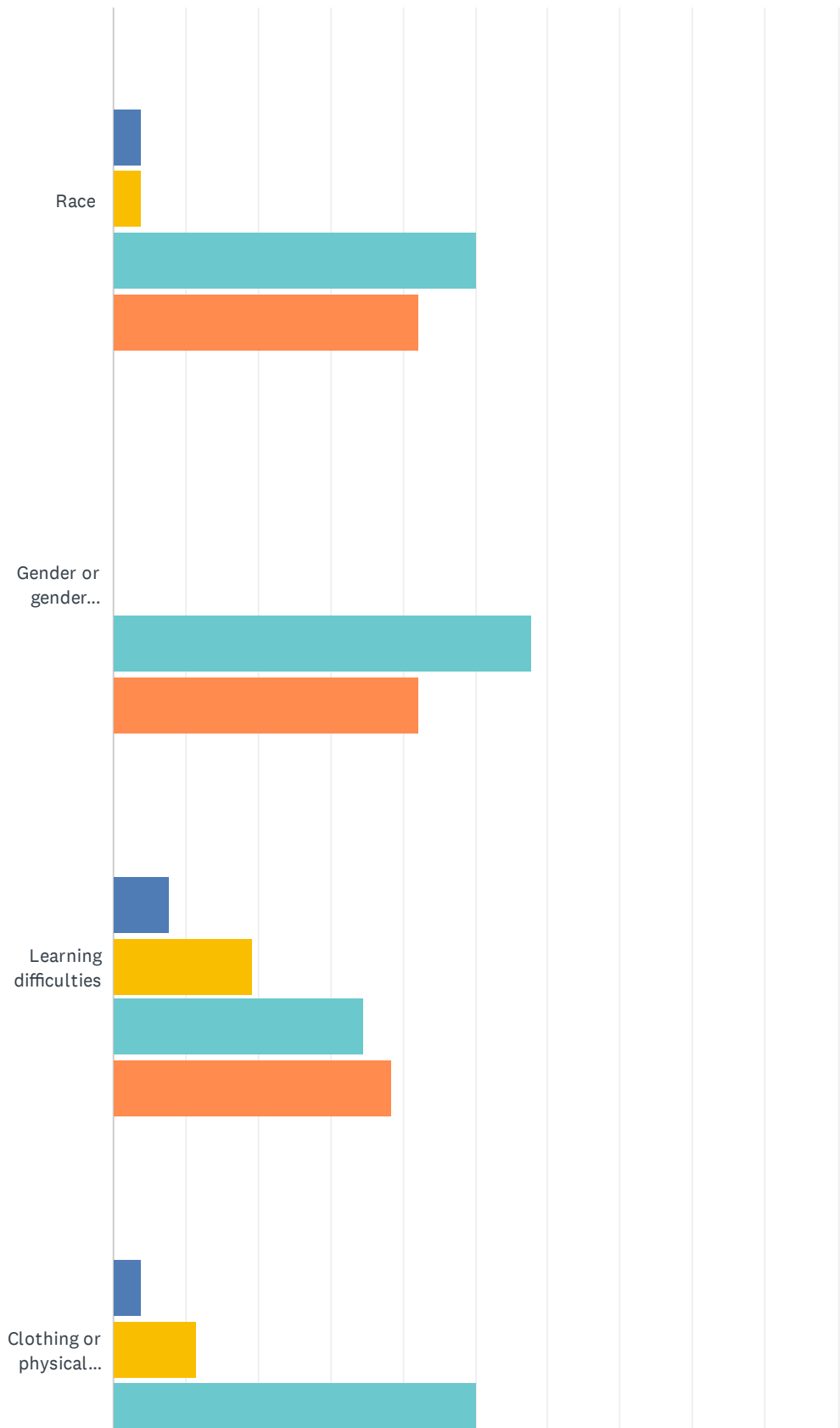
Answered: 26 Skipped: 0



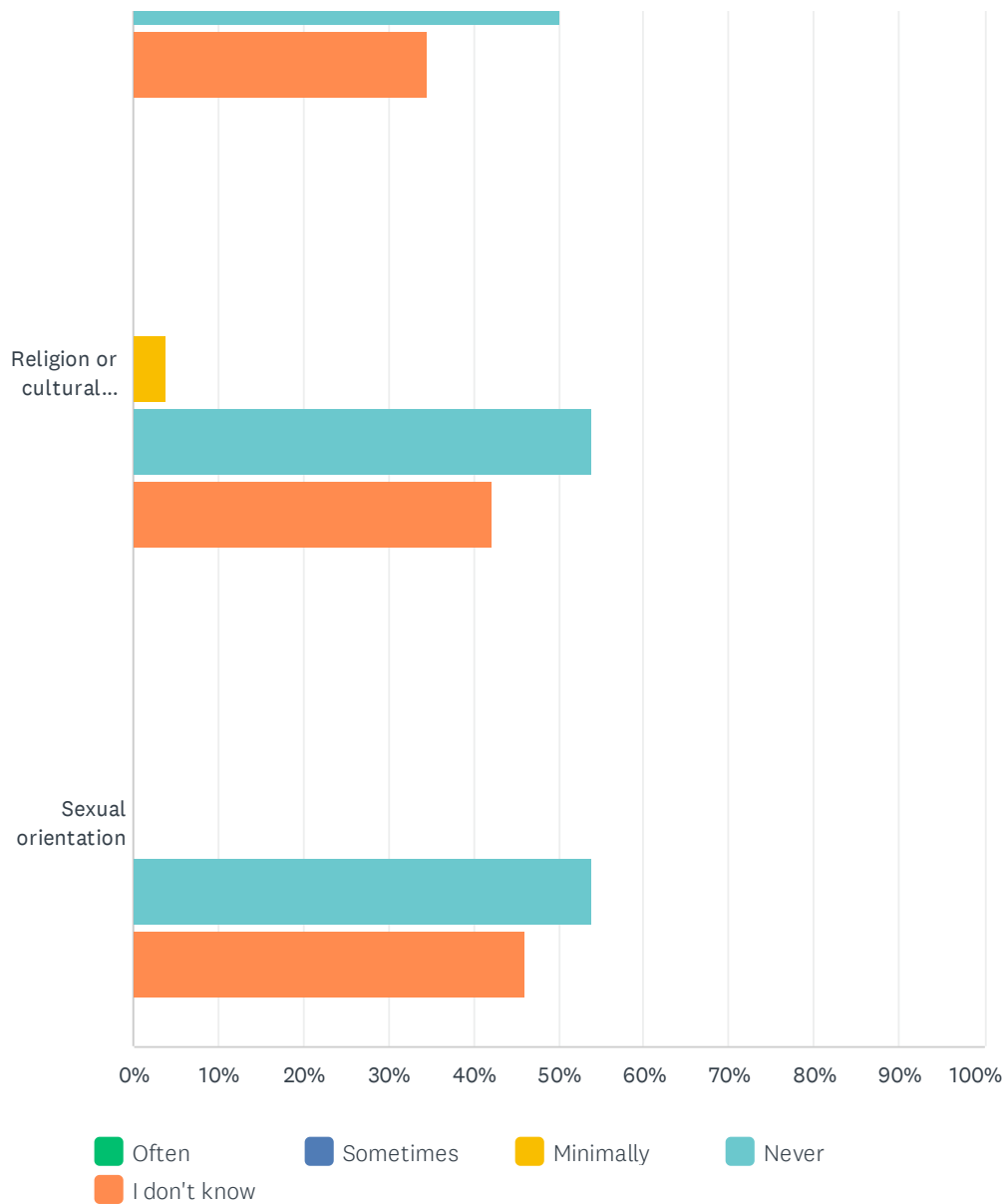
ANSWER CHOICES	RESPONSES	
Often	3.85%	1
Sometimes	3.85%	1
Minimally	38.46%	10
Never	30.77%	8
I don't know	23.08%	6
TOTAL		26

Q4 Students at my child's school get put down because of their...

Answered: 26    Skipped: 0



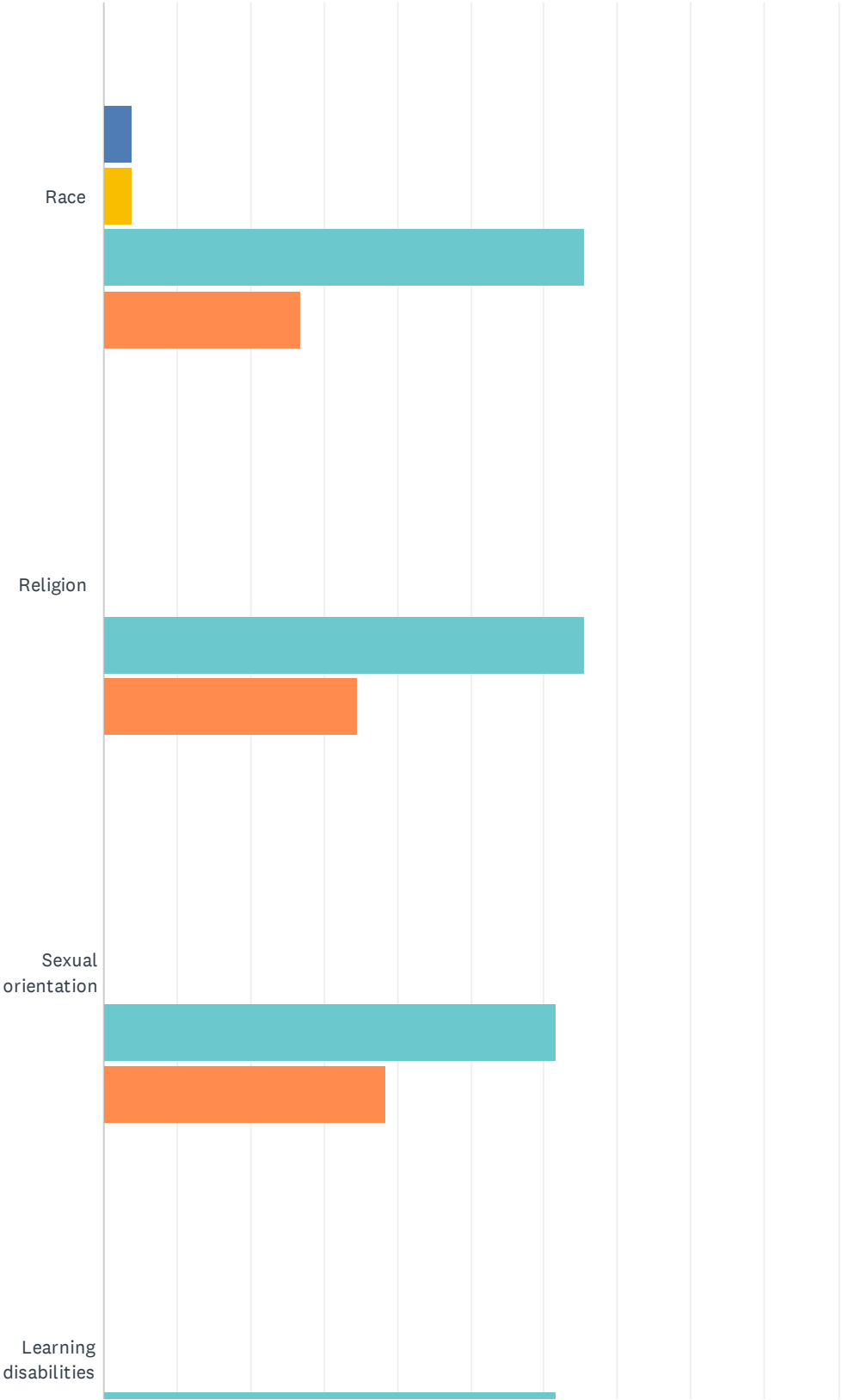
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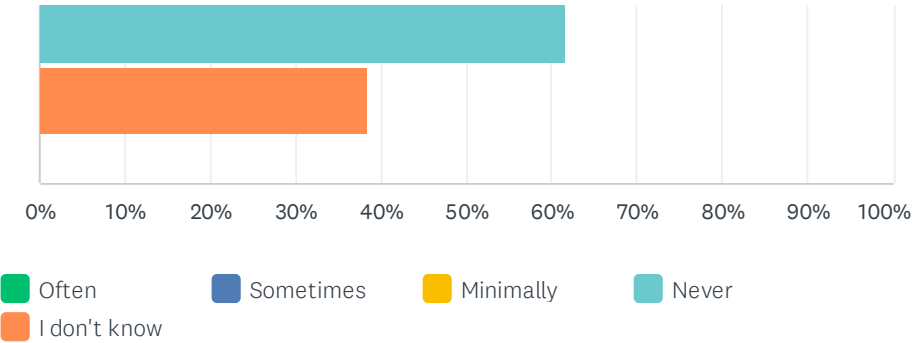
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	3.85% 1	3.85% 1	50.00% 13	42.31% 11	26	4.31
Gender or gender identification	0.00% 0	0.00% 0	0.00% 0	57.69% 15	42.31% 11	26	4.42
Learning difficulties	0.00% 0	7.69% 2	19.23% 5	34.62% 9	38.46% 10	26	4.04
Clothing or physical appearance	0.00% 0	3.85% 1	11.54% 3	50.00% 13	34.62% 9	26	4.15
Religion or cultural practices	0.00% 0	0.00% 0	3.85% 1	53.85% 14	42.31% 11	26	4.38
Sexual orientation	0.00% 0	0.00% 0	0.00% 0	53.85% 14	46.15% 12	26	4.46

Q5 How often do you hear ADULTS at your child's school make fun of differences such as...

Answered: 26 Skipped: 0



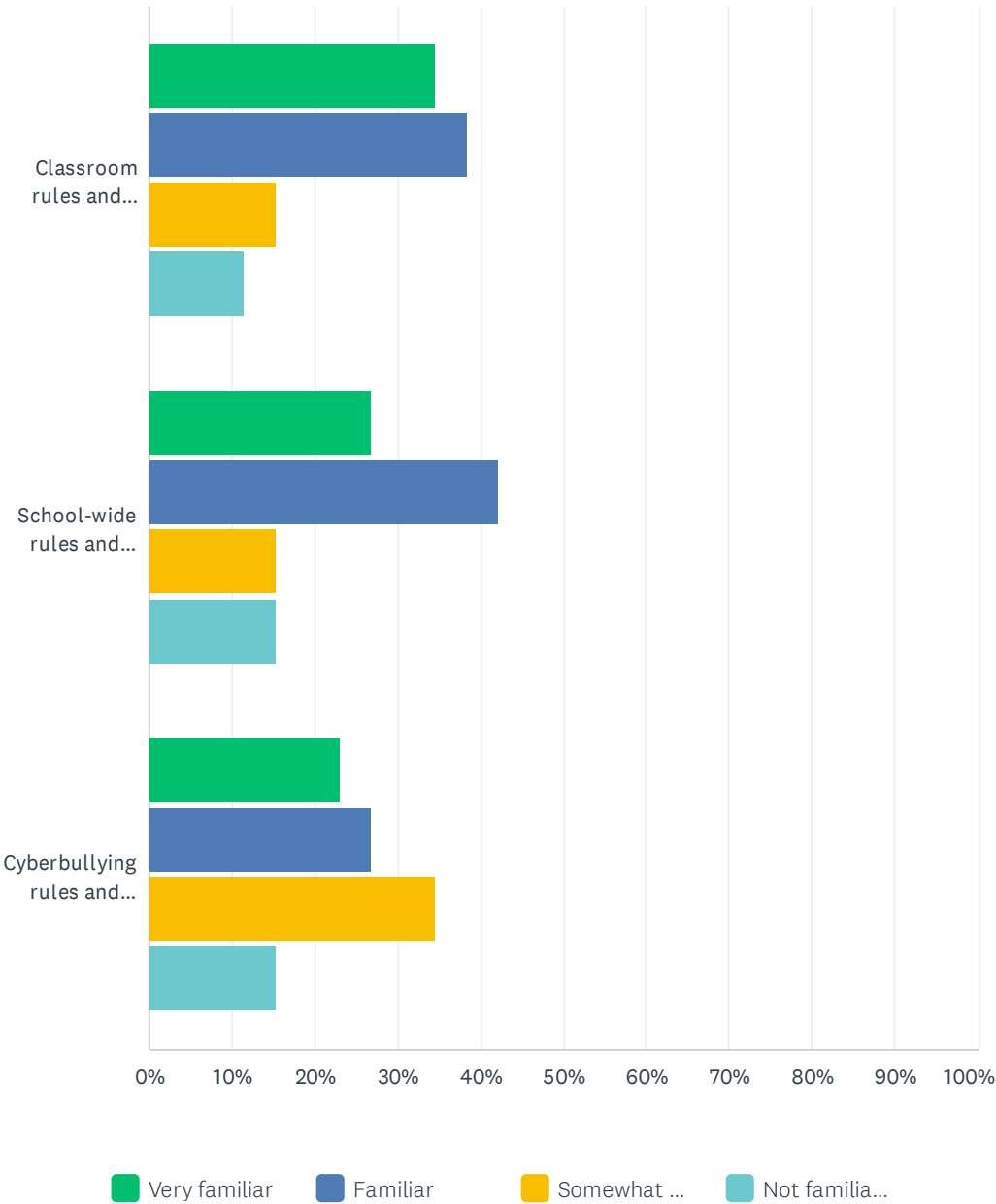
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	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	3.85% 1	3.85% 1	65.38% 17	26.92% 7	26	4.15
Religion	0.00% 0	0.00% 0	0.00% 0	65.38% 17	34.62% 9	26	4.35
Sexual orientation	0.00% 0	0.00% 0	0.00% 0	61.54% 16	38.46% 10	26	4.38
Learning disabilities	0.00% 0	0.00% 0	0.00% 0	61.54% 16	38.46% 10	26	4.38

Q6 How familiar are you with the following at your child's school?

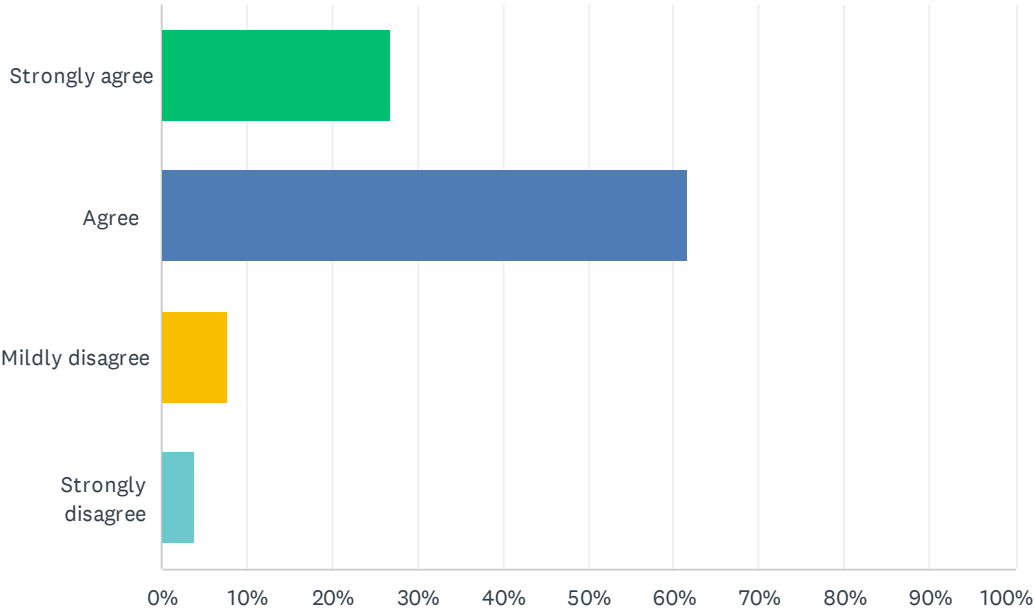
Answered: 26 Skipped: 0



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	34.62% 9	38.46% 10	15.38% 4	11.54% 3	26	2.04
School-wide rules and consequences when those rules are broken.	26.92% 7	42.31% 11	15.38% 4	15.38% 4	26	2.19
Cyberbullying rules and consequences when those rules are broken.	23.08% 6	26.92% 7	34.62% 9	15.38% 4	26	2.42

Q7 The rules and expectations of the school are clear and well known to me.

Answered: 26 Skipped: 0

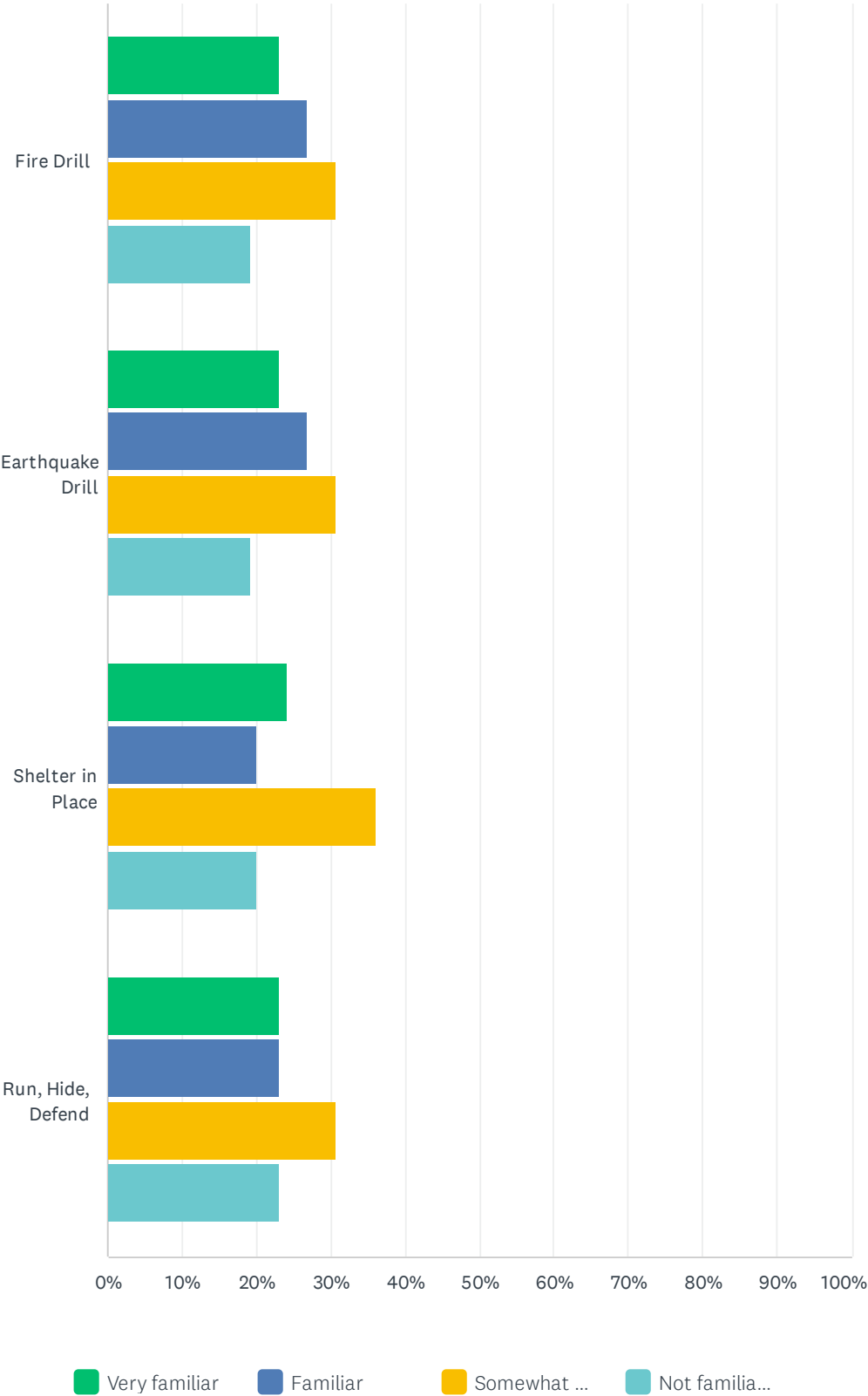


ANSWER CHOICES	RESPONSES	
Strongly agree	26.92%	7
Agree	61.54%	16
Mildly disagree	7.69%	2
Strongly disagree	3.85%	1
TOTAL		26

## Q8 How well do you understand the Emergency procedures at your child's school?

Answered: 26 Skipped: 0

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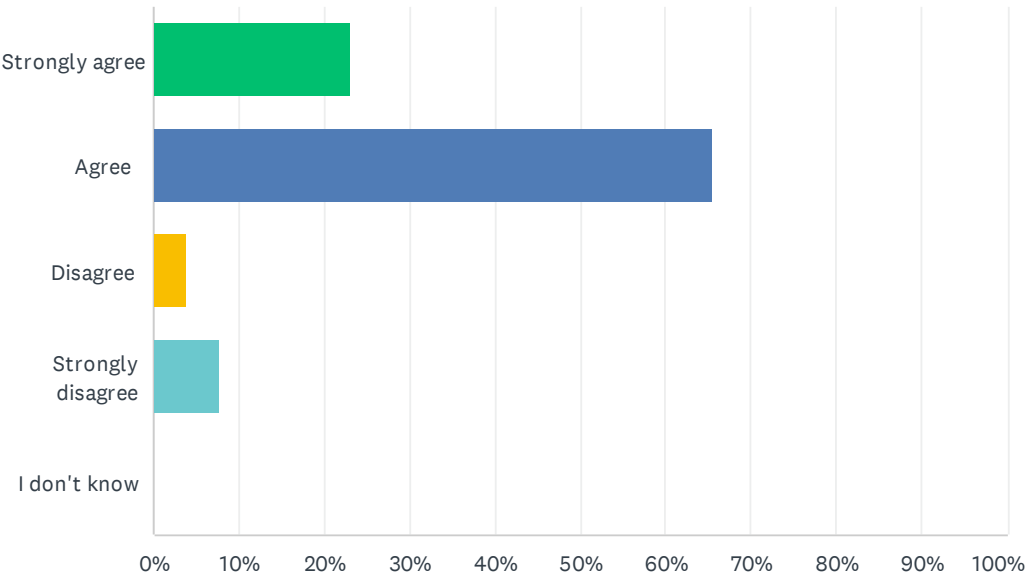


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	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL
Fire Drill	23.08% 6	26.92% 7	30.77% 8	19.23% 5	26
Earthquake Drill	23.08% 6	26.92% 7	30.77% 8	19.23% 5	26
Shelter in Place	24.00% 6	20.00% 5	36.00% 9	20.00% 5	25
Run, Hide, Defend	23.08% 6	23.08% 6	30.77% 8	23.08% 6	26

Q9 The facilities and grounds are well maintained at my child's school.

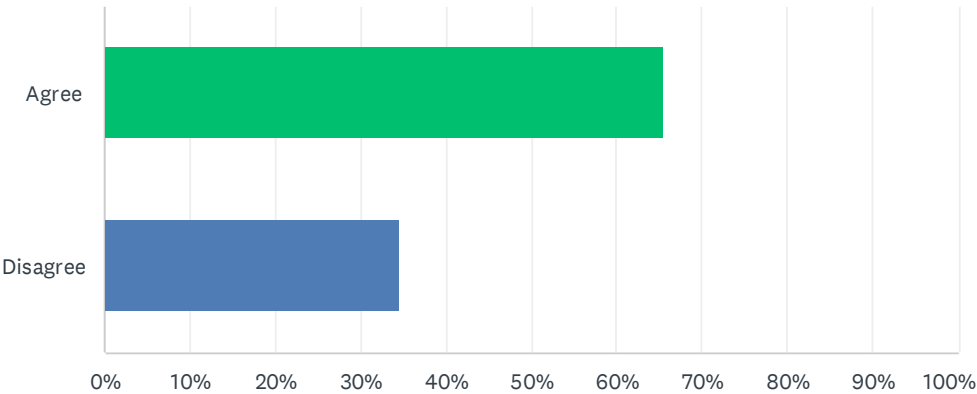
Answered: 26 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	23.08%	6
Agree	65.38%	17
Disagree	3.85%	1
Strongly disagree	7.69%	2
I don't know	0.00%	0
TOTAL		26

Q10 I am aware of the district's Wellness Connections webpage with resources for students and families.

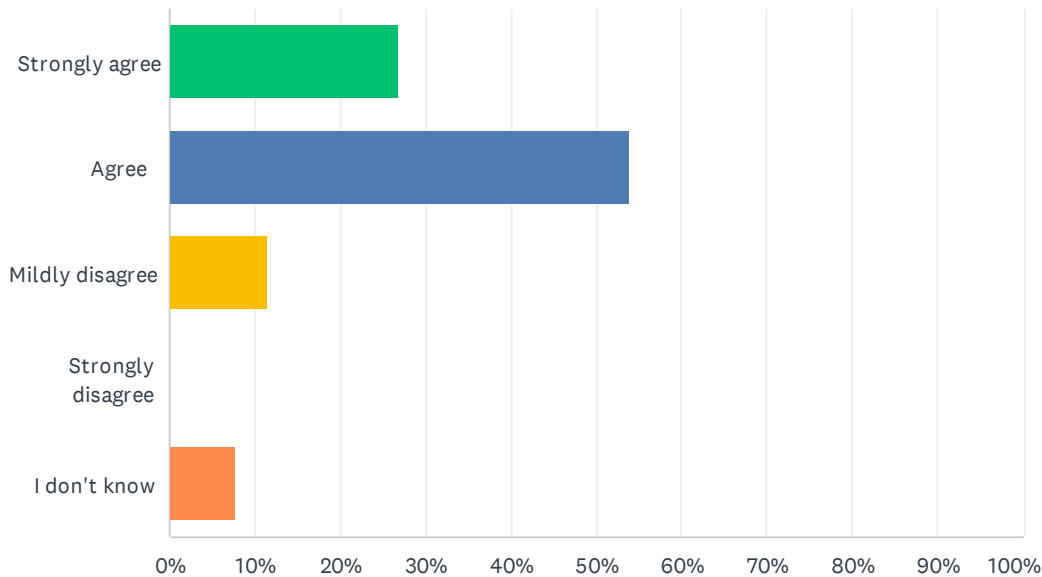
Answered: 26 Skipped: 0



ANSWER CHOICES	RESPONSES	
Agree	65.38%	17
Disagree	34.62%	9
TOTAL		26

Q11 My child's school has a way to recognize positive behavior among students.

Answered: 26 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	26.92%	7
Agree	53.85%	14
Mildly disagree	11.54%	3
Strongly disagree	0.00%	0
I don't know	7.69%	2
TOTAL		26

**Q12 What is something you would like to see improved regarding safety at  
your school?**

Answered: 16   Skipped: 10