



# Schoolwide Plan Program (SWP)

## School Plan for Student Achievement (SPSA)

| School Name                        | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------------------------|-----------------------------------|----------------------------------------|---------------------------|
| Millikin Basics+ Elementary School | 43-69674-6048920                  | March 20, 2025                         | June 12, 2025             |

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

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

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

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

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

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

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

# Table of Contents

|                                                           |    |
|-----------------------------------------------------------|----|
| SPSA Title Page .....                                     | 1  |
| Table of Contents.....                                    | 3  |
| Plan Description.....                                     | 4  |
| Educational Partner Involvement .....                     | 4  |
| Comprehensive Needs Assessment Components .....           | 4  |
| California School Dashboard (Dashboard) Indicators.....   | 4  |
| Other Needs.....                                          | 5  |
| School and Student Performance Data .....                 | 6  |
| Student Enrollment.....                                   | 6  |
| CAASPP Results.....                                       | 10 |
| ELPAC Results .....                                       | 17 |
| Student Population.....                                   | 22 |
| Overall Performance .....                                 | 25 |
| Academic Performance.....                                 | 27 |
| Academic Engagement.....                                  | 35 |
| Conditions & Climate.....                                 | 37 |
| Goals, Strategies, & Proposed Expenditures.....           | 40 |
| Goal 1.....                                               | 40 |
| Goal 2.....                                               | 44 |
| Goal 3.....                                               | 49 |
| Goal 4.....                                               | 53 |
| Goal 5.....                                               | 57 |
| Budget Summary .....                                      | 61 |
| Budget Summary .....                                      | 61 |
| Other Federal, State, and Local Funds .....               | 61 |
| Budgeted Funds and Expenditures in this Plan .....        | 62 |
| Funds Budgeted to the School by Funding Source.....       | 62 |
| Expenditures by Funding Source .....                      | 62 |
| Expenditures by Budget Reference .....                    | 62 |
| Expenditures by Budget Reference and Funding Source ..... | 62 |
| Expenditures by Goal.....                                 | 63 |
| School Site Council Membership .....                      | 64 |
| Recommendations and Assurances .....                      | 65 |

# Plan Description

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

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

Millikin has upheld a back-to-basics approach for over four decades and is renowned for its students' academic achievements. We prioritize teaching fundamental learning skills essential for success in any future academic pursuits. Our structured learning environment emphasizes whole-class instruction and the rote practice of academic skills to ensure mastery. In the primary grades (K-2), we focus on building a solid foundation, while in subsequent grades, we integrate these skills to master increasingly complex concepts.

Our program philosophy underscores the importance of teaching and learning grade-level academic skills in each subject. Instruction is confined to the current grade level, with enrichment through deeper conceptual exploration to enhance the student's application of learned skills. Enrichment opportunities are provided throughout the year via assemblies, field trips, and school events. Participation in the PTA and school fundraisers is vital to facilitating these enrichment activities.

Site Council Reviewed Data with input from staff to build goals and outcomes for students.

## Educational Partner Involvement

How, when, and with whom did your Millikin Basics+ Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The development of this School Plan for Student Achievement (SPSA) was a collaborative process involving multiple stakeholders. Input was gathered from staff, the School Site Council (SSC), and through parent and student surveys. The English Learner Advisory Committee (ELAC) chose to defer decision-making authority to the SSC. The SSC thoroughly reviewed the draft SPSA during two dedicated meetings held on November 21, 2024, and February 27, 2025. Final approval of the plan was granted by the SSC on March 20, 2025. In addition, school staff contributed feedback and suggestions during Professional Development and Staff Development sessions held in January and February 2025. This inclusive approach ensured that the SPSA reflects the priorities and needs of the entire school community.

## 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.

According to the most recent data from the California School Dashboard, no student group at Millikin School is currently performing in the 'Red' or 'Orange' performance categories for any state indicator. This reflects a high level of academic achievement and equity across student subgroups, including English Learners, students with disabilities, and socioeconomically disadvantaged students. While this is a positive indication of the school's instructional practices and support systems, we remain committed to continuous improvement, data-driven instruction, and proactive intervention strategies to maintain and build upon these outcomes.

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.

Referring to the California School Dashboard (Dashboard), no student group at Millikin School is currently performing two or more performance levels below the performance level of the "All Students" group for any state indicator. This indicates a strong level of equity in academic outcomes and access to resources across all student subgroups.

This achievement reflects the school's commitment to early identification of student needs and targeted supports through a well-structured Multi-Tiered System of Supports (MTSS). By using data to guide instruction, differentiating supports, and fostering inclusive practices, Millikin ensures that all students — including English Learners, students with disabilities, and socioeconomically disadvantaged students — are progressing at comparable levels to their peers.

Millikin will continue to monitor performance gaps closely and proactively address any disparities through collaborative planning, strategic intervention, and family engagement. This approach ensures that all students have equitable opportunities to meet or exceed academic standards.

## Other Needs

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

To sustain and improve upon this success, Millikin School will continue to:

Implement Tier 1, 2, and 3 instructional and behavioral supports tailored to student needs.

Use formative and summative assessment data to guide instruction and interventions.

Provide professional learning opportunities for staff focused on evidence-based instructional strategies, social-emotional learning, and culturally responsive teaching.

Maintain a strong partnership with families and community stakeholders to support student well-being and academic growth.

Regularly monitor Dashboard indicators and local metrics to identify areas for proactive support and resource allocation.

Through these efforts, the school aims to maintain strong performance while continuing to close any opportunity gaps that may emerge.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 21-22                 | 22-23  | 23-24  | 21-22              | 22-23 | 23-24 |
| American Indian                | 0.79%                 | 1.16%  | 1.18%  | 4                  | 6     | 6     |
| African American               | 0.99%                 | 1.16%  | 1.18%  | 5                  | 6     | 6     |
| Asian                          | 87.33%                | 84.94% | 85.80% | 441                | 440   | 435   |
| Filipino                       | 0.59%                 | 0.58%  | 0.79%  | 3                  | 3     | 4     |
| Hispanic/Latino                | 1.58%                 | 2.12%  | 1.97%  | 8                  | 11    | 10    |
| Pacific Islander               | %                     | 0%     | %      |                    | 0     |       |
| White                          | 5.35%                 | 6.18%  | 5.13%  | 27                 | 32    | 26    |
| Multiple/No Response           | 2.97%                 | 3.28%  | 3.75%  | 15                 | 17    | 19    |
| Total Enrollment               |                       |        |        | 505                | 518   | 507   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 21-22              | 22-23 | 23-24 |
| Kindergarten                      | 87                 | 88    | 87    |
| Grade 1                           | 84                 | 86    | 88    |
| Grade 2                           | 85                 | 88    | 88    |
| Grade3                            | 85                 | 88    | 83    |
| Grade 4                           | 84                 | 84    | 81    |
| Grade 5                           | 80                 | 84    | 80    |
| Total Enrollment                  | 505                | 518   | 507   |

#### Conclusions based on this data:

##### 1. Student Enrollment by Subgroup

The student enrollment data at Millikin School across different subgroups for the 2021-2024 period shows a stable and consistent representation of diverse student populations, with notable trends in certain subgroups. Below is a detailed analysis of each student group's enrollment and its percentage relative to the overall student body.

##### American Indian Enrollment

Percentage of Enrollment: Increased slightly from 0.79% in 2021-22 to 1.18% in 2023-24.

Number of Students: From 4 students in 2021-22 to 6 students in 2023-24.

Trend: The American Indian student population at Millikin has seen a steady, modest increase over the past few years. While the numbers are small, this group represents a growing presence in the school community.

#### African American Enrollment

Percentage of Enrollment: Consistent at approximately 1.18% for 2022-23 and 2023-24, showing little change from 0.99% in 2021-22.

Number of Students: Maintained at 6 students across the three years.

Trend: The African American population has remained stable, with the same number of students enrolled over the three-year period. Although the percentage of the overall student body is small, the consistency in enrollment is notable.

#### Asian Enrollment

Percentage of Enrollment: Slight decrease from 87.33% in 2021-22 to 84.94% in 2022-23, followed by a slight increase to 85.8% in 2023-24.

Number of Students: Remained steady at around 440 to 441 students, with 435 students in 2023-24.

Trend: Asian students make up the largest subgroup at Millikin, representing a majority of the student body. Although their percentage of total enrollment has slightly fluctuated, the numbers have remained robust and consistent, indicating a stable and significant portion of the student population.

#### Filipino Enrollment

Percentage of Enrollment: The Filipino student population has remained fairly stable, ranging from 0.58% in 2022-23 to 0.79% in 2023-24.

Number of Students: Increased slightly from 3 students in 2021-22 to 4 students in 2023-24.

Trend: This subgroup's enrollment is relatively small, but it has shown gradual growth over the past few years, highlighting an emerging presence within the school.

#### Hispanic/Latino Enrollment

Percentage of Enrollment: There was a small increase in the Hispanic/Latino student population, from 1.58% in 2021-22 to 2.12% in 2022-23, before slightly decreasing to 1.97% in 2023-24.

Number of Students: Increased from 8 students in 2021-22 to 11 students in 2022-23, then decreased to 10 students in 2023-24.

Trend: This subgroup has shown some fluctuation, with the number of students rising in 2022-23 before slightly declining in the following year. Despite these fluctuations, the overall representation of Hispanic/Latino students has increased over the three-year period.

#### Pacific Islander Enrollment

Percentage of Enrollment: No students from the Pacific Islander subgroup have been enrolled in the past three years, as indicated by the 0% enrollment for all three years.

Number of Students: 0 students enrolled across all years.

Trend: While the Pacific Islander population is not represented at Millikin, continued efforts to foster inclusivity and reach out to diverse communities could be explored to understand if this group's absence is due to lack of outreach or other factors.

## White Enrollment

Percentage of Enrollment: Decreased from 5.35% in 2021-22 to 5.13% in 2023-24, with a slight increase in 2022-23 to 6.18%.

Number of Students: Decreased from 27 students in 2021-22 to 26 students in 2023-24.

Trend: While the percentage of White students at Millikin has slightly fluctuated, this subgroup represents a small but steady portion of the student population.

## Multiple/No Response Enrollment

Percentage of Enrollment: Increased from 2.97% in 2021-22 to 3.75% in 2023-24.

Number of Students: Increased from 15 students in 2021-22 to 19 students in 2023-24.

Trend: The group of students whose ethnicity is categorized as "Multiple/No Response" has gradually increased, suggesting that either more students are identifying with multiple racial/ethnic backgrounds or there is a growing number of students who have opted not to disclose their ethnicity.

## Total Enrollment

Overall Enrollment: Millikin School has seen minor fluctuations in total student enrollment, with 505 students in 2021-22, increasing to 518 students in 2022-23, and slightly decreasing to 507 students in 2023-24.

Trend: Despite some fluctuations, Millikin's overall student population has remained relatively stable. This consistency indicates the school's ability to maintain a steady number of students each year.

## Enrollment by Grade Level

Millikin School maintains a consistent enrollment across grade levels, with fluctuations largely in the early grades, where enrollment tends to be higher due to increased student intake. Key observations include:

Transitional Kindergarten and Kindergarten: Millikin maintains a steady enrollment in these early grades, with Kindergarten showing 87 students enrolled in 2023-24, and Transitional Kindergarten showing similar numbers in 2022-23 and 2023-24.

Grades 1-5: These grades show stable numbers, with Grade 1 and Grade 2 having 88 students in 2023-24, and Grade 3 seeing a slight decline to 83 students. Grade 4 and Grade 5 enrollments are also stable, with Grade 4 showing 81 students in 2023-24 and Grade 5 remaining consistent at 80 students.

Middle and High School: There is no enrollment listed for Grades 6-12, indicating that Millikin may only serve elementary students or that these students are enrolled elsewhere in the district as they advance to middle and high school levels.

This enrollment pattern reflects Millikin's stable student body, with a strong presence in elementary grades and no indication of significant drop-offs as students progress through the educational system.

Summary: Millikin School demonstrates a diverse student population with stable enrollment patterns across subgroups. The school has maintained a high level of diversity while ensuring that students across all groups have access to a quality education. The small fluctuations in subgroups are consistent with wider demographic trends and can be addressed with targeted outreach and continued support to ensure every student group is well-represented and supported.

# 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                              | 109                | 68    | 68    | 13.50%              | 21.6% | 13.4% |
| Fluent English Proficient (FEP)               | 212                | 250   | 250   | 35.70%              | 42.0% | 49.3% |
| Reclassified Fluent English Proficient (RFEP) | 51                 | 99    | 107   | 9.2%                | 10.1% | 21.1% |

### Conclusions based on this data:

- 1. English Learner (EL) Population Fluctuation**  
Student Count: Decreased significantly from 109 in 2021–22 to 68 in 2022–23 and remained the same in 2023–24.  
Percentage Dropped from 13.5% in 2021–22 to 13.4% in 2023–24, with a spike to 21.6% in 2022–23.  
Conclusion: The percentage increase in 2022–23 may have been due to a change in enrollment demographics or identification practices. However, the actual number of ELs has decreased overall, which could suggest improved reclassification or fewer ELs enrolling.
- 2. Fluent English Proficient (FEP) Growth**  
Student Count: Increased from 212 (2021–22) to 250 in both 2022–23 and 2023–24.  
  
Percentage: Increased steadily from 35.7% to 49.3%.  
  
Conclusion: A growing number of students are entering the system already proficient in English, or more ELs are being reclassified over time.
- 3. Reclassified Fluent English Proficient (RFEP) Increase**  
Student Count: From 51 (2021–22) to 99 (2022–23); 2023–24 data not provided.  
  
Percentage: Increased from 9.2% to 10.1%.  
  
Conclusion: There has been a positive trend in reclassification efforts. The increase in RFEP numbers supports the idea that more EL students are achieving language proficiency.  
  
Overall English Language Proficiency Trends  
The combined trends suggest the school or district is: Effectively moving ELs to proficiency (as shown by RFEP growth),  
  
Possibly seeing fewer EL enrollments, and/or Enrolling more students who are already English proficient.

# 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 |       |       |
|                                        | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 3                                | 79                     | 86    | 81    | 78                   | 86    | 81    | 78                        | 86    | 81    | 98.7                          | 100.0 | 100   |
| Grade 4                                | 76                     | 82    | 81    | 75                   | 82    | 81    | 75                        | 82    | 81    | 98.7                          | 100.0 | 100   |
| Grade 5                                | 77                     | 82    | 79    | 76                   | 81    | 79    | 76                        | 81    | 79    | 98.7                          | 98.8  | 100   |
| All Grades                             | 232                    | 250   | 241   | 229                  | 249   | 241   | 229                       | 249   | 241   | 98.7                          | 99.6  | 100   |

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 |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| Grade 3                              | 2535.            | 2535. | 2516. | 79.49               | 75.58 | 61.73 | 14.10          | 16.28 | 23.46 | 6.41                  | 6.98  | 11.11 | 0.00               | 1.16  | 3.70  |
| Grade 4                              | 2591.            | 2562. | 2578. | 81.33               | 70.73 | 76.54 | 16.00          | 20.73 | 18.52 | 2.67                  | 7.32  | 4.94  | 0.00               | 1.22  | 0.00  |
| Grade 5                              | 2635.            | 2643. | 2622. | 78.95               | 76.54 | 74.68 | 18.42          | 19.75 | 20.25 | 1.32                  | 3.70  | 5.06  | 1.32               | 0.00  | 0.00  |
| All Grades                           | N/A              | N/A   | N/A   | 79.91               | 74.30 | 70.95 | 16.16          | 18.88 | 20.75 | 3.49                  | 6.02  | 7.05  | 0.44               | 0.80  | 1.24  |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                            | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                                    | 57.69            | 58.14 | 37.04 | 42.31                 | 41.86 | 59.26 | 0.00             | 0.00  | 3.70  |
| Grade 4                                                                    | 58.67            | 46.34 | 58.02 | 41.33                 | 51.22 | 41.98 | 0.00             | 2.44  | 0.00  |
| Grade 5                                                                    | 65.79            | 64.20 | 53.16 | 34.21                 | 34.57 | 46.84 | 0.00             | 1.23  | 0.00  |
| All Grades                                                                 | 60.70            | 56.22 | 49.38 | 39.30                 | 42.57 | 49.38 | 0.00             | 1.20  | 1.24  |

| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                     | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                 | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                         | 66.67            | 62.79 | 61.73 | 30.77                 | 37.21 | 37.04 | 2.56             | 0.00  | 1.23  |
| Grade 4                                                         | 60.00            | 46.34 | 48.15 | 37.33                 | 53.66 | 50.62 | 2.67             | 0.00  | 1.23  |
| Grade 5                                                         | 67.11            | 72.84 | 60.76 | 31.58                 | 27.16 | 36.71 | 1.32             | 0.00  | 2.53  |
| All Grades                                                      | 64.63            | 60.64 | 56.85 | 33.19                 | 39.36 | 41.49 | 2.18             | 0.00  | 1.66  |

| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|-------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                             | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                         | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                                 | 23.08            | 24.42 | 29.63 | 70.51                 | 70.93 | 65.43 | 6.41             | 4.65  | 4.94  |
| Grade 4                                                                 | 40.00            | 35.37 | 19.75 | 56.00                 | 57.32 | 72.84 | 4.00             | 7.32  | 7.41  |
| Grade 5                                                                 | 35.53            | 41.98 | 35.44 | 64.47                 | 54.32 | 63.29 | 0.00             | 3.70  | 1.27  |
| All Grades                                                              | 32.75            | 33.73 | 28.22 | 63.76                 | 61.04 | 67.22 | 3.49             | 5.22  | 4.56  |

| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                        | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                                                | 50.00            | 43.02 | 41.98 | 50.00                 | 53.49 | 53.09 | 0.00             | 3.49  | 4.94  |
| Grade 4                                                                                | 50.67            | 42.68 | 45.68 | 49.33                 | 53.66 | 54.32 | 0.00             | 3.66  | 0.00  |
| Grade 5                                                                                | 53.95            | 51.85 | 51.90 | 44.74                 | 48.15 | 45.57 | 1.32             | 0.00  | 2.53  |
| All Grades                                                                             | 51.53            | 45.78 | 46.47 | 48.03                 | 51.81 | 51.04 | 0.44             | 2.41  | 2.49  |

#### Conclusions based on this data:

##### 1. 1. Participation Trends (Grades 3–5 Only)

Key Takeaways:

Consistently High Participation:

Participation rates for Grades 3–5 have remained above 98% each year.

2023–24 achieved 100% participation in all grades.

This shows strong test administration procedures and student compliance.

##### 2. 2. Overall Achievement Trends

Average Scale Score & Performance Categories:

Mean Scale Scores:

Slight downward trend from 2021–22 to 2023–24:

Grade 3: 2535.1 ? 2516.3

Grade 4: 2591.4 ? 2578.7

Grade 5: 2635.1 ? 2622.1

% Meeting or Exceeding Standards:

Grade 3: Dropped from ~79.5% to ~61.7%

Grade 4: Peaked in 2021–22 (~81%), dipped in 2022–23, recovered to ~76.5% in 2023–24

Grade 5: Stable performance, hovering between ~74–79%

Conclusion:

Performance slightly declined in Grade 3 over time.

Grades 4 and 5 remained relatively stable or rebounded after dips.

Instructional interventions may be needed for early grades (especially Grade 3).

### 3. Reading Performance

Decline in % Above Standard:

Grade 3: Sharp drop from ~58% to 37%

Grade 5: Decrease from 65.8% to 53.2%

Grade 4: Fluctuated but ends strong in 2023–24 (58%)

More Students Near Standard: Indicates a shift from excelling to performing at grade level.

Conclusion: Reading proficiency has weakened, particularly in Grade 3.

Increased focus on foundational reading skills in early grades may be necessary.

Writing Performance

Moderate Decrease Across Grades:

Grade 5 saw the sharpest drop in % Above Standard (67% ? 60.8%)

Overall trend toward more students scoring "At or Near Standard"

Conclusion: Writing remains a relative strength, though fewer students are exceeding standards.

Some regression in higher achievement levels may need targeted enrichment programs.

Listening Skills

Mixed Results:

Grade 3 improved in % Above Standard.

Grade 4 showed significant decline (40% ? 19.75%).

More students are "At or Near Standard," with a small uptick in those "Below Standard" in 2023–24.

Conclusion:

Grade 4 listening skills need support. Overall comprehension and oral language skill development may need reinforcement.

### 6. Research/Inquiry Skills

Generally Stable Performance:

Majority of students remain "At or Near Standard"

Slight drop in students "Above Standard," but very few are below standard

Conclusion:

Research and inquiry are relatively stable, though fewer students are excelling.

Could benefit from deeper project-based learning opportunities to foster higher-level skills.

Overall Conclusions: High Test Participation ensures reliable data trends.

Achievement is gradually declining, especially in Grade 3.

Reading and listening are areas of concern, with notable decreases in performance.

Writing and research skills are more stable but show fewer high performers.

Focused interventions for early literacy (Grade 3), listening comprehension (Grade 4), and advanced skill development (writing/research) are recommended.

# 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 |       |       |
|                                        | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 3                                | 79                     | 86    | 81    | 78                   | 86    | 81    | 78                        | 86    | 81    | 98.7                          | 100.0 | 100   |
| Grade 4                                | 76                     | 82    | 81    | 75                   | 82    | 81    | 75                        | 82    | 81    | 98.7                          | 100.0 | 100   |
| Grade 5                                | 77                     | 82    | 79    | 76                   | 81    | 79    | 76                        | 81    | 79    | 98.7                          | 98.8  | 100   |
| All Grades                             | 232                    | 250   | 241   | 229                  | 249   | 241   | 229                       | 249   | 241   | 98.7                          | 99.6  | 100   |

\* 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 |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| Grade 3                              | 2545.            | 2554. | 2533. | 75.64               | 75.58 | 66.67 | 19.23          | 23.26 | 24.69 | 5.13                  | 1.16  | 7.41  | 0.00               | 0.00  | 1.23  |
| Grade 4                              | 2589.            | 2557. | 2576. | 76.00               | 54.88 | 67.90 | 21.33          | 34.15 | 19.75 | 2.67                  | 8.54  | 12.35 | 0.00               | 2.44  | 0.00  |
| Grade 5                              | 2636.            | 2642. | 2631. | 71.05               | 88.89 | 77.22 | 18.42          | 8.64  | 16.46 | 9.21                  | 2.47  | 6.33  | 1.32               | 0.00  | 0.00  |
| All Grades                           | N/A              | N/A   | N/A   | 74.24               | 73.09 | 70.54 | 19.65          | 22.09 | 20.33 | 5.68                  | 4.02  | 8.71  | 0.44               | 0.80  | 0.41  |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                                                      | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                                                  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                                                                                          | 70.51            | 73.26 | 61.73 | 28.21                 | 25.58 | 37.04 | 1.28             | 1.16  | 1.23  |
| Grade 4                                                                                                                          | 69.33            | 48.78 | 56.79 | 30.67                 | 45.12 | 40.74 | 0.00             | 6.10  | 2.47  |
| Grade 5                                                                                                                          | 69.74            | 75.31 | 63.29 | 28.95                 | 23.46 | 35.44 | 1.32             | 1.23  | 1.27  |
| All Grades                                                                                                                       | 69.87            | 65.86 | 60.58 | 29.26                 | 31.33 | 37.76 | 0.87             | 2.81  | 1.66  |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                          | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                      | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                                              | 74.36            | 75.58 | 51.85 | 24.36                 | 24.42 | 45.68 | 1.28             | 0.00  | 2.47  |
| Grade 4                                                                              | 72.00            | 50.00 | 64.20 | 28.00                 | 45.12 | 34.57 | 0.00             | 4.88  | 1.23  |
| Grade 5                                                                              | 60.53            | 65.43 | 65.82 | 38.16                 | 33.33 | 32.91 | 1.32             | 1.23  | 1.27  |
| All Grades                                                                           | 69.00            | 63.86 | 60.58 | 30.13                 | 34.14 | 37.76 | 0.87             | 2.01  | 1.66  |

### Conclusions based on this data:

- Participation Summary**

Year Students Enrolled Students Tested % Tested  
21–22 232 229 98.7%  
22–23 250 249 99.6%  
23–24 241 241 100%

Key Insight:  
Participation rates are excellent and have improved slightly over time, peaking at 100% in 2023–24.

Reliable participation ensures confidence in achievement data.

Overall Math Achievement Trends

Grade Mean Scale Score % Met/Exceeded (Combined)  
Grade 3 2545.6 ? 2533.9 94.9% ? 91.36% (Slight decline)  
Grade 4 2589.8 ? 2576.8 97.33% ? 87.65% (Noticeable dip in 22–23, some recovery in 23–24)  
Grade 5 2636.5 ? 2631.4 89.47% ? 93.68% (Improvement over time)

Key Insight:  
Grade 5 is the most consistent in strong math performance.

Grade 4 had a dip in 2022–23 but rebounded in 2023–24.

Grade 3 shows a slight downward trend, especially in % Exceeding Standard.
- Problem Solving & Modeling/Data Analysis**

Grade % Above Standard (23–24) Change Since 21–22  
Grade 3 61.73% ? ~9%  
Grade 4 56.79% ? ~12.5%  
Grade 5 63.29% ? ~6.5%

Key Insight:  
Decline across all grades in advanced problem-solving ability.

Despite the drop, the majority of students still perform at or above standard.

Instruction may need a stronger focus on real-world application and modeling skills.

**Communicating Reasoning**

Grade % Above Standard (23–24) Change Since 21–22  
Grade 3 51.85% ? ~22.5%  
Grade 4 64.20% ? ~8%  
Grade 5 65.82% ? ~5%

Key Insight:  
Grade 3 saw the most significant decline, signaling potential early conceptual understanding issues.

Grade 5 improved, indicating growing strength in supporting mathematical conclusions.

Verbal and written reasoning skills in math may need to be reinforced, especially in early grades.

#### All Grades Summary

##### Domain

% Above Standard (21–22 ? 23–24) Trend

Problem Solving & Modeling 69.87% ? 60.58% Declining

Communicating Reasoning 69.00% ? 60.58% Declining

##### Key Insight:

Both domains show a downward trend in higher-level performance.

Greater emphasis on higher-order thinking and reasoning is needed, particularly in Grades 3–4.

3.

#### Conclusions & Recommendations

##### Concerning Trends:

Drop in students “Above Standard” in both problem-solving and reasoning across all grades, especially Grade 3.

Overall math performance is solid, but the depth of understanding and application skills are slipping.

Positives: Participation is excellent.

Most students are at or near standard, with very few scoring “Below Standard.”

Recommendations: Targeted interventions in early grades (esp. Grade 3) to rebuild foundational skills and mathematical communication.

Professional development focused on modeling, real-world problem solving, and reasoning-rich instruction.

Increase use of math discourse strategies and student-led explanations. Data talks and classroom walkthroughs focused on math instructional practices.

# 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://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|----------------------------------------------------------------------------------------------|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level                                                                                  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|                                                                                              | 21-22   | 22-23  | 23-24  | 21-22         | 22-23  | 23-24  | 21-22            | 22-23  | 23-24  | 21-22                     | 22-23 | 23-24 |
| K                                                                                            | 1495.0  | 1524.8 | 1505.9 | 1480.8        | 1510.4 | 1498.3 | 1527.6           | 1558.0 | 1523.5 | 33                        | 32    | 36    |
| 1                                                                                            | 1513.2  | 1532.9 | 1508.5 | 1492.6        | 1500.1 | 1505.3 | 1533.2           | 1565.3 | 1511.2 | 11                        | 19    | 13    |
| 2                                                                                            | *       | 1522.9 | *      | *             | 1524.7 | *      | *                | 1520.5 | *      | 4                         | 11    | 7     |
| 3                                                                                            | *       | *      | *      | *             | *      | *      | *                | *      | *      | 6                         | *     | 7     |
| 4                                                                                            |         | *      | *      |               | *      | *      |                  | *      | *      |                           | 4     | *     |
| 5                                                                                            | *       |        | *      | *             |        | *      | *                |        | *      | *                         |       | *     |
| All Grades                                                                                   |         |        |        |               |        |        |                  |        |        | 57                        | 67    | 66    |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                     | 45.45   | 68.75 | 75.00 | 51.52   | 28.13 | 16.67 | 3.03    | 3.13  | 8.33  | 0.00    | 0.00  | 0.00  | 33                       | 32    | 36    |
| 1                                                                                     | 36.36   | 52.63 | 46.15 | 54.55   | 47.37 | 53.85 | 9.09    | 0.00  | 0.00  | 0.00    | 0.00  | 0.00  | 11                       | 19    | 13    |
| 2                                                                                     | *       | 27.27 | *     | *       | 72.73 | *     | *       | 0.00  | *     | *       | 0.00  | *     | *                        | 11    | *     |
| 3                                                                                     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 4                                                                                     |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| 5                                                                                     | *       |       | *     | *       |       | *     | *       |       | *     | *       |       | *     | *                        |       | *     |
| All Grades                                                                            | 49.12   | 55.22 | 62.12 | 47.37   | 43.28 | 33.33 | 3.51    | 1.49  | 4.55  | 0.00    | 0.00  | 0.00  | 57                       | 67    | 66    |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                        | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                    | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                  | 42.42   | 59.38 | 66.67 | 51.52   | 28.13 | 16.67 | 6.06    | 12.50 | 16.67 | 0.00    | 0.00  | 0.00  | 33                       | 32    | 36    |
| 1                                                                                  | 45.45   | 42.11 | 69.23 | 36.36   | 57.89 | 30.77 | 18.18   | 0.00  | 0.00  | 0.00    | 0.00  | 0.00  | 11                       | 19    | 13    |
| 2                                                                                  | *       | 63.64 | *     | *       | 27.27 | *     | *       | 9.09  | *     | *       | 0.00  | *     | *                        | 11    | *     |
| 3                                                                                  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 4                                                                                  |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| 5                                                                                  | *       |       | *     | *       |       | *     | *       |       | *     | *       |       | *     | *                        |       | *     |
| All Grades                                                                         | 52.63   | 53.73 | 65.15 | 40.35   | 38.81 | 25.76 | 7.02    | 7.46  | 9.09  | 0.00    | 0.00  | 0.00  | 57                       | 67    | 66    |

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                     | 33.33   | 46.88 | 69.44 | 66.67   | 43.75 | 30.56 | 0.00    | 9.38  | 0.00  | 0.00    | 0.00  | 0.00  | 33                       | 32    | 36    |
| 1                                                                                     | 36.36   | 63.16 | 30.77 | 54.55   | 31.58 | 61.54 | 9.09    | 5.26  | 7.69  | 0.00    | 0.00  | 0.00  | 11                       | 19    | 13    |
| 2                                                                                     | *       | 9.09  | *     | *       | 81.82 | *     | *       | 9.09  | *     | *       | 0.00  | *     | *                        | 11    | *     |
| 3                                                                                     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 4                                                                                     |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| 5                                                                                     | *       |       | *     | *       |       | *     | *       |       | *     | *       |       | *     | *                        |       | *     |
| All Grades                                                                            | 36.84   | 43.28 | 50.00 | 59.65   | 47.76 | 45.45 | 3.51    | 8.96  | 4.55  | 0.00    | 0.00  | 0.00  | 57                       | 67    | 66    |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                             | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                         | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                       | 75.76          | 71.88 | 66.67 | 21.21               | 28.13 | 33.33 | 3.03      | 0.00  | 0.00  | 33                       | 32    | 36    |
| 1                                                                                       | 36.36          | 78.95 | 84.62 | 63.64               | 21.05 | 15.38 | 0.00      | 0.00  | 0.00  | 11                       | 19    | 13    |
| 2                                                                                       | *              | 54.55 | *     | *                   | 45.45 | *     | *         | 0.00  | *     | *                        | 11    | *     |
| 3                                                                                       | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 4                                                                                       |                | *     | *     |                     | *     | *     |           | *     | *     |                          | *     | *     |
| 5                                                                                       | *              |       | *     | *                   |       | *     | *         |       | *     | *                        |       | *     |
| All Grades                                                                              | 66.67          | 70.15 | 74.24 | 31.58               | 29.85 | 25.76 | 1.75      | 0.00  | 0.00  | 57                       | 67    | 66    |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                            | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                        | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                      | 18.18          | 40.63 | 61.11 | 81.82               | 56.25 | 33.33 | 0.00      | 3.13  | 5.56  | 33                       | 32    | 36    |
| 1                                                                                      | 36.36          | 26.32 | 23.08 | 63.64               | 68.42 | 76.92 | 0.00      | 5.26  | 0.00  | 11                       | 19    | 13    |
| 2                                                                                      | *              | 72.73 | *     | *                   | 27.27 | *     | *         | 0.00  | *     | *                        | 11    | *     |
| 3                                                                                      | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 4                                                                                      |                | *     | *     |                     | *     | *     |           | *     | *     |                          | *     | *     |
| 5                                                                                      | *              |       | *     | *                   |       | *     | *         |       | *     | *                        |       | *     |
| All Grades                                                                             | 38.60          | 41.79 | 51.52 | 61.40               | 55.22 | 45.45 | 0.00      | 2.99  | 3.03  | 57                       | 67    | 66    |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |        |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|--------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |        |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 21-22          | 22-23 | 23-24 | 21-22               | 22-23  | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                     | 36.36          | 53.13 | 52.78 | 63.64               | 46.88  | 47.22 | 0.00      | 0.00  | 0.00  | 33                       | 32    | 36    |
| 1                                                                                     | 45.45          | 73.68 | 46.15 | 54.55               | 26.32  | 53.85 | 0.00      | 0.00  | 0.00  | 11                       | 19    | 13    |
| 2                                                                                     | *              | 0.00  | *     | *                   | 100.00 | *     | *         | 0.00  | *     | *                        | 11    | *     |
| 3                                                                                     | *              | *     | *     | *                   | *      | *     | *         | *     | *     | *                        | *     | *     |
| 4                                                                                     |                | *     | *     |                     | *      | *     |           | *     | *     |                          | *     | *     |
| 5                                                                                     | *              |       | *     | *                   |        | *     | *         |       | *     | *                        |       | *     |
| All Grades                                                                            | 36.84          | 47.76 | 40.91 | 63.16               | 52.24  | 57.58 | 0.00      | 0.00  | 1.52  | 57                       | 67    | 66    |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                     | 96.97          | 87.50 | 80.56 | 3.03                | 12.50 | 19.44 | 0.00      | 0.00  | 0.00  | 33                       | 32    | 36    |
| 1                                                                                     | 63.64          | 57.89 | 15.38 | 36.36               | 42.11 | 84.62 | 0.00      | 0.00  | 0.00  | 11                       | 19    | 13    |
| 2                                                                                     | *              | 72.73 | *     | *                   | 27.27 | *     | *         | 0.00  | *     | *                        | 11    | *     |
| 3                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 4                                                                                     |                | *     | *     |                     | *     | *     |           | *     | *     |                          | *     | *     |
| 5                                                                                     | *              |       | *     | *                   |       | *     | *         |       | *     | *                        |       | *     |
| All Grades                                                                            | 85.96          | 73.13 | 60.61 | 14.04               | 26.87 | 39.39 | 0.00      | 0.00  | 0.00  | 57                       | 67    | 66    |

#### Conclusions based on this data:

1. Participation Overview  
Stable Testing Numbers: Participation stayed relatively stable, with total tested students ranging from 57 to 67 across years.  
  
Grades Tested: Primarily K–2 students, with sporadic data in higher grades, and most data suppressed (likely due to low counts).

2. Overall Language Performance  
Improvement Trend:

Level 4 (highest) increased from 49.12% (21–22) to 62.12% (23–24).

Level 1 (lowest) remained at 0%, suggesting no students fell into the lowest category.

Level 3 slightly decreased, meaning more students moved to Level 4.

Interpretation: Strong upward movement in overall proficiency.

Oral Language  
Strong Gains:

Level 4 rose from 52.63% (21–22) to 65.15% (23–24).

Beginning level remained 0%, indicating solid foundational skills.

Consistent Progress especially in Kindergarten and Grade 1.

Written Language  
Significant Growth:

Level 4 increased from 36.84% (21–22) to 50.00% (23–24).

Level 2 (basic) decreased, showing a shift upward in proficiency.

Kindergarten showed notable gains, with Level 4 jumping from 33.33% to 69.44% over three years.

Domain-Specific Performance

? Listening

Well Developed increased each year: 66.67% (21–22) ? 74.24% (23–24).

No students were at the Beginning level in recent years.

? Speaking

Well Developed rose from 38.6% to 51.52%, indicating improved verbal communication.

Significant improvement in Kindergarten from 18.18% to 61.11%.

? Reading

Mixed Trends: Peak in 2022–23 (47.76% Well Developed), slight dip in 2023–24 (40.91%).

Still, Beginning level stayed very low, suggesting steady comprehension.

? Writing

Well Developed declined over time (85.96% ? 60.61%), though still strong.

The rise in Somewhat/Moderately Developed suggests growing diversity in student abilities.

3. Key Takeaways

The data reflect positive trends in overall and oral language development.

Written language and listening skills have remained strong or improved.

Reading is stable but may require monitoring.

Speaking is showing consistent upward improvement.

Kindergarten and Grade 1 students demonstrate especially high gains.

# School and Student Performance Data

## Student Population

The 2024 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.

| 2023-24 Student Population                                               |                                                                                                                                  |                                                                                                                                                              |                                                             |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment                                                         | Socioeconomically Disadvantaged                                                                                                  | English Learners                                                                                                                                             | Foster Youth                                                |
| 507                                                                      | 4.9%                                                                                                                             | 13.4%                                                                                                                                                        | 0.0%                                                        |
| Total Number of Students enrolled in Millikin Basics+ Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group |       |            |
|---------------------------------------------------|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 68    | 13.4%      |
| Foster Youth                                      | 0     | 0.0%       |
| Homeless                                          | 0     | 0.0%       |
| Socioeconomically Disadvantaged                   | 25    | 4.9%       |
| Students with Disabilities                        | 13    | 2.6%       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 6     | 1.2%       |
| American Indian              | 6     | 1.2%       |
| Asian                        | 435   | 85.8%      |
| Filipino                     | 4     | 0.8%       |
| Hispanic                     | 10    | 2%         |
| Two or More Races            | 19    | 3.7%       |
| Pacific Islander             | 0     | 0.0%       |
| White                        | 26    | 5.1%       |

### Conclusions based on this data:

- Overall Enrollment  
Total Students: 507

A medium-sized elementary school, with clear demographic trends and concentrated needs in specific areas.

#### Demographic Composition

##### Ethnicity/Race

Overwhelmingly Asian:

435 students (85.8%), which indicates a significant cultural and linguistic influence on the campus environment.

Other groups:

White: 26 students (5.1%)

Two or more races: 19 (3.7%)

Hispanic: 10 (2%)

African American & American Indian: 6 each (1.2%)

Filipino: 4 (0.8%)

Pacific Islander: 0

Implication: School initiatives (e.g., cultural celebrations, bilingual communication, parent outreach) should reflect this strong Asian demographic, while ensuring inclusion for all other groups.

## 2. Student Needs & Support Populations

### English Learners (ELs): 68 students (13.4%)

Aligns closely with the ethnic data, likely reflecting students from Asian language backgrounds.

Matches exactly the "English Learners" data from the ELPAC assessment group—showing alignment in identification and service provision.

Socioeconomically Disadvantaged: 25 students (4.9%)

Very low compared to state averages, suggesting a relatively affluent school population.

Likely to affect funding allocations and may impact eligibility for Title I programs.

Students with Disabilities: 13 students (2.6%)

Also lower than state averages (typically around 10-12%).

Foster Youth & Homeless Students: 0 students reported in both categories.

This reflects either very low incidence or possibly under-identification.

## 3. Key Observations

**Low-Need Profile:** The student body is overall less socioeconomically disadvantaged, with fewer students requiring special education or support services than the broader California average.

**High Concentration of English Learners** within a mostly Asian population, suggesting the need for language support programs tailored to Asian language speakers.

**Equity Considerations:** Even with low percentages, targeted outreach should ensure that students from smaller demographic groups (e.g., African American, Hispanic, multi-racial) are seen and supported.

**Recommendations:**

Prioritize EL Services: Continue supporting English Learners, especially in early grades, as reflected in the ELPAC trends.

Leverage Demographics for Engagement: Consider offering multilingual family events, translated materials, and cultural representation in curriculum.

Monitor for Underreporting: Foster/homeless youth counts are at zero—schools should regularly check identification protocols to ensure accuracy.

Equity Programs: Small demographic groups may need individualized attention to ensure inclusive experiences.

# School and Student Performance Data

## Overall Performance

The 2024 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.”



### 2024 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>Blue</div> | <div>Suspension Rate</div> <div></div> <div>Blue</div> |
| <div>Mathematics</div> <div></div> <div>Green</div>             |                                                                                                                                              |                                                                                                                                            |
| <div>English Learner Progress</div> <div></div> <div>Blue</div> |                                                                                                                                              |                                                                                                                                            |

#### Conclusions based on this data:

1. Academic Performance Overview  
Indicator Performance Level Color Rating  
English Language Arts (ELA): Green High  
Mathematics: Green High  
English Learner Progress: Blue Very High  
College/Career: Not Applicable N/A

#### Interpretation of Dashboard Colors

Green: Indicates high performance—students are either performing well above the standard or have made significant improvements.

Blue: Represents the highest level of performance—students or subgroups are excelling in that area.

N/A (College/Career): This metric does not apply to elementary schools, which explains the "Never Modified" status.

# School and Student Performance Data

## Academic Performance English Language Arts

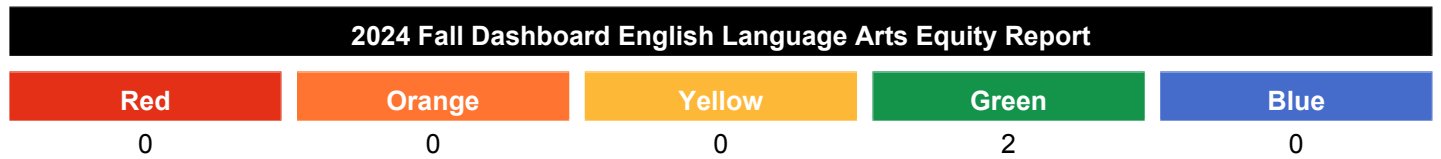
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group                                                                                                                                                  |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Green</div> <div>103.1 points above standard</div> <div>Declined 9.1 points</div> <div>238 Students</div> | <div>English Learners</div> <div></div> <div>Green</div> <div>67.7 points above standard</div> <div>Declined 17.7 points</div> <div>52 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                       |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                          | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                                 | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>9 Students</div> |

|                                                                                                                                                                                           |                                                                                                                                                                                 |                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Less than 11 Students<br><br>7 Students | <b>African American</b><br><br>No Performance Color<br>Less than 11 Students<br><br>3 Students | <b>American Indian</b><br><br>No Performance Color<br>Less than 11 Students<br><br>4 Students                      |
| <b>Asian</b><br><br>Green<br>105.2 points above standard<br>Declined 12.1 points<br><br>202 Students     | <b>Filipino</b><br><br>No Performance Color<br>Less than 11 Students<br><br>2 Students         | <b>Hispanic</b><br><br>No Performance Color<br>Less than 11 Students<br><br>5 Students                             |
| <b>Two or More Races</b><br><br>No Performance Color<br>Less than 11 Students<br><br>8 Students          | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                              | <b>White</b><br><br>No Performance Color<br>65.5 points above standard<br>Maintained 2.1 points<br><br>13 Students |

#### Conclusions based on this data:

- Overall Performance Summary**  
Schoolwide Status: Green  
  
Performance Level: 103.1 points above standard  
  
Change from Previous Year: Declined by 9.1 points  
  
Students Tested: 238  
  
Despite a decline, the Green rating means students are still performing well above grade-level standards in ELA.
- Key Observations**  
**Strengths**  
All major reported groups (All Students, Asian, English Learners) are performing significantly above the state standard.  
  
The Asian subgroup, which makes up 85.8% of the school's population, is a major driver of the school's high performance (105.2 points above standard).  
  
**Areas to Monitor**  
While performance is still strong, there are declines across all major reported groups:  
  
English Learners dropped by 17.7 points, the steepest decline.

Asian students dropped by 12.1 points.

Even All Students declined by 9.1 points.

These declines are not enough to shift performance color, but they signal a trend worth monitoring to prevent slipping into lower performance bands in future cycles.

#### Data Gaps

Most subgroups (e.g., Foster Youth, Homeless, SED, African American, Hispanic) are too small to report, leaving a limited picture of equity across all demographics.

Socioeconomically Disadvantaged and Students with Disabilities could be areas of concern but are not large enough for analysis.

### 3. Recommendations:

**Investigate the Causes of Decline:** Conduct item-level analysis or teacher feedback reviews to understand why ELA scores have dropped, particularly among English Learners.

**Support English Learners Strategically:** Despite being high-performing, they saw the sharpest drop. Consider reviewing curriculum pacing, scaffolds, or test prep strategies.

**Close Data Gaps:** For subgroups with fewer than 11 students, consider qualitative monitoring to ensure their needs are being met, even if not reflected in dashboard metrics.

**Sustain Core Instruction Quality:** Continue leveraging what works in Tier 1 instruction, while layering targeted interventions for students trending downward.

# School and Student Performance Data

## Academic Performance Mathematics

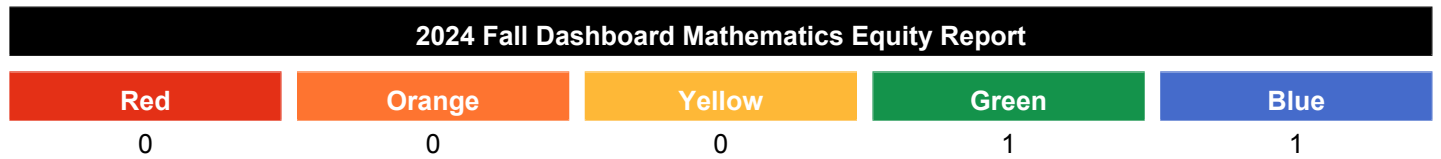
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group                                                                                                                                                           |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Green</div> <div>98.2 points above standard</div> <div>Declined 4.1 points</div> <div>238 Students</div> | <div>English Learners</div> <div></div> <div>Blue</div> <div>80.8 points above standard</div> <div>Maintained 1.2 points</div> <div>52 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                       |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                         | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                                 | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>9 Students</div> |

|                                                                                                                                                                                           |                                                                                                                                                                                 |                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Less than 11 Students<br><br>7 Students | <b>African American</b><br><br>No Performance Color<br>Less than 11 Students<br><br>3 Students | <b>American Indian</b><br><br>No Performance Color<br>Less than 11 Students<br><br>4 Students                      |
| <b>Asian</b><br><br>Green<br>101.7 points above standard<br>Declined 4.2 points<br><br>202 Students      | <b>Filipino</b><br><br>No Performance Color<br>Less than 11 Students<br><br>2 Students         | <b>Hispanic</b><br><br>No Performance Color<br>Less than 11 Students<br><br>5 Students                             |
| <b>Two or More Races</b><br><br>No Performance Color<br>Less than 11 Students<br><br>8 Students          | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                              | <b>White</b><br><br>No Performance Color<br>55.7 points above standard<br>Maintained 2.3 points<br><br>13 Students |

### Conclusions based on this data:

- Overall Performance Summary (Mathematics)**  
 Schoolwide Status: Green  
  
 Overall Score: 98.2 points above standard  
 Change: Declined by 4.1 points  
 Students Tested: 238  
  
 Despite a small decline, the school continues to perform well above grade level in mathematics.  
  
 Equity Report Color Distribution  
  
 Color Number of Student Groups  
 ?? Blue 1 (English Learners)  
 ?? Green 1 (All Students, Asian)  
 ?? Yellow 0  
 ?? Orange 0  
 ?? Red 0  
 No student group is underperforming, and one group even reached Blue, indicating exceptional performance and progress.
- Performance by Student Group (Mathematics)**

#### Student Group Status Points Above Standard Change Color N-Size

All Students 98.2 above standard Declined by 4.1 Green 238

English Learners 80.8 above standard Maintained (+1.2) Blue 52

Asian 101.7 above standard Declined by 4.2 Green 202

White 55.7 above standard Maintained (+2.3) No Color 13

All other groups: No Color (small N-size) N/A N/A <11

#### Key Insights

##### Strengths

English Learners earned a Blue rating, indicating they're both high performing and showing improvement.

Asian students, the largest group (85.8% of population), continue to perform exceptionally well (Green, 101.7 points above standard).

The overall school rating of Green confirms strong instruction and student outcomes in mathematics.

##### Areas to Watch

All Students and Asian groups saw minor declines (-4.1 and -4.2 points, respectively), not enough to change color rating but worth monitoring.

The White subgroup maintained but scored notably lower than schoolwide average (55.7 points above standard).

Many vulnerable groups (e.g., SED, SWD, African American, Hispanic) are too small to be reported, limiting equity visibility.

#### Comparison with ELA Performance

##### Subject Overall Color Points Above Standard Change

English Language Arts Green 103.1 Declined 9.1

Mathematics Green 98.2 Declined 4.1

Mathematics is slightly lower performing than ELA, but with less decline, indicating slightly stronger stability in this subject area.

### 3. Recommendations

**Celebrate and Expand Effective EL Strategies:** EL students are excelling in math — understand what's working and extend those practices across content areas.

**Monitor Stability:** Though all major groups are high performing, small annual declines suggest a potential early downward trend. Proactively support students at or near the "Standard Met" threshold.

**Investigate Subgroup Disparities:** While many subgroups are too small for public reporting, internal monitoring of performance and access to supports for these students is essential.

**Continue Enrichment and Challenge:** With scores far above standard, students may benefit from greater academic challenge, problem-solving, and critical thinking tasks in math.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

| 2024 Fall Dashboard English Learner Progress Indicator                                    |                                                                                                             |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| English Learner Progress                                                                  | Long-Term English Learner Progress                                                                          |
| <br>Blue | <br>No Performance Color |
| 70% making progress.                                                                      | making progress.                                                                                            |
| Number Students: 30 Students                                                              | Number Students: 0 Students                                                                                 |

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.

| 2024 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 |
| 6.7%                                                             | 23.3%                                      | 0%                      | 70%                                |

### Conclusions based on this data:

1. Overall English Learner Progress  
Performance Level: Blue (Highest possible rating)  
  
Percent Making Progress: 70%  
  
Total English Learner Students Assessed: 30  
  
Achieving Blue status indicates strong performance in supporting English Learners (ELs) in acquiring English proficiency.  
  
Detailed Student Progress Breakdown  
ELPI Progress Outcome Percentage Interpretation  
Progressed at least one ELPI level 70% Students are acquiring English skills at an accelerated pace.  
Maintained ELPI level 1–3H 23.3% Students made no measurable progress but did not decline.  
Decreased one ELPI level 6.7% A small group is losing ground and may need targeted support.  
Maintained ELPI level 4 0% No students remained at the highest level of English proficiency.

- 2. Strengths**  
Strong progress (70%) places Millikin’s EL program in the top tier statewide.
- Low regression rate (6.7%) suggests effective instruction and support systems.
- Achieving Blue status reflects well on both instructional quality and student engagement in language learning.
- Areas for Attention**  
No students maintained ELPI Level 4, indicating a need to support and retain high proficiency once reached.
- 23.3% of students are stagnating at lower levels. These students may need differentiated strategies or additional intervention.
- No Long-Term English Learners (LTELs)**  
The report shows 0 LTELs, which suggests students are reclassifying efficiently — a positive sign of system effectiveness.
- 3. Recommendations for Continuous Improvement**  
Celebrate success with staff, students, and families to reinforce effective strategies.
- Focus on students maintaining low proficiency (23.3%) with targeted small-group instruction or adaptive language support tools.
- Track students nearing Level 4 closely to encourage and sustain high proficiency.
- Investigate regression cases (6.7%) to identify patterns in instructional gaps or other barriers.
- Summary**  
Indicator Value  
Performance Level ?? Blue % Progressing 70%  
Total EL Students 30  
% Declined 6.7%  
% Maintained Low 23.3%  
% Maintained L4 0%  
LTEL Count 0  
Millikin is demonstrating exceptional performance in English Learner development. Continued monitoring and targeted support will help maintain this strong trajectory.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group                                                                                                                                 |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div><br/>Blue</div> <div>1.9% Chronically Absent</div> <div>Declined 0.7</div> <div>516 Students</div> | <div>English Learners</div> <div><br/>Orange</div> <div>6.9% Chronically Absent</div> <div>Increased 2.3</div> <div>87 Students</div> | <div>Long-Term English Learners</div> <div><br/>No Performance Color</div> <div>0 Students</div>                                                                 |
| <div>Foster Youth</div> <div><br/>No Performance Color</div> <div>0 Students</div>                                              | <div>Homeless</div> <div><br/>No Performance Color</div> <div>0 Students</div>                                                        | <div>Socioeconomically Disadvantaged</div> <div><br/>No Performance Color</div> <div>4% Chronically Absent</div> <div>Increased 1.7</div> <div>25 Students</div> |

|                                                                                                                                                                                                        |                                                                                                                                                                                                               |                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>0% Chronically Absent<br>Declined 7.7<br>14 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>6 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>6 Students |
| <b>Asian</b><br><br>Blue<br>1.6% Chronically Absent<br>Declined 1.3<br>444 Students                                   | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>4 Students         | <b>Hispanic</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>10 Students       |
| <b>Two or More Races</b><br><br>No Performance Color<br>0% Chronically Absent<br>Maintained 0<br>20 Students          | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                            | <b>White</b><br><br>No Performance Color<br>11.5% Chronically Absent<br>Increased 11.5<br>26 Students                       |

**Conclusions based on this data:**

1. Maintain as best as possible a high attendance rate for all students. Pandemic and post pandemic isolation days caused an increase in absences.
2. Students absences are a reflection of travel, not poor attendance. All students are tracked and parents are informed about absences exceeding 3.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

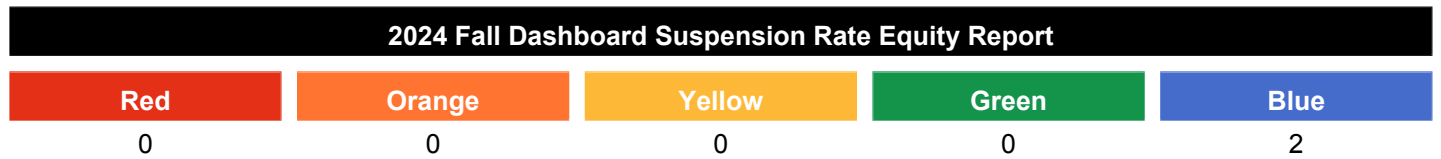
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group                                                                                                                                                               |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>519 Students</div> | <div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>88 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                                         |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                     | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                            | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>25 Students</div> |

|                                                                                                                                                                                                                 |                                                                                                                                                                                                               |                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>0% suspended at least one day<br>Maintained 0%<br>14 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>6 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>6 Students |
| <b>Asian</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>447 Students                                     | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>4 Students         | <b>Hispanic</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>10 Students       |
| <b>Two or More Races</b><br><br>No Performance Color<br>0% suspended at least one day<br>Maintained 0%<br>20 Students          | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                            | <b>White</b><br><br>No Performance Color<br>0% suspended at least one day<br>Maintained 0%<br>26 Students                   |

#### Conclusions based on this data:

- Overall Suspension Rate Performance**  
Performance Level (All Students): ?? Blue (Highest rating)

Suspension Rate: 0%

Status: Maintained (No change from the prior year)

Total Students Assessed: 519

A 0% suspension rate combined with a Blue performance level indicates exceptional school climate and behavior management.

Suspension Rates by Student Group

Student Group Suspension Rate Status Performance Color

All Students 0% Maintained ?? Blue

English Learners 0% Maintained ?? Blue

Socioeconomically Disadvantaged 0% Maintained No Color (<11 students)

Students with Disabilities 0% Maintained No Color (<11 students)

Asian 0% Maintained ?? Blue

Two or More Races 0% Maintained No Color (<11 students)

White 0% Maintained No Color (<11 students)

All Other Groups 0% or N/A Maintained or N/A No Color or Not Reported

Note: Many subgroups have fewer than 11 students, so their data is not displayed to protect student privacy.

2. Key Strengths  
School-wide 0% suspension rate is a strong indicator of:

Effective classroom management

Strong positive behavioral supports

A safe and inclusive school environment

Consistency across multiple demographic groups, especially:

English Learners (0%)

Asian students (0%)

Socioeconomically disadvantaged students (0%)

Considerations

While many subgroups are not large enough to report publicly, the absence of suspensions even among those reported suggests equity in behavioral expectations and enforcement.

The school will continue to:

Monitor behavior data internally by subgroup

Maintain support systems that promote proactive, rather than punitive, responses

?? Summary Table

Indicator Value

Overall Rate 0%

Status Maintained

Performance Level ?? Blue

Subgroup Consistency High

At-Risk Groups 0% Suspended

Final Summary

Millikin Basics+ Elementary School demonstrates exceptional discipline practices, with zero suspensions across all reported student groups. This positions the school as a model for safe, supportive, and inclusive learning environments.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### English Language Arts

##### Goal:

Millikin School will increase the percentage of students demonstrating proficiency in English Language Arts (ELA)—including reading, literacy, and writing—to 95% or higher during the 2024–2025 school year, as measured by performance on the Smarter Balanced Assessment Consortium (SBAC) and other district-approved literacy assessments. This goal reflects students who meet or exceed both district and California state standards.

##### Elaboration:

To achieve this, Millikin will implement targeted instructional strategies, including evidence-based reading interventions, differentiated writing instruction, and data-driven small group support. The school will also strengthen professional collaboration through regular data inquiry cycles and provide teachers with ongoing professional development focused on integrated and designated English Language Development (ELD), culturally responsive pedagogy, and formative assessment practices.

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

LCAP goal to which this school goal is aligned.

#### District Priorities

Leverage data to enhance educator practices and improve student outcomes.

Prioritize support for students furthest from opportunity to close equity gaps.

Build and sustain high-performing systems and collaborative teams.

#### LCAP Goals

Ensure all students make measurable annual progress toward mastering California Standards and graduating, with an emphasis on closing achievement gaps between student groups.

Support all students in demonstrating growth aligned with the SCUSD Vision 2035 Graduate Portrait.

Strengthen partnerships with families, businesses, and community stakeholders to help every student progress toward the Graduate Portrait.

#### Focus Areas

Integrated and Designated English Language Development – Enhance language development within and beyond the classroom.

Collaborative Data Inquiry Cycles – Use team-based analysis to drive instructional improvement.

Multi-Tiered System of Supports (MTSS) – Strengthen schoolwide systems to meet the academic, behavioral, and social-emotional needs of all students.

### 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.

In alignment with LCAP Goal 1 (ensuring all students make measurable annual progress toward mastering California Standards), Millikin School is committed to supporting the academic success of our English Learner (EL)-identified students, with a strategic focus on those who enroll after Kindergarten. These students may enter with varying levels of English proficiency and limited exposure to foundational academic vocabulary and content in English.

To address this need, we will implement targeted instructional supports, including:

Designated and integrated English Language Development (ELD) instruction within the general education setting, After-school and small-group interventions tailored to language and literacy development, Progress monitoring tools to assess English language acquisition and literacy skills, and Professional development for educators focused on culturally responsive teaching, scaffolding strategies, and ELD integration.

These efforts will help accelerate language proficiency and academic access for late-entry EL students, directly supporting Focus Area 1 (Integrated/Designated ELD in the Classroom) and contributing to LCAP Goal 1 and Goal 2 by reducing opportunity gaps and improving outcomes tied to the Graduate Portrait.

## Annual Measurable Outcomes

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

| Metric/Indicator                 | Baseline/Actual Outcome      | Expected Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standardized Assessments i-Ready | 92% Met or Exceeded Standard | <p>Expected Outcome (2024–25 School Year):</p> <p>The school's goal is to maintain or exceed current levels of proficiency, ensuring that at least 92–95% of students meet or exceed grade-level standards on both i-Ready diagnostics and SBAC summative assessments. Specific focus will be placed on:</p> <p>Supporting newly enrolled students and English Learners through targeted interventions;</p> <p>Implementing instructional data cycles to adjust instruction and fill learning gaps;</p> <p>Maintaining a strong core instructional program that emphasizes rigorous, standards-aligned instruction.</p> <p>This outcome supports continuous academic excellence and demonstrates a commitment to sustaining high achievement across all student groups, aligned with LCAP Goal 1 and Focus Areas 1 and 2.</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 |
|---------------------|-------------|-----------------------|-----------------------|
|                     |             |                       |                       |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                   |                              |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 1.1 | Professional Development and Training of staff: Provide high quality professional development opportunities to staff to increase skills and effectiveness in Reading/Writing/English Language Arts for student learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                | All students, especially at-risk students, benefit when teachers are trained to master instructional practices and collaboration.                                 | 1000<br>Targeted Allocation  |
| 1.2 | Collaboration/ Planning/ Assessment Time: Provide opportunities for staff to collaborate or assess students during the school day, after school or when school is not in session in order to increase teacher effectiveness and content knowledge. Staff will work towards aligning Back to Basics instruction and develop assessments to show student mastery for progression to next grade or level for all aspects of literacy.                                                                                                                                                                                                                                      | All students, especially at-risk students, benefit when teachers are trained and master their instructional practices and collaboration.                          | 1000<br>Targeted Allocation  |
| 1.3 | Literacy Materials to support the basics of the whole class instruction model. Provide literacy program textbooks, workbooks, leveled readers, Literacy support programs, Literacy support materials that will support the whole class instruction and support programs that support at-risk students' knowledge and opportunities to learn at high levels. This may include but not be limited to a basal reading series, spelling workbooks, grammar books/workbooks, phonics materials, leveled readers, LLI kits, Nonfiction reading materials, "Time for Kids", writing journals, writing programs, and other programs that are state-adopted or district-adopted. | Having high quality literacy materials and programs increase all student learning and teacher effectiveness with a focus on underserved students and their needs. | 10000<br>Targeted Allocation |
| 1.4 | Purchase library materials based on library and curriculum standards, student demographics, circulation and collection data. (Aligned with SCUSD Board Approved Library Plan September 2005)                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | All students benefit from having more available titles to read or choose from in the Library.                                                                     | 2000<br>None Specified       |
| 1.5 | Online or Computer Based Programs for ELA: Provide additional learning opportunities for students to increase their reading and literacy skills through online/computer-based programs. The programs should be able to give students access to their learning programs throughout the day and when they are not in school. Programs include but are not limited to: Mystery Writing or similar programs.                                                                                                                                                                                                                                                                | All students benefit from programs and technology that increase their opportunities to learn.                                                                     | 500<br>None Specified        |
| 1.8 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                   |                              |

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Tier 1 supports were a key focus of the school's instructional strategy in both English Language Arts (ELA) and Mathematics. These supports encompassed high-quality, standards-aligned core instruction delivered to all students

within the general education classroom. Emphasis was placed on clear learning targets, consistent formative assessment practices, and strategic use of instructional time to maximize engagement and access to rigorous content.

In ELA, Tier 1 instruction prioritized the integration of reading, writing, speaking, and listening skills, aligned with grade-level California Common Core Standards. Teachers utilized benchmark data and tools such as i-Ready and district-approved curriculum to tailor instruction and differentiate as needed within whole-group and small-group settings.

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

The budget is strategically aligned to support the implementation of our school improvement plan, ensuring that resources are allocated to priority areas that directly impact student achievement.

This includes funding for targeted intervention programs, professional development for staff, curriculum materials aligned with state standards, and support services for English Learners and students with additional needs. The budget also provides for technology integration, assessment tools, and collaborative planning time—all of which are essential to advancing instructional quality and achieving school-wide goals.

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.

At this time, no changes will be made to the goal, annual outcomes, metrics, or strategies/activities, as current data analysis indicates consistently high levels of student performance. Our goal is to maintain or exceed existing levels of proficiency, particularly on standardized assessments such as SBAC and i-Ready. Therefore, we will continue to implement our current strategies, with a continued emphasis on Tier 1 instruction and targeted supports for identified student groups. Any future adjustments will be based on ongoing progress monitoring and data reviews. This decision and related strategies can be found in the SPSA under Goal 1: Academic Achievement, including the associated metrics and action steps.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Mathematics

Goal Overview: Millikin School aims to increase the percentage of students meeting or exceeding SCUSD district and state standards in math, as measured by standardized assessments (SBAC, i-Ready) and performance-based assessments.

Key Strategies: Data-Driven Instruction

Action: Regularly analyze i-Ready and SBAC data to adjust instruction.

Outcome: Early identification of gaps, targeted interventions, and better instructional decisions.

Tiered Instructional Supports:

Action: Provide small group support and enrichment opportunities.

Outcome: Increased proficiency for below-grade students and challenge for advanced learners.

Professional Development:

Action: Ongoing PD on math strategies, tools, and data usage.

Outcome: Improved teaching effectiveness and math instruction quality.

Performance-Based Assessments:

Action: Use project-based assessments to apply math concepts.

Outcome: Deeper understanding through practical applications.

Family and Community Engagement:

Action: Host parent workshops and partner with local organizations for enrichment.

Outcome: Enhanced support at home and real-world math experiences.

Metrics for Progress:

i-Ready: 90% met/exceeded standard. Goal: 95% or higher.

SBAC: 85% met/exceeded standard. Goal: 90% or higher.

Performance-Based Assessments: 85% of students to show growth in real-world applications.

Review:

Action: Review data at year-end to assess progress and refine strategies.

Outcome: Adjust next year's plan based on results.

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

LCAP goal to which this school goal is aligned.

**District Priorities:**

1. Use data to improve adult practices and student outcomes.
2. Focus on students furthest from opportunity first to close gaps.

**LCAP Goals:**

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.

**FOCUS AREA:**

1. Collaborative Data Inquiry Cycles (Team)
2. MTSS (School)

## Identified Need

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

A comprehensive review of Dashboard indicators and local assessment data has revealed a critical need to strengthen the coherence and effectiveness of the mathematics instructional program at Millikin School. Although overall student performance in mathematics remains high, current practices show a lack of a clearly articulated, sequential math curriculum that aligns consistently across grade levels. This gap can result in uneven learning experiences and missed opportunities to build upon foundational skills year over year.

Additionally, there is a need for a standardized, school-wide online assessment system that allows educators to monitor student progress in real time. Currently, the school lacks a consistent tool to track individual and cohort growth in both mathematics and English Language Arts across multiple checkpoints throughout the year. A reliable benchmark assessment platform administered at least six times annually would provide essential data to inform instruction, identify learning gaps early, and support intervention planning.

To address these needs, Millikin is exploring high-quality math curricula with vertical alignment and evidence-based digital assessment tools. These enhancements will better support teachers in delivering rigorous, targeted instruction and help ensure that all students—especially those who may be at risk of falling behind—are progressing appropriately toward grade-level standards.

Would you like me to help align this section with specific SPSA goals or action steps?

## Annual Measurable Outcomes

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

| Metric/Indicator                 | Baseline/Actual Outcome      | Expected Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standardized Assessments i-Ready | 90% Met or Exceeded Standard | <p>Baseline/Actual Outcome<br/>As of the most recent data, 90% of students have either met or exceeded the standard on the i-Ready assessment. This provides a strong foundation and reflects the school's existing level of performance, indicating a generally high level of academic achievement.</p> <p>Expected Outcome<br/>The expected outcome is to achieve a 5% gain from the current baseline, which translates to 95% of students meeting or exceeding the standard by the end of the academic year. This growth target is ambitious but achievable, as it builds on the existing strength of the student body while pushing for consistent improvement, particularly among students who may need additional support or those in the lower proficiency levels.</p> |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Students to be Served                                                                                                                    | Proposed Expenditures       |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                          |                             |
| 1.1                     | Professional Development and Training of staff: Provide high quality professional development opportunities to staff to increase skills and effectiveness in Mathematics for student learning.                                                                                                                                                                                                                                                                                                      | All students, especially at-risk students, benefit when teachers are trained to master instructional practices and collaboration.        | 1000<br>Targeted Allocation |
| 1.2                     | Collaboration/ Planning/ Assessment Time: Provide opportunities for staff to collaborate or assess students during the school day, after school or when school is not in session in order to increase teacher effectiveness and content knowledge. Staff will work towards aligning Back to Basics instruction and develop assessments to show student mastery for progression to next grade or level for all aspects of Mathematics.                                                               | All students, especially at-risk students, benefit when teachers are trained and master their instructional practices and collaboration. | 1000<br>Targeted Allocation |
| 1.3                     | Math practice/ instructional materials/ resources to support the basics whole class instruction model. Provide math program textbooks, workbooks, homework, and math support programs, Math support materials that will support the whole group class instruction and the support programs that support at risk students knowledge and opportunities to learn at high levels. This may include but not be limited to the purchase or acquisition of a Math textbook series, workbooks, number facts | All students will benefit from a math program that is structured and has enough practice to demonstrate proficiency.                     | 4672<br>Targeted Allocation |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                             |              |               |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------|
|     | book/workbooks manipulatives, calculators, apps, books, protractors and other programs that are state adopted or district adopted.                                                                                                                                                                                                                                                                                          |              |               |
| 1.4 | Additional online or computer-based programs for Math: Provide additional learning opportunities for students to increase their mathematical skills through online/computer-based programs. The programs should be able to give students access to their learning programs throughout the day and when they are not in school. Programs may include but are not limited to: ALEKS, STAR FALL, SUM Dog, Khan Academy or IXL. | All Students | 500 Donations |
| 1.8 |                                                                                                                                                                                                                                                                                                                                                                                                                             |              |               |

## Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Tier 1 supports were a key focus of the school's instructional strategy in both English Language Arts (ELA) and Mathematics. These supports encompassed high-quality, standards-aligned core instruction delivered to all students within the general education classroom. Emphasis was placed on clear learning targets, consistent formative assessment practices, and strategic use of instructional time to maximize engagement and access to rigorous content.

In Math, instructional teams focused on developing mathematical reasoning, problem-solving, and conceptual understanding through rich tasks and collaborative discussions. Tier 1 efforts also included scaffolded supports and the use of visual models to deepen understanding and meet the needs of a diverse student population.

Across both subject areas, data-driven professional collaboration (e.g., during PLCs or data cycles) allowed staff to monitor student progress, identify trends, and refine Tier 1 practices. The consistent implementation of strong Tier 1 instruction ensured that the majority of students had their academic needs met without requiring additional intervention, aligning with Multi-Tiered System of Supports (MTSS) principles.

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

The budget is strategically aligned to support the implementation of our school improvement plan, ensuring that resources are allocated to priority areas that directly impact student achievement.

This includes funding for targeted intervention programs, professional development for staff, curriculum materials aligned with state standards, and support services for English Learners and students with additional needs. The budget also provides for technology integration, assessment tools, and collaborative planning time—all of which are essential to advancing instructional quality and achieving school-wide goals.

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.

At this time, no changes will be made to the goal, annual outcomes, metrics, or strategies/activities, as current data analysis indicates consistently high levels of student performance. Our goal is to maintain or exceed existing levels of proficiency, particularly on standardized assessments such as SBAC and i-Ready. Therefore, we will continue to implement our current strategies, with a continued emphasis on Tier 1 instruction and targeted supports for identified student groups. Any future adjustments will be based on ongoing progress monitoring and data reviews. This decision

and related strategies can be found in the SPSA under Goal 2: Academic Achievement, including the associated metrics and action steps.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### English Language Development

The goal is to ensure that all students make meaningful progress in their English Language Development (ELD), with a particular focus on English Learners (ELs) at the lower proficiency levels—specifically EL 1s, EL 2s, and students who are "stuck" at EL 3. These students will receive prioritized interventions and additional support to accelerate their language acquisition and academic success. Millikin has shown exceptional performance in English Learner development, with strong outcomes in language proficiency and academic integration.

To maintain and build on this success, we will continue to monitor student progress closely, using data from assessments such as the i-Ready and ELPAC to identify students who need targeted interventions. In addition to differentiated classroom instruction, these students will have access to small-group instruction, one-on-one support, and supplementary resources that cater to their specific language development needs.

Continued professional development for teachers will ensure that best practices in language acquisition are consistently applied across all grade levels, helping to maintain our strong trajectory of EL student success. By focusing on early and consistent intervention for EL 1s, EL 2s, and students who are stagnating at EL 3, we aim to elevate the language proficiency of all English Learners at Millikin, while ensuring they meet or exceed district and state standards. This ongoing support will enable our English Learners to thrive academically and socially, and will contribute to closing any achievement gaps between student groups.

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

LCAP goal to which this school goal is aligned.

#### District Priorities:

1. Use data to improve adult practices and student outcomes.
2. Focus on students furthest from opportunity first to close gaps.

#### LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.

#### FOCUS AREA:

1. Collaborative Data Inquiry Cycles (Team)
2. MTSS (School)

### Identified Need

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

Continued professional development for teachers will ensure that best practices in language acquisition are consistently applied across all grade levels, helping to maintain our strong trajectory of EL student success. By focusing on early and consistent intervention for EL 1s, EL 2s, and students who are stagnating at EL 3, we aim to elevate the language proficiency of all English Learners at Millikin, while ensuring they meet or exceed district and state standards. This ongoing support will enable our English Learners to thrive academically and socially, and will contribute to closing any achievement gaps between student groups.

### Annual Measurable Outcomes

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

| Metric/Indicator                         | Baseline/Actual Outcome | Expected Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standardized Assessment ELPAC and iReady | 96% met ELA Goals       | <p>Currently, 96% of students met the English Language Arts (ELA) goals based on their iReady performance, indicating a high level of proficiency in this area. The baseline also reflects strong results from the ELPAC, where students demonstrated good growth in language proficiency. This outcome shows that the majority of students, including English Learners, are meeting or exceeding the expected performance standards for their grade levels.</p> <p>Expected Outcome:<br/>The goal is to either maintain or increase the proficiency rate across both assessments. Specifically, we aim to:</p> <p>Maintain high performance for students who are already proficient in ELA and English Language Development (ELD).</p> <p>Increase proficiency rates for English Learners, particularly those at the lower proficiency levels (EL 1 and EL 2), by providing targeted interventions and support.</p> <p>Monitor individual student progress over time using the iReady diagnostic assessments, with a focus on improving student growth by at least 5% annually.</p> <p>By continuing to use the ELPAC and iReady assessments, Millikin will track and evaluate the academic and language development of all students, with an emphasis on English Learners, to ensure they meet the district and state standards. These assessments will guide instructional strategies, inform the allocation of resources, and ensure timely interventions for students who need additional support to achieve their academic goals.</p> |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                   | Students to be Served                                                | Proposed Expenditures |
|-------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------|
|                         |                                                                                               |                                                                      |                       |
| 1.1                     | Professional Development and Training of staff: Provide high quality professional development | All students, especially at-risk students, benefit when teachers are |                       |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                          |                                                                                 |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
|     | opportunities to staff to increase skills and effectiveness in EL instruction for student learning.                                                                                                                                                                                                                                                                                                                                                     | trained and master their instructional practices and collaboration.                                                                      |                                                                                 |
| 1.2 | EL materials to support the basics whole class instruction model. Provide ELL program textbooks, workbooks, homework, and EL support programs, EL support materials that will support the whole group class instruction and the support programs that support at-risk students' knowledge and opportunities to learn at high levels. This may include but not be limited to an EL textbook series, workbooks that are state adopted or district adopted | All students, especially at-risk students, benefit when teachers are trained and master their instructional practices and collaboration. |                                                                                 |
| 1.3 | ELSAT: The ELSAT will handle all the necessary paperwork needed to be in legal compliance for our EL students. Including testing ELPAC or EL testing of any kind.                                                                                                                                                                                                                                                                                       |                                                                                                                                          | None Specified<br>2000-2999: Classified<br>Personnel Salaries<br>ELSAT position |

## Annual Review

### SPSA Year Reviewed: 2024-25

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.

By focusing on Tier 1 supports, Millikin School aims to provide all students with the opportunity to meet grade-level standards in both ELA and Math without needing additional interventions. The school's commitment to these foundational strategies has allowed for significant academic growth and has set a high bar for future improvement. Regular progress monitoring and data analysis help ensure that all students continue to thrive within the general education framework, with additional supports provided as needed for those who require extra assistance. This approach emphasizes the belief that all students can succeed with the right strategies in place.

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

The budget is strategically aligned to support the implementation of our school improvement plan, ensuring that resources are allocated to priority areas that directly impact student achievement.

This includes funding for targeted intervention programs, professional development for staff, curriculum materials aligned with state standards, and support services for English Learners and students with additional needs. The budget also provides for technology integration, assessment tools, and collaborative planning time—all of which are essential to advancing instructional quality and achieving school-wide goals.

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

We will continue to uphold our English Learner (EL) goals as long as we see sustained progress in student outcomes. Our commitment to supporting English Learners is driven by the belief that every student, regardless of their starting point, can achieve academic success. As long as we maintain high levels of proficiency and growth, we will keep our focus on strengthening and refining our EL support programs. This will include ongoing assessments, targeted interventions, and continued professional development for our educators to ensure that our EL students receive the most effective and relevant instruction.

In cases where student outcomes exceed expectations, we will focus on extending these successes and providing enrichment opportunities for further academic achievement. On the other hand, if performance dips or if we identify specific groups or individuals who need more targeted support, we will adjust our strategies and interventions accordingly. Our goal is to continuously monitor progress, evaluate data, and adjust our approach to maintain high

standards and ensure the success of all English Learners at Millikin School. This flexible and responsive approach will guide our decision-making process and guarantee that we are always striving to meet the evolving needs of our EL student population.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### **SEL School Climate and Wellness Intervention Support**

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

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

LCAP goal to which this school goal is aligned.

District Priorities:

1. Use data to improve adult practices and student outcomes.

LCAP Goals:

1. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

FOCUS AREA:

1. MTSS - B (School)

### Identified Need

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

All students benefit from healthy mindfulness practices and caring adults.

### Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|                  |                         |                  |

### Strategies/Activities

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

| Strategy/Activity # | Description                                                                  | Students to be Served                                        | Proposed Expenditures |
|---------------------|------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------|
|                     |                                                                              |                                                              |                       |
| 1.1                 | Supporting training and programs like but not limited to Project Cornerstone | All Students and Staff benefit from Healthy Minds and Bodies | 1000 Donations        |
| 1.2                 | Wellness and Counseling Program.                                             | Service any student in need of Mental Health or SEL needs    | 1000 Donations        |

|     |                                                         |                                               |                             |
|-----|---------------------------------------------------------|-----------------------------------------------|-----------------------------|
| 1.3 | Staff training in SEL and Wellness to support students. | All students who may need additional support. | 2500<br>Targeted Allocation |
|-----|---------------------------------------------------------|-----------------------------------------------|-----------------------------|

# Annual Review

## SPSA Year Reviewed: 2024-25

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.

The goal is to provide a clear and sustained focus on the social and emotional wellbeing of all students at Millikin School. This encompasses a comprehensive approach that prioritizes mental health, emotional intelligence, and interpersonal skills as integral components of the educational experience. Recognizing that students' emotional and social development directly impacts their academic performance, behavior, and overall success, we aim to create an environment where students feel safe, supported, and equipped to manage the challenges they face both inside and outside of the classroom.

To achieve this, our school will implement a variety of initiatives, including but not limited to, providing access to counseling services, promoting a positive school culture, and integrating social-emotional learning (SEL) curricula into daily classroom activities. We will also foster strong relationships between staff, students, and families to ensure a support system that extends beyond the school day. This holistic approach will address various aspects of wellbeing, such as stress management, conflict resolution, empathy, self-regulation, and building resilience.

Additionally, we will regularly assess the social and emotional needs of our students through surveys, discussions, and feedback from staff, students, and parents. By identifying areas of need, we can refine our strategies and provide more targeted support. This will help ensure that each student has the tools they need to navigate the challenges of life and learning. Our ultimate goal is not only to support academic achievement but also to nurture students who are emotionally intelligent, resilient, and able to maintain healthy relationships throughout their lives.

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

There are no major differences between the intended implementation of the strategies and the budgeted expenditures to achieve the articulated goal, other than a clearer and more deliberate focus on Social-Emotional Learning (SEL) initiatives.

While the original plan included SEL as a component of student support, the current strategy emphasizes it more explicitly, with a deeper commitment to integrating SEL across all grade levels and subject areas. This shift involves incorporating SEL practices into the curriculum, prioritizing mental health resources, and ensuring that students receive consistent emotional support through dedicated counseling services, wellness programs, and peer interaction opportunities.

In terms of budgeting, while there were already resources allocated for student support services, additional funds may be directed toward expanding professional development for teachers to enhance their ability to integrate SEL effectively into their teaching. This could include training for staff on recognizing signs of emotional distress, supporting students with mental health needs, and fostering a positive classroom environment. Moreover, there may be investments in SEL-specific tools, such as digital platforms or programs that provide real-time feedback on students' emotional well-being, as well as materials for student workshops or SEL-related school events.

In essence, while the core strategies and budget remain aligned with the original goals, the increased emphasis on SEL will ensure that resources are effectively allocated toward creating a more robust system of emotional and social support for students. This shift aims to improve student engagement, reduce behavioral issues, and ultimately contribute to better academic outcomes by addressing the holistic needs of each student.

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.

As a result of this analysis, several changes will be made to the goal, annual outcomes, metrics, and strategies/activities to ensure the continued focus on student well-being, particularly in the area of Social-Emotional Learning (SEL).

#### Changes to the Goal:

The primary change is the explicit and enhanced emphasis on Social-Emotional Learning (SEL) as a key component of the school's educational approach. Previously, SEL was a part of the broader educational strategy but will now become a more central goal, with specific targets for its integration across all aspects of the school experience. The goal will be updated to reflect the importance of both academic and emotional growth, aligning with the overall focus on fostering a supportive, inclusive, and positive school climate. The updated goal will be:

"Provide a clear and structured focus on Social-Emotional Well-being across all grade levels, ensuring that all students receive support to build resilience, emotional intelligence, and interpersonal skills."

#### Changes to Annual Outcomes:

To track the effectiveness of the SEL initiatives, new annual outcomes will be introduced to reflect the progress in both academic and emotional domains. These will include:

Percentage of students demonstrating growth in SEL competencies: This could be measured through surveys, SEL assessments, and feedback from teachers and counselors.

Reduction in behavioral incidents and discipline referrals: This outcome will help measure the success of SEL interventions in improving student behavior and emotional regulation.

Increase in student engagement and sense of school connectedness: These factors are essential indicators of students' social-emotional health and academic success. This can be measured through school climate surveys and attendance data.

These annual outcomes will be carefully monitored and adjusted based on data collected throughout the year, ensuring that the approach remains effective and responsive to student needs.

#### Changes to Metrics:

The metrics used to evaluate progress toward achieving the goal will include a combination of quantitative and qualitative data. Some of the revised metrics will be:

SEL Assessments: These assessments will measure individual student growth in areas such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The expected outcome is for students to show measurable improvement in these areas each year.

Behavioral Data: Tracking incidents of student behavior, including suspensions, referrals, and other disciplinary actions, will allow the school to gauge how well SEL interventions are reducing problematic behaviors. A target metric could be a reduction in behavioral referrals by a certain percentage.

School Climate Surveys: Regular surveys of students, parents, and staff will be implemented to assess the overall emotional climate of the school. This includes how connected students feel to the school, how supported they feel emotionally, and their perception of the school's commitment to mental health and well-being. A measurable outcome would be an increase in positive responses related to school climate.

Engagement in SEL Programs: Metrics on student participation in SEL-related activities and programs, such as wellness workshops, mindfulness practices, and peer mediation, will be tracked. The goal is to increase student participation in these programs by a defined percentage.

#### Changes to Strategies/Activities:

To support the refined goal and enhanced outcomes, several strategies will be put into place:

Increased SEL Curriculum Integration: SEL lessons will be integrated into classroom instruction across all subjects, not just during specific periods. Teachers will be provided with professional development opportunities to embed SEL into their daily teaching practices.

**Expanded Counseling Services:** The school will enhance its counseling services to provide more targeted interventions for students who need additional emotional and psychological support. This may include individual therapy, group counseling, and referral services.

**Mental Health Awareness Campaigns:** The school will implement campaigns aimed at promoting mental health awareness and reducing the stigma associated with seeking emotional support. These campaigns will encourage students to use available resources for emotional well-being and foster a culture of support.

**Family and Community Partnerships:** The school will partner with local organizations and families to support the social-emotional needs of students. Community workshops, family counseling sessions, and partnerships with mental health professionals will be explored to ensure a network of support for students both in and outside the school.

**Identifying Changes in the SPSA:**

These changes can be found in the School Plan for Student Achievement (SPSA) under the section that discusses social-emotional support and student well-being. The SPSA will be updated to reflect the new focus on SEL, with specific strategies, activities, and metrics outlined to achieve the goal. These updates will be clearly marked in the revised version of the SPSA, including any adjustments to budget allocations to support SEL-focused initiatives, such as increased staffing for counseling services or funding for professional development in SEL practices.

In summary, while the overall focus remains on improving student well-being through a comprehensive approach to SEL, these changes ensure that the school is better equipped to meet the evolving needs of students in a more intentional and data-driven way. By tracking both academic and emotional progress, the school can continuously refine its strategies to promote a holistic and supportive learning environment.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

### **Academic Enrichment and Intervention Support**

All students at Millikin School will continue to engage with each other in a positive and respectful manner across a variety of school activities, fostering a community built on mutual respect and inclusivity. In every setting, from classroom lessons to extracurricular activities, students will be encouraged to collaborate, communicate effectively, and support one another, contributing to a healthy school culture.

One of the primary objectives is to actively decrease behaviors such as teasing, bullying, and the use of harmful comments or comparisons related to culture, identity, or personal characteristics. Through a combination of proactive teaching, ongoing awareness campaigns, and restorative practices, students will learn how to navigate conflicts and differences in a respectful and productive way.

Key to this objective is the expectation that students take ownership of their actions. This will be cultivated through direct lessons on social responsibility, empathy, and accountability. Students will be encouraged to reflect on their behavior and understand the impact it has on others, and they will be provided with clear expectations and supports to help them make better choices.

Additionally, the school will offer various enrichment opportunities during the school day to broaden students' educational experiences. These enrichment activities will be designed to spark curiosity, creativity, and critical thinking, and will be integrated into the curriculum in ways that complement and enhance academic learning. Enrichment experiences may include hands-on projects, field trips, guest speakers, and extracurricular activities such as music, art, and sports. These opportunities will be aimed at developing students' interests and talents while also promoting positive interactions and teamwork.

#### **Evidence of Progress and Expected Outcomes:**

**Positive Interactions:** The goal is to see measurable improvement in the quality of student interactions, as evidenced by school climate surveys, teacher observations, and feedback from students and parents. This includes an increase in collaborative activities, with fewer instances of social exclusion or negative behavior.

**Reduction in Negative Behaviors:** Specific evidence of success will be a decrease in incidents of bullying and teasing as tracked through incident reports, counseling referrals, and discipline records. Students will demonstrate increased self-regulation and empathy, and restorative practices will be employed to address conflicts in a productive way.

**Demonstration of Responsibility:** Students will show an increase in taking responsibility for their actions, as indicated by improvements in behavioral data, including fewer incidents requiring administrative intervention. This will be fostered by ongoing lessons and activities focused on social-emotional learning and conflict resolution.

**Enrichment Engagement:** The implementation of enrichment programs will lead to heightened student engagement in school activities, with more students participating in extracurricular and academic enrichment programs. Success will be measured by tracking participation rates and gathering feedback from students on their experiences. These activities will also enhance students' social skills, as they work collaboratively in diverse settings.

#### **Strategies to Achieve the Goal:**

**Social-Emotional Learning (SEL):** A continued focus on SEL in the classroom will ensure that students understand the importance of positive relationships and are equipped with the skills to manage their emotions, resolve conflicts, and communicate effectively. SEL programs will be integrated into daily lessons, and teachers will provide regular opportunities for students to practice empathy and responsibility.

**Restorative Practices:** Implementing restorative practices will give students the opportunity to repair harm done to relationships and learn from mistakes. These practices will include peer mediation, restorative circles, and conflict resolution strategies that promote accountability and a sense of community.

**Peer Mentorship Programs:** Older students will be trained as peer mentors to support younger students in their social and emotional development. These mentors will provide guidance and act as role models, reinforcing the values of respect, responsibility, and inclusivity.

**Cultural Competency and Anti-Bullying Campaigns:** To address the reduction of teasing and bullying, the school will implement anti-bullying and cultural competency programs. These will include classroom lessons, workshops, and awareness campaigns that promote diversity, inclusion, and respectful communication. Regular school-wide events such as "Respect Week" or "Kindness Days" will further reinforce these values.

**Enrichment Activities:** The school will expand its offerings of enrichment activities during the school day to engage students in learning beyond the standard curriculum. These activities will be designed to foster teamwork, creativity, and intellectual curiosity, and may include arts, music, coding, STEM projects, and community service opportunities. These experiences will allow students to discover new interests and build stronger relationships with their peers.

**Parent and Community Involvement:** Engaging families and the local community will play a vital role in reinforcing the importance of positive social interactions. Workshops and family engagement events will be held to educate parents on supporting their children's social-emotional development and ensuring the home environment mirrors the school's values of respect and inclusivity.

By focusing on these strategies, the school will not only work to reduce harmful behaviors but also foster a stronger sense of community and belonging among all students. This approach will ensure that Millikin School remains a safe, supportive, and enriching environment for every student, helping them to thrive both academically and socially.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

**District Priorities:**

1. Use data to improve adult practices and student outcomes.

**LCAP Goals:**

1. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

**FOCUS AREA:**

1. SEL (Schoolwide)

## 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.

At this time, there are no identified areas in need of significant improvement. The current academic and support programs are effectively meeting the needs of our student population. Our tiered system of support is functioning as intended, ensuring that students at all levels receive appropriate interventions and enrichment. Data from standardized assessments and local indicators suggest that our instructional strategies, academic supports, and school climate efforts are yielding positive results. The structures in place allow for ongoing monitoring and timely responses to emerging needs, which contributes to the continued success and well-being of all 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 |
|------------------|-------------------------|------------------|
|                  |                         |                  |

## Strategies/Activities

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

| Strategy/Activity # | Description                                                                                            | Students to be Served | Proposed Expenditures                                             |
|---------------------|--------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------|
|                     |                                                                                                        |                       |                                                                   |
| 1.1                 | Computer Instructor to teach technology skills, state testing, i-ready and classroom learning support. | All students          | 54213<br>Donations<br>2000-2999: Classified<br>Personnel Salaries |

|            |                                                                                                                                                                                                        |                                                   |                                                                                                                           |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
|            |                                                                                                                                                                                                        |                                                   | Salaries and benefits for one computer support/instructor                                                                 |
| <b>1.2</b> | Employ a skilled classified support aide to work with at-risk students on basic skills work in grades K-5.                                                                                             | Tier 2 and Tier 3 at risk students in ELA or Math | 52716<br>Targeted Allocation<br>2000-2999: Classified Personnel Salaries<br>Salaries and benefits of classified personnel |
| <b>1.3</b> | Learning opportunities for students include, but are not limited to, After-School Intervention, Math Olympiad, Spelling Bee, Geography Bee, STEM or STEAM classes, Mystery Science, or CODING classes. | Extended Opportunities for students               | 2000<br>Donations<br>0001-0999: Unrestricted: Locally Defined                                                             |
| <b>1.4</b> | Possible Para educator(s) to support students with academics, behavior or other needs if students/classrooms need the support                                                                          | Tier 1 in class support                           | 2000<br>Targeted Allocation                                                                                               |

## Annual Review

**SPSA Year Reviewed: 2024-25**

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.

The school will deepen its focus on Tier 2 and Tier 3 Social-Emotional Learning (SEL) supports to better meet the needs of students requiring more targeted or intensive intervention. This includes providing small group and individualized SEL support for students struggling with emotional regulation, peer relationships, or behavior. For teachers, this focus means equipping them with professional development, tools, and ongoing coaching to implement trauma-informed practices, de-escalation strategies, and restorative approaches. Strengthening these supports ensures that students who need more than universal (Tier 1) SEL instruction receive consistent, compassionate, and data-informed interventions that promote emotional resilience, school engagement, and well-being.

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

There are no significant differences between the planned implementation and the actual execution of strategies or budgeted expenditures. All activities and resource allocations were carried out as intended, aligning with the goals and objectives outlined in the SPSA.

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

We will remain open and proactive in exploring a wide range of instructional programs, interventions, and enrichment opportunities that have the potential to enhance academic, social-emotional, and developmental outcomes for all students. Our commitment is to continuously evaluate and adopt initiatives that align with student needs and support whole-child success.

# 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 | \$75,888     |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$137,101.00 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$0          |

## Other Federal, State, and Local Funds

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

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

| Federal Programs                    | Allocation (\$) |
|-------------------------------------|-----------------|
|                                     |                 |
| rCalc_TotbyFSGrpFederal_50_FundSrc} | \$              |

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

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

| State or Local Programs                | Allocation (\$) |
|----------------------------------------|-----------------|
|                                        |                 |
| Donations                              | \$58,713.00     |
| None Specified                         | \$2,500.00      |
| Targeted Allocation                    | \$75,888.00     |
| rCalc_TotbyFSGrpStateLocal_50_FundSrc} | \$              |

Subtotal of state or local funds included for this school: \$137,101.00

Total of federal, state, and/or local funds for this school: \$137,101.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

| Funding Source      | Amount | Balance |
|---------------------|--------|---------|
| Targeted Allocation | 75,888 | 0.00    |
| None Specified      |        |         |

## Expenditures by Funding Source

| Funding Source      | Amount    |
|---------------------|-----------|
| Donations           | 58,713.00 |
| None Specified      | 2,500.00  |
| Targeted Allocation | 75,888.00 |

## Expenditures by Budget Reference

| Budget Reference                         | Amount     |
|------------------------------------------|------------|
|                                          | 28,172.00  |
| 0001-0999: Unrestricted: Locally Defined | 2,000.00   |
| 2000-2999: Classified Personnel Salaries | 106,929.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                         | Funding Source      | Amount    |
|------------------------------------------|---------------------|-----------|
|                                          | Donations           | 2,500.00  |
| 0001-0999: Unrestricted: Locally Defined | Donations           | 2,000.00  |
| 2000-2999: Classified Personnel Salaries | Donations           | 54,213.00 |
|                                          | None Specified      | 2,500.00  |
|                                          | Targeted Allocation | 23,172.00 |
| 2000-2999: Classified Personnel Salaries | Targeted Allocation | 52,716.00 |

## Expenditures by Goal

| Goal Number |
|-------------|
| Goal 1      |
| Goal 2      |
| Goal 4      |
| Goal 5      |

| Total Expenditures |
|--------------------|
| 14,500.00          |
| 7,172.00           |
| 4,500.00           |
| 110,929.00         |

# School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

| Name of Members      | Role                       |
|----------------------|----------------------------|
| Robert Moss          | Principal                  |
| Tracy Chandrashekhar | Classroom Teacher          |
| Michelle daSilva     | Classroom Teacher          |
| Chong Kim            | Classroom Teacher          |
| Sharon Ronne         | Other School Staff         |
| Guillermo Jenaro     | Parent or Community Member |
| Ashish Vorah         | Parent or Community Member |
| Briththa Seevaratnam | Parent or Community Member |
| Franklin Felizaldo   | Parent or Community Member |
| Rama Ammarita        | Parent or Community Member |

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

# Recommendations and Assurances

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

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

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

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

## Signature

## Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 3/20/25.

Attested:

The image shows two handwritten signatures in blue ink. The top signature is for Robert Moss, and the bottom signature is for Briththa Seevaratnam. Both signatures are written in a cursive, flowing style.

Principal, Robert Moss on 3/21/25

SSC Chairperson, Briththa Seevaratnam on 3/21/25