

Millikin Basics+ Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

2025-26 School Contact Information

| | |
|--|---|
| School Name | Millikin Basics+ Elementary School |
| Street | 615 Hobart Terrace |
| City, State, Zip | Santa Clara CA, 95051 |
| Phone Number | (408) 423-1800 |
| Principal | Robert Moss |
| Email Address | rmoss@scusd.net |
| School Website | https://millikin.santaclarausd.org/ |
| Grade Span | K-5 |
| County-District-School (CDS) Code | 43-69674-6048920 |

2025-26 District Contact Information

| | |
|-------------------------|--|
| District Name | Santa Clara Unified School District |
| Phone Number | (408) 423-2000 |
| Superintendent | Damon Wright, Ed.D. |
| Email Address | communications@scusd.net |
| District Website | www.santaclarausd.org |

2025-26 School Description and Mission Statement

Millikin's Philosophy of Education
The Basics+ program provides an alternative program that stresses the teaching of the fundamentals of academic skills in a consistent manner using research-based teaching techniques in a structured learning environment.
The Basic+ programs provide a solid educational foundation for all students:
Teaching will focus on the following fundamental basic skills.
The Reading Program will stress a phonics-based approach. Whole class sets of books or Readers will be used.
The Language Arts Program will stress both oral and written language.
Handwriting will be practiced daily. Transition to cursive writing will be in the Third Grade.

2025-26 School Description and Mission Statement

Spelling, Vocabulary, and Grammar are explicitly taught in all grades.

Mathematics instruction focuses on the attainment and mastery of basic mathematical skills. Students are required to memorize addition, subtraction, multiplication, and division facts.

The repetition, review, and drill necessary to achieve mastery of the basic subjects will be stressed, including rote learning. Tests, formative and summative assessments, will be administered frequently to determine students' academic abilities in all basic subject areas.

Homework will be given Monday-Thursday to reinforce instruction, encourage independent work, and instill good study habits. Some projects may require weekend work to complete.

Millikin provides a structured learning environment.

Classroom activities will be teacher-initiated, directed, and supervised. Students will be expected to do work neatly, properly, and on time.

The typical standard expectation in each classroom environment will consist of desks in rows during basic skills instruction.

Modifications of this arrangement may occur during other subjects.

Students' Social Emotional Well-being

Students will participate in lessons/activities to help strengthen and enrich students' social-emotional well-being.

Technology

Students will participate in and utilize technology for lessons, research, assessments, and enrichment. A focus on basic computer skills will be taught, but the focus will always be on paper-and-pencil learning.

Family expectations

Habitual tardiness or excessive absences are considered disruptive to the classroom and contrary to the philosophy of this program. Excessive tardiness and absences will result in the child being returned to their school of residence.

Communications between teachers and parents will be through email, notes, and newsletters. Parent-teacher conferences are scheduled during the first trimester. Further conferences may be held at the request of either the parent or the teacher. Parents are asked to put such requests in writing so that the teacher may prepare adequately.

Parents are expected to support their child's learning at home. Providing time and a quiet space for students to complete school work. Parents are also expected to ensure all work is completed each night and ready to turn in. Parents are not expected to correct student work, but are encouraged to make sure students follow directions.

Parents are always welcome to volunteer for schoolwide activities and PTA events as much as possible.

It is the intention of the Millikin Basics+ Alternative Philosophy, Goals, and Objectives to be in keeping with the general objectives of District Policy 6000 and State Education Code 58500.

Summary

The primary emphasis of Millikin Basics+ will be the mastery of basic academic skills and subject matter, and the establishment of good study habits. This foundation in basic skills should allow the student to successfully pursue a course of higher education or gain productive employment. The program recognizes the importance of other aspects of a child's development, but asserts the limitations of time prevent the school from achieving satisfactory results in so many areas.

Millikin Basics+ pays attention to attendance and student behavior to ensure that all students develop self-respect, respect for others, accountability for personal behavior, and respect for property. The Program emphasizes academic success and growth with student performance in basic education fundamentals. There is consistency in both emphasis and methodology across all grade levels.

Millikin Basics+ is open to any child in the Santa Clara Unified School District whose parents desire a more structured method of education that stresses basic academic skills, standards of performance, and accountability. This Program partners with parents to develop their children's individual personal growth and responsibility in seeking proficiency in behavior and academic skills.

It is the District's policy to provide free appropriate public education to all students with disabilities in conformance with the provisions of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 in all of its schools, including Millikin Basics+.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 88 |
| Grade 1 | 88 |
| Grade 2 | 88 |
| Grade 3 | 80 |
| Grade 4 | 81 |
| Grade 5 | 79 |
| Total Enrollment | 504 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 52.6 |
| Male | 47.4 |
| American Indian or Alaska Native | 0.6 |
| Asian | 87.5 |
| Black or African American | 1.4 |
| Filipino | 1.2 |
| Hispanic or Latino | 1.4 |
| Two or More Races | 3.4 |
| White | 4.2 |
| English Learners | 13.3 |
| Socioeconomically Disadvantaged | 4.6 |
| Students with Disabilities | 4 |

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

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

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

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 21.1 | 91.34 | 690.2 | 89.56 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 1.1 | 0.15 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 10 | 1.3 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1 | 4.33 | 20.2 | 2.63 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 1 | 4.33 | 48.9 | 6.36 | 15831.9 | 5.67 |
| Total Teaching Positions | 23.1 | 100 | 770.6 | 100 | 279044.8 | 100 |

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

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 23.2 | 100 | 665.6 | 89.12 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 4.8 | 0.65 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 28.3 | 3.8 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 16.3 | 2.19 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 0 | 0 | 31.6 | 4.24 | 14303.8 | 5.15 |
| Total Teaching Positions | 23.2 | 100 | 746.9 | 100 | 277698 | 100 |

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

2023-24 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 24.3 | 100 | 682.7 | 89.79 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 3.4 | 0.46 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 23.7 | 3.12 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 18.1 | 2.39 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0 | 0 | 32.2 | 4.24 | 13705.8 | 4.91 |
| Total Teaching Positions | 24.3 | 100 | 760.4 | 100 | 278927.1 | 100 |

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

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

| Authorization/Assignment | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 0 | 0 |
| Misassignments | 0.00 | 0 | 0 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0 | 0 |

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 1.00 | 0 | 0 |
| Local Assignment Options | 0.00 | 0 | 0 |
| Total Out-of-Field Teachers | 1.00 | 0 | 0 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 0 |

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and materials were reviewed and adopted by the Board of Trustees in 2025 and are current, in good condition, and available to all students. A full list of core and supplemental textbooks and materials can be found on the district website at: www.santaclarausd.org/InstructionalResources.

| | |
|--|--------------|
| Year and month in which the data were collected | January 2025 |
|--|--------------|

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|--|
| Reading/Language Arts | www.santaclarausd.org/InstructionalResources Board adopted: September 2025 | 0 |
| Mathematics | www.santaclarausd.org/InstructionalResources Board adopted: September 2025 | 0 |
| Science | www.santaclarausd.org/InstructionalResources Board adopted: September 2025 | 0 |
| History-Social Science | www.santaclarausd.org/InstructionalResources Board adopted: September 2025 | 0 |
| Foreign Language | www.santaclarausd.org/InstructionalResources Board adopted: September 2025 | 0 |
| Health | www.santaclarausd.org/InstructionalResources Board adopted: September 2025 | 0 |
| Visual and Performing Arts | www.santaclarausd.org/InstructionalResources Board adopted: September 2025 | 0 |
| Science Laboratory Equipment (grades 9-12) | www.santaclarausd.org/InstructionalResources Board adopted: September 2025 | 0 |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

General

Santa Clara Unified School District (SCUSD) takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, SCUSD uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available by request made to the SCUSD's Facilities department at (408) 423-2061.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Maintenance and Repair

SCUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The governing board has adopted cleaning standards for all schools in SCUSD, Board Policy 3514. The policy can be found online at www.santaclarausd.org/BoardPolicies. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance

SCUSD participates in the State School Deferred Maintenance Program to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Modernization Projects

SCUSD strives to be a model of financial responsibility, making every effort to spend taxpayer dollars wisely. At the same time, ongoing bond programs are necessary in a district this large, with so many students, teachers, and facilities needs. Bond funds allow the District to maintain safe, modern school facilities and bring in updated technology essential to student achievement. Measure B 1997 improvements included new elementary school play structures, new high school science classrooms and outdoor athletic facilities, the major renovation of eleven elementary schools, an ambitious roof replacement program, and two high school performing arts buildings. Measure J 2004 generated funds to modernize buildings and classrooms for middle schools, high schools, and the adult education campus. Measure H 2010 upgraded fire, safety and security systems, renovated and reopened a closed elementary school, installed solar panels to decrease energy costs, purchased the Agnews campus property, and expanded overcrowded schools. Measure H 2014 funds the construction of new elementary and middle schools on the Agnews campus, expands overcrowded schools, and addresses critical facility needs such as replacing roofs and adding air conditioning to elementary school classrooms. Measure BB 2018 funds the construction of a new high school on the Agnews campus, a new elementary school for Laurelwood on the Patrick Henry campus, new multipurpose buildings and early childhood classroom buildings, reconstructs fields, replaces aging play structures and playground paving, adds shade structures, and upgrades fencing and gates, among many other crucial projects. More: www.santaclarausd.org/bond

Year and month of the most recent FIT report

July 2025

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |
| Interior: Interior Surfaces | X | | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |
| Electrical | X | | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |

School Facility Conditions and Planned Improvements

| | | | |
|---|---|--|---|
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |
| Safety: Fire Safety, Hazardous Materials | X | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |
| Structural: Structural Damage, Roofs | X | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | Grounds are under construction. |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 92 | 90 | 58 | 60 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 91 | 91 | 47 | 49 | 35 | 37 |

2024-25 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 236 | 235 | 99.58 | 0.42 | 89.79 |
| Female | 120 | 119 | 99.17 | 0.83 | 89.08 |
| Male | 116 | 116 | 100.00 | 0.00 | 90.52 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 206 | 205 | 99.51 | 0.49 | 91.22 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |

| | | | | | |
|--|----|----|--------|------|-------|
| White | 11 | 11 | 100.00 | 0.00 | 72.73 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 13 | 13 | 100.00 | 0.00 | 76.92 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|--------------------------------|-----------------------------|------------------------------|----------------------------------|---------------------------------------|
| All Students | 236 | 235 | 99.58 | 0.42 | 91.06 |
| Female | 120 | 119 | 99.17 | 0.83 | 87.39 |
| Male | 116 | 116 | 100.00 | 0.00 | 94.83 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 206 | 205 | 99.51 | 0.49 | 91.71 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 11 | 11 | 100.00 | 0.00 | 90.91 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|--|----|----|--------|------|-------|
| Socioeconomically Disadvantaged | 13 | 13 | 100.00 | 0.00 | 92.31 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| Science (grades 5, 8 and high school) | 84.81 | 92.41 | 41.6 | 46.48 | 30.73 | 32.52 |

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 79 | 79 | 100.00 | 0.00 | 92.41 |
| Female | 43 | 43 | 100.00 | 0.00 | 90.70 |
| Male | 36 | 36 | 100.00 | 0.00 | 94.44 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 70 | 70 | 100.00 | 0.00 | 91.43 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 0 | 0 | 0 | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 98.7 | 98.7 | 98.7 | 98.7 | 98.7 |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Family involvement and interaction with the daily activities of the school are crucial parts of the Millikin program. Each Millikin family signs a Parent/Student/Teacher Agreement guaranteeing commitment to their child's educational program at the beginning of the school year. Parents at every grade level are encouraged to read aloud to their children and to model independent reading for pleasure. Students are encouraged to take home math games to play with their parents in order to practice math skills.

In keeping with the Basics+ philosophy, parents do not volunteer in the classrooms, but they may participate in our Project Cornerstone Program, in which parents are trained on a new book to read each month in classrooms. This program has over 50 parent participants and a huge success in the classroom.

The Millikin PTA consistently has nearly 100% participation yearly. PTA plans and delivers a school-wide Spring Festival, an outdoor Movie Night, Book Fair, a Play Day, Dances, and more. The PTA plans, implements, and evaluates a large range of programs that benefit the school and involve family and community members.

Rather than asking students to sell candy, magazines, etc, as annual fundraisers, Millikin asks parents to donate money through our Walkathon to support the school programs and activities. Many parents request matching funds from their employers when they make a donation to the school. Five parents elected by the school community serve on the School Site Council and are important members of the school's leadership team.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 511 | 507 | 12 | 2.4 |
| Female | 268 | 267 | 3 | 1.1 |
| Male | 243 | 240 | 9 | 3.8 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 446 | 444 | 12 | 2.7 |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 17 | 17 | 0 | 0.0 |
| White | 21 | 21 | 0 | 0.0 |
| English Learners | 86 | 84 | 7 | 8.3 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 24 | 24 | 1 | 4.2 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 26 | 26 | 4 | 15.4 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 2.78 | 2.45 | 2.99 | 3.6 | 3.28 | 2.94 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0.01 | 0 | 0.01 | 0.08 | 0.07 | 0.06 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289. School safety plans assess school climate and safety, identifying goals and actions to improve safety and climate. The safety plan is written and developed with collaboration from students, parents, community, and law enforcement. It is reviewed and updated annually with the School Site Council (SSC).

We are committed to providing a safe, responsible and respectful school environment for all students, staff, and community. We support and promote building a sense of community and belonging where every child feels included and valued, teaching children positive social skills and attitudes including resolving conflicts without violence, and preparing for and responding appropriately to emergencies and disasters to keep children safe.

The school safety plan is available for review in the school office and was approved by the School Site Council in 2025.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 22 | 0 | 4 | 0 |
| 1 | 22 | 0 | 4 | 0 |
| 2 | 22 | 0 | 4 | 0 |
| 3 | 22 | 0 | 4 | 0 |
| 4 | 28 | 0 | 3 | 0 |
| 5 | 28 | 0 | 3 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 22 | 0 | 4 | 0 |
| 1 | 22 | 0 | 4 | 0 |
| 2 | 22 | 0 | 4 | 0 |
| 3 | 21 | 1 | 3 | 0 |
| 4 | 27 | 0 | 3 | 0 |
| 5 | 27 | 0 | 3 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 22 | | 4 | |
| 1 | 22 | | 4 | |
| 2 | 22 | | 4 | |
| 3 | 20 | 3 | 1 | |
| 4 | 27 | | 3 | |
| 5 | 26 | | 3 | |

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.5 |
| Resource Specialist (non-teaching) | |
| Other | |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 12882 | 874 | 12008 | 140660 |
| District | N/A | N/A | 16,738 | \$143,489 |
| Percent Difference - School Site and District | N/A | N/A | -32.9 | -2.0 |
| State | N/A | N/A | \$11,146 | \$103,743 |
| Percent Difference - School Site and State | N/A | N/A | 7.4 | 30.2 |

Fiscal Year 2024-25 Types of Services Funded

Parent Donations & Walkathon Funds: Enrichment

Funds raised through local efforts, such as Parent Donations and a Walkathon, are considered flexible, non-state-mandated funds and are used for activities that enhance the overall educational experience.

Service Provided: These funds pay for enrichment activities, which are supplementary programs outside the core curriculum. Examples of Enrichment:

Compute Para: Likely refers to a computer paraprofessional or specific technology programs/aids designed to boost students' digital literacy and technical skills.

Field Trips: Educational excursions that connect classroom learning to real-world experiences.

Assemblies: School-wide gatherings that often feature special speakers, performances, or educational programs on topics like science, culture, or character development.

Other School Activities: This could include specialized equipment, classroom supplies beyond the standard budget, or funding for clubs and events.

In summary, the school uses Targeted Funds for essential, mandated intervention for students who need it most, and uses locally-raised funds for supplemental experiences that benefit the entire student body.

Fiscal Year 2024-25 Types of Services Funded

Would you like to know more about the types of at-risk supports or enrichment activities found in elementary schools?

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$92,273 | \$62,783 |
| Mid-Range Teacher Salary | \$139,485 | \$97,783 |
| Highest Teacher Salary | \$165,366 | \$128,020 |
| Average Principal Salary (Elementary) | \$210,146 | \$160,224 |
| Average Principal Salary (Middle) | \$225,318 | \$166,992 |
| Average Principal Salary (High) | \$232,555 | \$180,971 |
| Superintendent Salary | \$331,500 | \$313,465 |
| Percent of Budget for Teacher Salaries | 32.35% | 30.05% |
| Percent of Budget for Administrative Salaries | 5.34% | 5% |

Professional Development

Staff development activities and expenditures are tied to district and school goals including the SPSA, WASC, LCAP, and District Strategic Plan. Staff development time continues to support teachers in self-reflection, analysis of student achievement data, and collaboration activities designed to help reach achievement goals. We believe in modeling lifelong learning for our students by engaging in collaborative sessions and professional development opportunities that align with the school's Single Plan for Student Achievement (SPSA) goals and support student achievement in content standards and Expected Schoolwide Learning Results (ESLRs). District and school staff development programs support meeting the academic, social, and emotional needs of all students by providing opportunities for teachers to advance their skills, develop teaching strategies, and create curriculum. During staff in-service days, teachers share information about instructional practices, cognitive development and learning disabilities, and best practices for English Language Learners. These presentations and workshops help us understand who our students are so we can better support them with individual counseling, curriculum design, and instructional practices.

In addition to the number of school days dedicated to districtwide professional development, there is professional development happening on the school campus through professional learning communities, where teachers meet to discuss best practices while assessing student work.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 5 | 4 |