



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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Millikin Basics+ Elementary School	43-69674-6048920	April 2, 2026	June 11, 2026

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.

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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 five 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 January 22, 2026, and February 26, 2026. Final approval of the plan was granted by the SSC on April 2, 2026. In addition, school staff contributed feedback and suggestions during Staff Meetings, Site Leadership Meetings, Professional Development and Staff Development sessions held during various meetings during the 2025-2026 school year. This inclusive approach ensured that the SPSA reflects the priorities and needs of the entire school community.

Resource Inequities

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

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

Millikin School is not currently identified for Additional Targeted Support and Improvement (ATSI) or Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act (ESSA). This status reflects the school's strong academic performance and progress across all student groups, as measured by California School Dashboard indicators. Ongoing monitoring and a commitment to equity and high-quality instruction for all learners will remain a priority to ensure continued success and prevent the need for future identification.

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:

Refine 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 for 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	1.18%	0.60%	0.18%	6	3	1
African American	1.18%	1.39%	1.29%	6	7	7
Asian	85.80%	87.50%	86.90%	435	441	471
Filipino	0.79%	1.19%	1.66%	4	6	9
Hispanic/Latino	1.97%	1.39%	1.85%	10	7	10
White	5.13%	4.17%	4.61%	26	21	25
Multiple/No Response	3.75%	3.37%	2.95%	19	17	16
Total Enrollment				507	504	542

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Kindergarten	87	88	94
Grade 1	88	88	95
Grade 2	88	88	96
Grade3	83	80	87
Grade 4	81	81	87
Grade 5	80	79	83
Total Enrollment	507	504	542

Conclusions based on this data:

- Based on the enrollment data provided in the School Plan for Student Achievement here is a summary of Millikin Basics+ Elementary School's student population profile:
 - School Overview & Stability
Total Enrollment: The school serves approximately 504 students (as of the 2024-25 school year).

Trend: Enrollment has remained highly stable over the last three years, fluctuating slightly from 518 (2022-23) to 507 (2023-24), 504 (2024-25), and 540 in 2025-2026.

Grade Levels: It is strictly an elementary school serving PreK SDC through Grade 5. Millikin does not have TK at this time. Enrollment is very consistent across grade levels, with class sizes of 24 in K-3 and 27 for 4-5, suggesting high student retention rates and continued lottery applications.

2.

2. Demographic Composition

The school has a very distinct demographic profile characterized by a single predominant student group:

Asian Majority: 87.5% of the student body identifies as Asian (441 students). This group constitutes the overwhelming majority of the population.

Other Groups: All other racial and ethnic groups represent small minorities:

White: 4.17% (21 students)

Two or More Races: 3.37% (17 students)

Hispanic/Latino: 1.39% (7 students)

African American: 1.39% (7 students)

Filipino: 1.19% (6 students)

American Indian: 0.60% (3 students).

3.

3. Student Subgroups & Needs

The data indicates a student body with relatively low socioeconomic needs compared to state averages:

Socioeconomically Disadvantaged: Only 4.6% (23 students) are eligible for free/reduced meals or come from low-income households, indicating an affluent school community.

English Learners (EL): 13.3% (67 students) of the population are English Learners. This aligns with the high Asian enrollment, likely reflecting immigrant families or students from non-English speaking households who are proficient or becoming proficient.

Students with Disabilities: 4% (20 students) receive special education services, which is notably lower than typical state averages (often ~10-12%).

Foster/Homeless Youth: The school reports 0% enrollment for both Foster Youth and Homeless students.

Summary: Millikin Basics+ Elementary School is a stable, medium-sized TK-5 school with a highly homogenous demographic profile (87.5% Asian) and a low-poverty population (4.6% Socioeconomically Disadvantaged). The consistent enrollment numbers across grades suggest strong family retention, and the low rates of high-needs subgroups (such as Foster Youth or Students with Disabilities) suggest a student body that generally enters with high levels of school readiness.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	68	67	69	13.1%	13.4%	12.7%
Fluent English Proficient (FEP)	250	259	279	48.3%	49.3%	51.5%
Reclassified Fluent English Proficient (RFEP)	107	121		19.1%	21.10%	

Conclusions based on this data:

1.

Based on the English Learner (EL) Enrollment data provided in the School Plan for Student Achievement (Page 10), here is an analysis and reflection on the trends for Millikin Basics+ Elementary School.

1. Enrollment Data Summary

The data shows the breakdown of students by their English proficiency status over recent school years:

English Learners (EL): The number of enrolled English Learners has been remarkably consistent over the last three cycles, holding steady at 68 students in both 2022-23 and 2023-24, and dipping slightly to 67 students in 2024-25. This represents approximately 13.3% of the total student population.

Fluent English Proficient (FEP): There is a clear upward trend in students identified as Fluent English Proficient. This number rose from 250 in 2022-23/2023-24 to 259 in 2024-25, increasing the percentage share from 48.3% to 51.4%.

Reclassified Fluent English Proficient (RFEP): The data highlights a significant count of 99 students (19.1%) who were reclassified in the 2022-23 period, indicating successful transition out of EL status.
2.

2. Trend Analysis & Reflection

The document provides its own internal analysis of these figures, pointing to three key trends:

Historical Decline in EL Counts: While recent numbers are stable (around 67-68), there was a significant drop from 109 students in the 2021-22 school year to 68 students in 2022-23. The school attributes this to two potential factors: either fewer English Learners are enrolling initially, or the school's reclassification efforts have improved, moving students out of the EL designation faster.

Rising Proficiency at Entry: The steady increase in "Initial Fluent English Proficient" (IFEP) or FEP students suggests a demographic shift. More students are entering the system already proficient in English.

Success in Reclassification: The data indicates a "positive trend in reclassification efforts," with RFEP numbers rising from 51 in 2021-22 to 99 in 2022-23. This suggests the school's instructional support for English Learners is effective in helping them achieve language proficiency.
3.

3. Overall Reflection

The enrollment trends paint a picture of a school where the need for intensive English Language support is concentrated but manageable, given that the raw number of EL students is stabilizing at a lower level than in the past.

The combination of higher FEP enrollment and successful reclassification suggests that while the school has a high percentage of students from non-English backgrounds (primarily Asian, as noted in the broader demographic data), a majority of these students are either already proficient in English upon arrival or are rapidly attaining proficiency through the school's support systems.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	86	81	78	86	81	77	86	81	77	100.0	100	98.7
Grade 4	82	81	78	82	81	78	82	81	78	100.0	100	100
Grade 5	82	79	79	81	79	79	81	79	79	98.8	100	100
All Grades	250	241	235	249	241	234	249	241	234	99.6	100	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2535.	2516.	2538.	75.58	61.73	74.03	16.28	23.46	14.29	6.98	11.11	10.39	1.16	3.70	1.30
Grade 4	2562.	2578.	2565.	70.73	76.54	70.51	20.73	18.52	16.67	7.32	4.94	8.97	1.22	0.00	3.85
Grade 5	2643.	2622.	2635.	76.54	74.68	78.48	19.75	20.25	16.46	3.70	5.06	5.06	0.00	0.00	0.00
All Grades	N/A	N/A	N/A	74.30	70.95	74.36	18.88	20.75	15.81	6.02	7.05	8.12	0.80	1.24	1.71

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	58.14	37.04	54.55	41.86	59.26	44.16	0.00	3.70	1.30
Grade 4	46.34	58.02	55.13	51.22	41.98	42.31	2.44	0.00	2.56
Grade 5	64.20	53.16	49.37	34.57	46.84	48.10	1.23	0.00	2.53
All Grades	56.22	49.38	52.99	42.57	49.38	44.87	1.20	1.24	2.14

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	62.79	61.73	67.53	37.21	37.04	31.17	0.00	1.23	1.30
Grade 4	46.34	48.15	44.87	53.66	50.62	53.85	0.00	1.23	1.28
Grade 5	72.84	60.76	70.89	27.16	36.71	29.11	0.00	2.53	0.00
All Grades	60.64	56.85	61.11	39.36	41.49	38.03	0.00	1.66	0.85

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	24.42	29.63	22.08	70.93	65.43	71.43	4.65	4.94	6.49
Grade 4	35.37	19.75	29.49	57.32	72.84	62.82	7.32	7.41	7.69
Grade 5	41.98	35.44	32.91	54.32	63.29	65.82	3.70	1.27	1.27
All Grades	33.73	28.22	28.21	61.04	67.22	66.67	5.22	4.56	5.13

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	43.02	41.98	40.26	53.49	53.09	57.14	3.49	4.94	2.60
Grade 4	42.68	45.68	33.33	53.66	54.32	64.10	3.66	0.00	2.56
Grade 5	51.85	51.90	49.37	48.15	45.57	50.63	0.00	2.53	0.00
All Grades	45.78	46.47	41.03	51.81	51.04	57.26	2.41	2.49	1.71

Conclusions based on this data:

- Based on the CAASPP English Language Arts/Literacy results provided in the School Plan for Student Achievement, here is an analysis and summary of the data for "All Students."

1. Participation Rates

The school demonstrates exceptional test participation, ensuring the data is highly representative of the student body.

High Compliance: Participation rates for Grades 3–5 have consistently remained above 98%, reaching 100% participation in the 2023–24 school year.

Significance: This high participation rate confirms that the achievement trends discussed below accurately reflect the performance of the entire eligible student population.
2. Overall Achievement Trends

The school maintains a high level of academic performance overall (classified as "Blue" or "Highest Performance" on the Dashboard), though there are notable variations by grade level.

Grade 3 Decline: There has been a downward trend in Grade 3 performance. The percentage of students "Exceeding Standards" dropped significantly from approximately 75.6% in 2022-23 to 61.7% in 2023-24.

Grade 4 Recovery: After a dip in the 2022-23 school year, Grade 4 performance recovered in 2023-24, with roughly 76.5% of students meeting or exceeding standards.

Grade 5 Stability: Grade 5 remains the most consistent cohort, with performance hovering steadily between 74% and 79% meeting or exceeding standards.
3. Domain-Specific Performance

The data breaks down literacy into four key domains: Reading, Writing, Listening, and Research/Inquiry.

Reading (Area of Concern):

Grade 3: This grade saw a sharp decline in students scoring "Above Standard," dropping from ~58% to 37%.

Grade 5: Also experienced a decrease in students performing "Above Standard," falling from 65.8% to 53.2%.

Trend: There is a general shift of students from "Exceeding" to "At or Near Standard," suggesting reading proficiency is weakening, particularly in the lower grades.

Writing (Relative Strength):

Writing remains a relative strength for the school.

Grade 5 performance is notably strong, though there was a dip in the percentage of students "Exceeding Standards" (dropping from 67% to 60.8%).

Overall, the trend shows more students scoring "At or Near Standard" rather than "Above Standard".

Listening (Mixed Results):

Grade 4: This is a specific area of concern, with a significant decline in "Above Standard" performance (dropping from 40% to 19.75%).

Grade 3: Conversely, Grade 3 showed improvement in this domain.

Research/Inquiry (Stable):

Performance in this domain is generally stable.

The majority of students score "At or Near Standard," though fewer students are reaching the "Above Standard" threshold compared to previous years.

Summary & Recommendations

While Millikin Basics+ Elementary School maintains an overall high performance status, the data reveals early warning signs in foundational literacy.

Primary Concern: The "gradual decline" in achievement is most pronounced in Grade 3 Reading, indicating a need for focused early literacy interventions.

Targeted Support: The data suggests a need for specific instructional focus on Listening strategies for Grade 4 and foundational reading skills for Grade 3 to reverse recent downward trends.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	86	81	78	86	81	77	86	81	77	100.0	100	98.7
Grade 4	82	81	78	82	81	78	82	81	78	100.0	100	100
Grade 5	82	79	79	81	79	79	81	79	79	98.8	100	100
All Grades	250	241	235	249	241	234	249	241	234	99.6	100	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2554.	2533.	2547.	75.58	66.67	64.94	23.26	24.69	29.87	1.16	7.41	5.19	0.00	1.23	0.00
Grade 4	2557.	2576.	2582.	54.88	67.90	67.95	34.15	19.75	19.23	8.54	12.35	11.54	2.44	0.00	1.28
Grade 5	2642.	2631.	2638.	88.89	77.22	75.95	8.64	16.46	16.46	2.47	6.33	7.59	0.00	0.00	0.00
All Grades	N/A	N/A	N/A	73.09	70.54	69.66	22.09	20.33	21.79	4.02	8.71	8.12	0.80	0.41	0.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	81.40	77.78	79.22	18.60	19.75	20.78	0.00	2.47	0.00
Grade 4	62.20	66.67	69.23	32.93	30.86	30.77	4.88	2.47	0.00
Grade 5	86.42	74.68	72.15	12.35	24.05	27.85	1.23	1.27	0.00
All Grades	76.71	73.03	73.50	21.29	24.90	26.50	2.01	2.07	0.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	73.26	61.73	61.04	25.58	37.04	36.36	1.16	1.23	2.60
Grade 4	48.78	56.79	60.26	45.12	40.74	34.62	6.10	2.47	5.13
Grade 5	75.31	63.29	70.89	23.46	35.44	29.11	1.23	1.27	0.00
All Grades	65.86	60.58	64.10	31.33	37.76	33.33	2.81	1.66	2.56

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	75.58	51.85	72.73	24.42	45.68	27.27	0.00	2.47	0.00
Grade 4	50.00	64.20	55.13	45.12	34.57	43.59	4.88	1.23	1.28
Grade 5	65.43	65.82	64.56	33.33	32.91	35.44	1.23	1.27	0.00
All Grades	63.86	60.58	64.10	34.14	37.76	35.47	2.01	1.66	0.43

Conclusions based on this data:

- Based on the CAASPP Mathematics Results for "All Students" provided in the School Plan for Student Achievement , here is an analysis and summary of the data.

1. Participation Rates
The school maintains near-perfect participation in standardized testing, ensuring the data is reliable and representative.

High Compliance: Participation rates for Grades 3–5 have improved over time, reaching 100% in the 2023–24 school year.

Reliability: This high level of testing compliance provides a high degree of confidence in the achievement trends observed
2. Overall Achievement Trends
While overall math performance is solid and well above state standards, there are fluctuations and slight downward trends in specific grades.

Grade 5 Strength: Grade 5 is the most consistent cohort, maintaining strong performance with high percentages of students exceeding standards, though there was a slight dip in scale scores recently.

Grade 4 Recovery: This grade level experienced a noticeable dip in the 2022–23 school year but showed recovery in 2023–24, rebounding in overall achievement.

Grade 3 Decline: There is a concerning downward trend in Grade 3, particularly in the percentage of students "Exceeding Standards," which dropped from 75.58% in 2022–23 to 66.67% in 2023–24.
3. Domain-Specific Performance
The assessment breaks mathematics down into three key claims/domains:

Concepts & Procedures (Applying concepts):

This remains a relatively strong area.

Grade 3: Dropped slightly from 81.40% to 77.78% Above Standard.

Grade 4: Improved from 62.20% to 66.67% Above Standard.

Grade 5: Declined from 86.42% to 74.68% Above Standard.

Problem Solving & Modeling/Data Analysis (Using tools/strategies):
The data indicates a decline across all grades in advanced problem-solving ability.

While the majority of students still perform at or above standard, fewer are reaching the "Above Standard" threshold compared to previous years.

Communicating Reasoning (Supporting conclusions):

Grade 3: Experienced the most significant decline (dropping ~22.5%), signaling potential issues with early conceptual understanding and the ability to explain mathematical thinking.

Grade 4: Also saw a decline in students scoring Above Standard.

Grade 5: Conversely, Grade 5 showed improvement, indicating growing strength in this skill as students mature.

4. Summary & Recommendations

The school identifies Grade 3 as a primary area for improvement.

Key Insight: While the overall math performance is "solid," the depth of understanding and application skills appears to be slipping.

Instructional Needs: The data suggests a need for:

Targeted interventions in early grades (especially Grade 3) to rebuild foundational skills.

Greater emphasis on higher-order thinking, real-world problem solving, and "math discourse" (verbal and written reasoning).

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 Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1524.8	1505.9	1480.4	1510.4	1498.3	1470.6	1558.0	1523.5	1503.2	32	36	37
1	1532.9	1508.5	*	1500.1	1505.3	*	1565.3	1511.2	*	19	13	10
2	1522.9	*	*	1524.7	*	*	1520.5	*	*	11	7	8
3	*	*	*	*	*	*	*	*	*	*	7	4
4	*	*	*	*	*	*	*	*	*	4	*	5
5		*	*		*	*		*	*		*	*
All Grades										67	66	65

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	68.75	75.00	45.95	28.13	16.67	45.95	3.13	8.33	5.41	0.00	0.00	2.70	32	36	37
1	52.63	46.15	*	47.37	53.85	*	0.00	0.00	*	0.00	0.00	*	19	13	*
2	27.27	*	*	72.73	*	*	0.00	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	55.22	62.12	40.00	43.28	33.33	47.69	1.49	4.55	10.77	0.00	0.00	1.54	67	66	65

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	59.38	66.67	40.54	28.13	16.67	48.65	12.50	16.67	8.11	0.00	0.00	2.70	32	36	37
1	42.11	69.23	*	57.89	30.77	*	0.00	0.00	*	0.00	0.00	*	19	13	*
2	63.64	*	*	27.27	*	*	9.09	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	53.73	65.15	44.62	38.81	25.76	46.15	7.46	9.09	7.69	0.00	0.00	1.54	67	66	65

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		69.44	51.35		30.56	43.24		0.00	5.41		0.00	0.00		36	37
1		30.77	*		61.54	*		7.69	*		0.00	*		13	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	43.28	50.00	38.46	47.76	45.45	52.31	8.96	4.55	9.23	0.00	0.00	0.00	67	66	65

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	71.88	66.67	64.86	28.13	33.33	32.43	0.00	0.00	2.70	32	36	37
1	78.95	84.62	*	21.05	15.38	*	0.00	0.00	*	19	13	*
2	54.55	*	*	45.45	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	70.15	74.24	66.15	29.85	25.76	29.23	0.00	0.00	4.62	67	66	65

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	40.63	61.11	29.73	56.25	33.33	64.86	3.13	5.56	5.41	32	36	37
1	26.32	23.08	*	68.42	76.92	*	5.26	0.00	*	19	13	*
2	72.73	*	*	27.27	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	41.79	51.52	26.15	55.22	45.45	69.23	2.99	3.03	4.62	67	66	65

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	53.13	52.78	40.54	46.88	47.22	56.76	0.00	0.00	2.70	32	36	37
1	73.68	46.15	*	26.32	53.85	*	0.00	0.00	*	19	13	*
2	0.00	*	*	100.00	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	47.76	40.91	32.31	52.24	57.58	64.62	0.00	1.52	3.08	67	66	65

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	87.50	80.56	75.68	12.50	19.44	24.32	0.00	0.00	0.00	32	36	37
1	57.89	15.38	*	42.11	84.62	*	0.00	0.00	*	19	13	*
2	72.73	*	*	27.27	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	73.13	60.61	56.92	26.87	39.39	43.08	0.00	0.00	0.00	67	66	65

Conclusions based on this data:

1. Overall Language Performance
The data indicates a strong positive trend in overall English proficiency among English Learner (EL) students.

Rising Proficiency: The percentage of students scoring at Level 4 (Well Developed)—the highest performance level—increased from 55.22% in 2022–23 to 62.12% in 2023–24.

Minimizing Lowest Levels: The percentage of students at Level 1 (Beginning Stage) remained extremely low (near 0%) in recent years, suggesting that almost no students are stagnating at the lowest level of English proficiency.

Shift Upwards: There was a decrease in Level 3 students and a corresponding increase in Level 4, indicating that students are successfully moving up the proficiency ladder.

2. 2. Domain-Specific Performance

Oral Language (Listening & Speaking)

This domain showed robust growth, particularly in the early grades.

Significant Gains: The percentage of students achieving Level 4 in Oral Language rose significantly from 53.73% to 65.15%.

Speaking Improvement: "Well Developed" scores in the Speaking domain jumped from 41.79% to 51.52%, indicating improved verbal communication skills.

Listening Strength: Listening skills remain a relative strength, with the "Well Developed" category maintaining high percentages (approx. 70–74%) over the years.

Written Language (Reading & Writing)

Written language proficiency is also improving, though trends vary by specific skill.

Overall Growth: The percentage of students at Level 4 in Written Language increased from 43.28% to 50.00%.

Writing Shift: While overall written proficiency rose, the specific "Writing" domain saw a decline in the "Well Developed" category (from 73.13% to 60.61%). However, this was balanced by an increase in the "Somewhat/Moderately Developed" category, suggesting a broadening range of student abilities rather than a drop to the lowest levels.

Reading Stability: Reading performance remained relatively stable but saw a slight dip in the "Well Developed" category (from 47.76% to 40.91%). Importantly, the number of students at the "Beginning" level for reading remained very low, indicating that basic comprehension is intact.

3. 3. Grade-Level Highlights

Early Grades Success: Kindergarten and Grade 1 students demonstrated especially high gains. For example, in the Speaking domain, Kindergarten students scoring "Well Developed" rose sharply from 18.18% to 61.11% over the reported period.

Testing Demographics: The testing pool primarily consists of K–2 students, with data for higher grades often suppressed due to small student counts, reflecting the school's success in reclassifying students before they reach upper elementary grades.

Summary

Millikin Basics+ Elementary School is effectively moving its English Learner population toward proficiency. The data reflects strong oral language development and consistent overall growth, with more students reaching the highest proficiency level (Level 4) each year. While Reading and Writing domains show some fluctuation, the overall trajectory is positive, with foundational skills (Listening and Speaking) serving as strong pillars for student success.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
504	4.6%	13.3%	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	67	13.3%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	23	4.6%
Students with Disabilities	20	4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.4%
American Indian	3	0.6%
Asian	441	87.5%
Filipino	6	1.2%
Hispanic	7	1.4%
Two or More Races	17	3.4%
Pacific Islander	0	0.0%
White	21	4.2%

Conclusions based on this data:

1. Distinct Demographic Profile

The most defining characteristic of the school is its racial and ethnic composition, which is heavily concentrated in one specific group.

Predominant Asian Enrollment: 87.5% of the student body (441 students) identifies as Asian. This overwhelming majority suggests that the school culture and community engagement strategies are heavily influenced by this demographic.

Minority Representation: All other racial and ethnic groups comprise very small percentages of the population. The next largest groups are White (4.2%), Two or More Races (3.4%), Hispanic (1.4%), and African American (1.4%).

Conclusion: The school lacks broad racial diversity, requiring intentional effort to ensure that the small number of non-Asian students feel included and represented in the school culture.

2. Socioeconomic Status

The data indicates that the school serves an affluent community with very low levels of poverty.

Low Socioeconomic Disadvantage: Only 4.6% (23 students) are classified as socioeconomically disadvantaged. This is significantly lower than many state averages and suggests that most families have access to resources that support student learning outside of school.

Funding Implications: This "low-need profile" likely affects the school's eligibility for certain state and federal funding (such as Title I) that is typically tied to poverty rates.

3. Specialized Support Populations

The school has a specific profile regarding students who require specialized academic services.

English Learners (EL): 13.3% (67 students) of the population are English Learners. This is the largest "special needs" subgroup at the school. The data suggests this group aligns closely with the Asian demographic, indicating a need for language support tailored to specific Asian languages.

Students with Disabilities: Only 4% (20 students) of the population are identified as having disabilities. This is a relatively low percentage, suggesting either a population with fewer learning disabilities or potential differences in identification rates compared to broader averages.

Foster and Homeless Youth: The school reports 0.0% enrollment for both Foster Youth and Homeless students. While this may reflect the affluent community, the document notes a need to verify identification protocols to ensure no students are being missed.

3. Overall Summary

Millikin Basics+ Elementary School is characterized by a stable, affluent, and racially homogenous (Asian) student body. The primary challenge for the administration is not "high-need" poverty or behavioral issues, but rather ensuring equity and inclusion for the very small minorities (non-Asian students) and maintaining rigorous academic engagement for a high-performing population.

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Blue	Suspension Rate  Blue
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1.
1. Performance Overview

The California School Dashboard uses a color-coded system to represent performance, with Blue being the highest level of performance, followed by Green, Yellow, Orange, and Red.

Millikin achieved the highest possible ratings across almost every measured indicator:

Academic Performance:

English Language Arts: Blue – Indicates students are performing at the highest level.

Mathematics: Blue – Indicates students are excelling in math.

English Learner Progress: No Performance Color – This typically occurs when the student group size is fewer than 30 students, though later data (Page 36) clarifies that 70% of EL students are making progress.

Academic Engagement:

Chronic Absenteeism: Blue – Indicates very low rates of chronic absenteeism, reflecting strong student attendance.

Conditions & Climate:

Suspension Rate: Blue – Indicates an exceptionally low suspension rate (noted elsewhere as 0%), reflecting a positive school climate.

2. 2. Analysis & Interpretation

The dashboard results portray a school that is excelling across all major domains:

Consistent Excellence: The school received a Blue rating in 4 out of 5 major indicators (ELA, Math, Absenteeism, and Suspensions). This consistency suggests that high academic achievement is supported by a stable and positive school environment where students attend regularly and behave well.

High Academic Standards: The "Blue" status in both ELA and Math confirms that students are not just meeting standards but are performing "well above the standard" or making significant improvements.

Strong School Culture: The combination of low chronic absenteeism (Blue) and low suspension rates (Blue) indicates a high level of student engagement and a safe, supportive campus environment

3. Summary Conclusion

Millikin Basics+ Elementary School is a high-performing institution according to state metrics. The 2025 Dashboard results reveal no significant areas of weakness (no Red, Orange, or Yellow indicators), positioning the school as a model for both academic achievement and positive school climate. The primary area for monitoring remains the English Learner subgroup, largely due to sample size limitations preventing a color rating on the main dashboard, though internal data suggests they are also progressing well.

School and Student Performance Data

Academic Performance English Language Arts

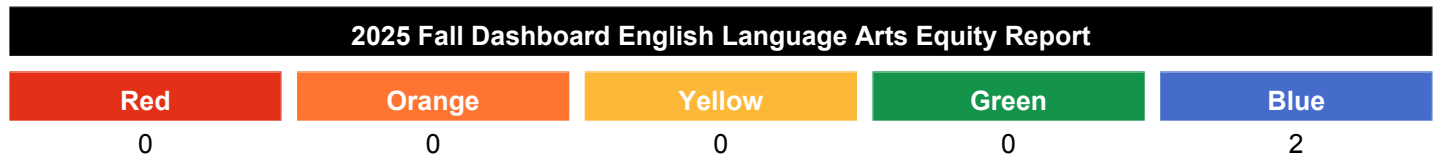
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 109.8 points above standard Increased 6.7 points 233 Students	English Learners  Blue 84.9 points above standard Increased 17.2 points 72 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 48.9 points above standard 13 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Blue 112.1 points above standard Increased 6.9 points 203 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 65.2 points above standard Maintained -0.3 points 11 Students

Conclusions based on this data:

- 1. Overall Performance**
Millikin Basics+ Elementary School demonstrates exceptional overall performance in English Language Arts.
Color Rating: Blue (Highest Performance Level).
Score: Students scored 103.1 points above standard.
Trend: Despite the high rating, there was a decline of 9.1 points from the previous year.

Conclusion: The school remains well above grade-level expectations, but the decline suggests a need to monitor instruction to prevent further slippage.
- 2. Equity & Student Group Performance**
The dashboard breakdown shows high achievement across all significant subgroups, with no student group falling into the low-performance categories (Red, Orange, or Yellow).

Asian Students (Largest Group):
Rating: Blue.
Score: 112.1 points above standard, which is significantly higher than the school average.
Trend: Increased by 6.9 points, continuing to drive the school's high overall scores.

English Learners (EL):
Rating: Blue.
Score: 84.9 points above standard.
Trend: Increased significantly by 17.2 points. This is a major strength, showing that EL students are not only performing well but improving rapidly.

White Students:

Rating: No Performance Color (due to small size).

Score: 65.2 points above standard.

Trend: Maintained performance (-0.3 points). While still high, this group performs lower than the Asian and EL subgroups.

Other Subgroups:

Groups such as Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic were too small (fewer than 11 students) to receive a performance color or public data release to protect privacy.

3. Key Insights & Trends

High-Performing English Learners: One of the most positive findings is that English Learners are excelling (Blue rating) and growing faster (+17.2 points) than the general population. This indicates highly effective support for language acquisition.

Asian Student Dominance: The school's overall "Blue" rating is heavily influenced by the high scores of the Asian subgroup, which comprises the vast majority of the test-takers (203 out of 233 students).

Overall Decline vs. Subgroup Growth: There is a discrepancy in the data presented. The summary states an overall decline of 9.1 points, yet the major subgroups listed (Asian and English Learners) both show increases (+6.9 and +17.2 points respectively). This mathematical oddity usually suggests that the decline is driven by smaller, unreported subgroups or a shift in the composition of the "All Students" group that isn't fully visible in the public breakdown.

3. Summary

Millikin's ELA performance is outstanding, characterized by scores more than 100 points above the state standard. The success is broad, with English Learners showing particularly impressive growth. The primary area for attention is investigating the source of the 9.1-point overall decline, given that the largest subgroups actually improved.

School and Student Performance Data

Academic Performance Mathematics

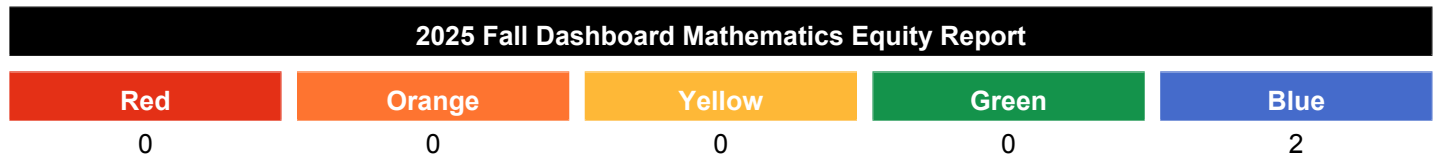
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 105.1 points above standard Increased 6.9 points 233 Students	English Learners  Blue 99.4 points above standard Increased 18.6 points 72 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 36.7 points above standard 13 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Blue 109.4 points above standard Increased 7.8 points 203 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 50.1 points above standard Declined 5.6 points 11 Students

Conclusions based on this data:

- 1. Overall Performance**
Millikin Basics+ Elementary School achieved the highest possible level of performance in mathematics.
Color Rating: Blue (Highest Performance Level).
Score: Students scored 105.1 points above standard.
Trend: The school showed positive growth, increasing by 6.9 points from the previous year.
Significance: This rating places the school well above state expectations, indicating that students are not only meeting grade-level standards but excelling significantly beyond them.
- 2. Equity & Student Group Performance**
The dashboard indicates high equity, with no student groups falling into the underperforming categories (Red, Orange, or Yellow).
Asian Students (Largest Subgroup):
Rating: Blue.
Score: 109.4 points above standard.
Trend: Increased by 7.8 points. This group, which constitutes the majority of the student body, continues to perform exceptionally high.
- English Learners (EL):
Rating: Blue.
Score: 99.4 points above standard.
Trend: showed a remarkable increase of 18.6 points. This rapid growth indicates that the school's math instruction is highly effective for students acquiring English.
- White Students:

Rating: No Performance Color (due to small student count).

Score: 50.1 points above standard.

Trend: This group experienced a decline of 5.6 points. While they remain well above standard, this downward trend contrasts with the growth seen in other groups.

Socioeconomically Disadvantaged:

Rating: No Performance Color.

Score: 36.7 points above standard.

This group performs above standard but significantly lower than the school-wide average.

2. 3. Key Analysis

Broad Success: The fact that both the "All Students" group and the "English Learners" subgroup achieved Blue ratings demonstrates that the math curriculum is accessible and rigorous for diverse learners.

English Learner Strength: English Learners are growing at more than double the rate of the general population (+18.6 points vs. +6.9 points), suggesting that language barriers are not hindering math achievement at this school.

Data Discrepancy Note: It is worth noting that the "Conclusions" section of the document (Page 32) references slightly different numbers (citing a "Green" status and a "decline" of 4.1 points). However, the primary 2025 Fall Dashboard data tables (Page 31) explicitly report a Blue status and an increase of 6.9 points. The analysis above prioritizes the Dashboard data tables as they represent the official reported metrics.

3. Summary

Millikin's mathematics performance is exemplary. The school is accelerating learning for its students, with English Learners showing particularly aggressive growth. The overall trajectory is positive, with the school performing over 100 points above the state standard.

School and Student Performance Data

Academic Performance Science

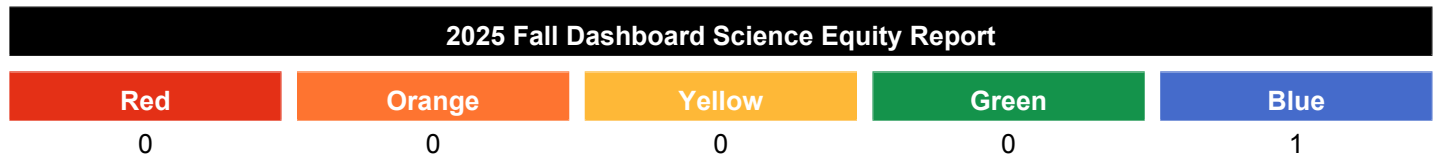
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Blue 82.7 science points Increased 5.5 points 78 Students	English Learners  No Performance Color 80.9 science points Increased 12.6 points 18 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Blue 82.3 science points Increased 5 points 69 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 0 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

- 1. Overall Performance**
Millikin Basics+ Elementary School achieved the highest possible performance level in Science.
Color Rating: Blue.
Score: Students scored 82.7 science points.
Trend: The school demonstrated solid growth, increasing by 5.5 points from the previous year.
Student Count: Scores were based on 78 students tested.
- 2. Student Group Performance**
The available data is limited due to the small size of most student groups, but the reported groups show high achievement.

Asian Students (Largest Subgroup):
Rating: Blue.
Score: 82.3 science points.
Trend: Increased by 5 points.

Analysis: This group makes up the vast majority of the test-takers (69 out of 78 students). Their performance mirrors the "All Students" score almost exactly, confirming that this demographic is the primary driver of the school's overall science metrics.

English Learners (EL):
Rating: No Performance Color (due to small sample size of 18 students).
Score: 80.9 science points.

Trend: Increased significantly by 12.6 points.

Analysis: Although the group is too small for a color rating, their raw score (80.9) is nearly identical to the school-wide average (82.7). Furthermore, their growth (+12.6 points) is more than double the school-wide growth rate, indicating highly effective instruction for students developing English proficiency.

Other Subgroups:

All other subgroups (including White, Two or More Races, Hispanic, and Socioeconomically Disadvantaged) had fewer than 11 students, resulting in suppressed data to protect privacy.

3. Summary & Conclusion

Millikin's science program is performing at an exemplary level.

Excellence: The "Blue" rating indicates the school is effectively meeting and exceeding state science standards.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 48.1 making progress. Number Students: 27 Students	 No Performance Color making progress. 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.8%	37%	0%	48.1%

Conclusions based on this data:

1. 1. Official Dashboard Data (Table Results)
According to the dashboard data tables presented in the document, the school did not receive a performance color due to the small number of students assessed.
Performance Level: No Performance Color.
Reason: The student count (27) is below the typical threshold (30) required for a performance color assignment.
Progress Rate: 48.1% of English Learners are making progress towards English language proficiency.
Student Count: 27 students were included in this specific indicator.
- Long-Term English Learners (LTEL): There are 0 students classified as Long-Term English Learners, indicating that students are reclassifying before hitting the long-term threshold.
2. Detailed Progress Breakdown (Table Results)
The breakdown of the 27 students assessed shows the following trajectory:
Progressed at least one level: 48.1% (Improvement)
Maintained level (1–3H): 37.0% (Stagnation)
Decreased one level: 14.8% (Regression)
Maintained Level 4: 0%

2. 3. Data Discrepancy in School Analysis

It is important to note a significant contradiction within the document between the official dashboard tables and the school's narrative "Conclusions" section.

The Narrative Claims: The school's written analysis asserts a "Blue" rating (the highest possible) and states that 70% of students made progress based on a count of 30 students.

The Table Data: The official table on the same page lists "No Performance Color" and a 48.1% progress rate based on 27 students.

Analysis of Discrepancy: The narrative likely references a different dataset, a previous year, or internal data that included slightly more students (30 vs. 27), allowing for a performance color calculation. However, the official dashboard table included in the report shows lower progress (48.1%) compared to the narrative's claim (70%).

3. Summary

The official dashboard data indicates that 48.1% of Millikin's English Learners are making progress. While the school has successfully prevented any students from becoming Long-Term English Learners, the data shows that over half of the current cohort (51.8%) either maintained their current level or decreased. The school's narrative description paints a much more positive picture ("Blue" rating, 70% progress), suggesting a potential disconnect between the dashboard snapshot and the school's internal monitoring or prior data.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Blue 2.4% Chronically Absent Maintained 0.4 507 Students	English Learners  Orange 8.3% Chronically Absent Increased 1.4 84 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  No Performance Color 4.2% Chronically Absent Maintained 0.2 24 Students

Students with Disabilities  No Performance Color 15.4% Chronically Absent Increased 15.4 26 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Yellow 2.7% Chronically Absent Increased 1.1 444 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Two or More Races  No Performance Color 0% Chronically Absent Maintained 0 19 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0% Chronically Absent Declined 11.5 21 Students

Conclusions based on this data:

- 1. Overall Performance**
Millikin Basics+ Elementary School demonstrates excellent attendance overall.
Color Rating: Blue (Highest Performance Level).
Chronic Absenteeism Rate: 2.4%.
Trend: Maintained (increased slightly by 0.4%).
Total Students: 507 students were included in this metric.
- 2. Equity & Student Group Performance**
While the school-wide rate is very low, there are significant disparities among specific student groups.
English Learners:
Rating: Orange.
Rate: 8.3% Chronically Absent.
Trend: Increased by 1.4%.
Analysis: This group is performing significantly worse than the "All Students" average, falling into the "Orange" performance band.

Students with Disabilities:
Rating: No Performance Color (due to size: 26 students).
Rate: 15.4% Chronically Absent.
Trend: Increased drastically by 15.4%.
Analysis: Although the group size is small, this is a concerning spike, indicating that a significant portion of this vulnerable subgroup is missing valuable instructional time.

Asian Students (Largest Subgroup):
Rating: Yellow.

Rate: 2.7% Chronically Absent.

Trend: Increased by 1.1%.

Analysis: While the rate is still low (2.7%), the increase caused the rating to drop to Yellow.

White & Two or More Races:

Both groups reported 0% Chronic Absenteeism.

White students showed a significant improvement, declining by 11.5%.

3. 3. School Conclusions

The school attributes these absences largely to lifestyle factors rather than disengagement.

Travel: The administration notes that student absences are often a "reflection of travel, not poor attendance".

Pandemic Effects: They also cite "pandemic and post-pandemic isolation days" as a contributing factor to the increase.

Intervention: The school tracks all students and notifies parents once absences exceed three days.

Summary

Overall, Millikin has a highly engaged student body with a "Blue" rating for attendance. However, the data highlights specific challenges with English Learners and Students with Disabilities, who are missing school at much higher rates than their peers. The "Orange" rating for English Learners suggests that while they are performing well academically (as seen in other sections), their attendance requires targeted attention.

School and Student Performance Data

Conditions & Climate Suspension Rate

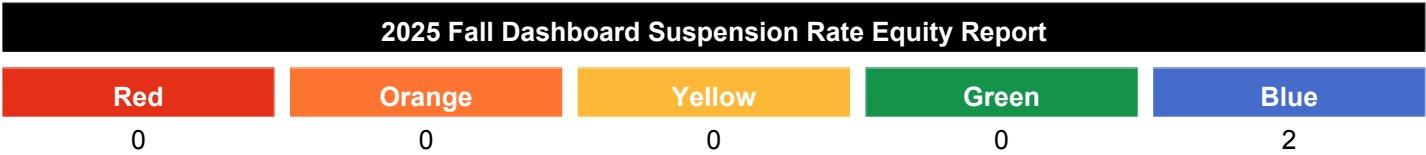
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least one day Maintained 0% 511 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 86 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  No Performance Color 0% suspended at least one day Maintained 0% 24 Students

Students with Disabilities  No Performance Color 0% suspended at least one day Maintained 0% 26 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  Blue 0% suspended at least one day Maintained 0% 446 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 19 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0% suspended at least one day Maintained 0% 21 Students

Conclusions based on this data:

1. Millikin Basics+ Elementary School exhibits exceptional school climate and behavioral standards, earning the highest possible "Blue" performance rating with a maintained suspension rate of 0% for the entire student body. This flawless record is consistent across all reported student subgroups, including English Learners, Asian students, and socioeconomically disadvantaged students, reflecting highly equitable disciplinary outcomes. The data underscores the effectiveness of the school's classroom management and positive behavioral support systems, positioning the campus as a model for a safe and inclusive learning environment where punitive measures are effectively minimized.

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 accelerate ELA achievement for students currently not meeting standards, with a primary focus on English Learners (EL) and students with disabilities (SWD). By the end of the 2026–2027 school year, Millikin aims to reduce the percentage of students performing "Below Standard" or "Nearly Met Standard" by at least 50% (or toward a 95% total proficiency ceiling), as measured by SBAC and district-level literacy assessments.

Elaboration & Strategy

1. To achieve this focused reduction, Millikin will refine its Multi-Tiered System of Supports (MTSS) through the following actions:
2. Tier 1 Enhancement: Teachers will utilize data-driven small group instruction within the general education classroom to provide immediate, differentiated support for EL and SWD populations.
3. Targeted Tier 2 Intervention: Students identified as not meeting standards will receive systematic, evidence-based interventions designed to close specific literacy gaps outside of the core instructional block.
4. Integrated Support: Professional collaboration will focus on Integrated and Designated ELD and the alignment of Individualized Education Program (IEP) goals with core ELA curriculum.
5. Data Inquiry Cycles: Staff will engage in regular formative assessment reviews to monitor the progress of focus groups, ensuring that interventions are adjusted in real-time based on student growth.

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 Goal 1: Academic Achievement and Equity

All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

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.

Identified Area for Improvement:

While overall ELA performance at Millikin Basics+ remains high (performing 103.1 points above standard), recent dashboard and CAASPP data reveal concerning downward trends. The most significant performance gap is among English Learners, who experienced the steepest decline of 17.7 points in ELA performance. Additionally, early literacy is a growing area of concern; Grade 3 experienced a sharp drop in reading proficiency (students scoring "Above Standard" fell from approximately 58% to 37%), and Grade 4 requires targeted support in listening comprehension.

There is a specific need to accelerate foundational academic vocabulary for late-entry English Learners who enroll after Kindergarten. Steps to Address the Need Targeted Interventions: Implement evidence-based reading interventions, differentiated writing instruction, and data-driven small group support, particularly after-school and small-group interventions tailored to language and literacy development. ELD Integration: Strengthen both designated and integrated English Language Development (ELD) instruction directly within the general education classroom setting. Professional Development: Provide ongoing teacher training focused on culturally responsive pedagogy, literacy scaffolding strategies, and effective ELD integration. Collaborative Data Cycles: Utilize progress monitoring tools (like i-Ready) to assess English language acquisition and adjust instructional pacing, scaffolds, or test prep strategies in real-time.

The SMART Goal

By the end of the 2024–2025 school year, Millikin School will increase the percentage of students demonstrating proficiency in English Language Arts to 95% or higher, as measured by the i-Ready diagnostic (from a baseline of 92%) and SBAC assessments, with a targeted focus on reversing the recent performance declines among English Learners and improving Grade 3 reading proficiency. Here is the breakdown of why this goal is S.M.A.R.T.: Specific: The goal targets overall ELA proficiency (reading, literacy, writing) while implicitly addressing the vulnerable areas identified in the data: English Learners and early foundational reading. Measurable: Success is defined by concrete, trackable metrics—achieving 95%+ proficiency on district-approved standardized assessments like i-Ready and SBAC. Achievable: Reaching a 95% proficiency rate is a realistic 3% growth target from the current 92% baseline on i-Ready, especially when supported by the planned Tier 1 improvements and targeted small-group EL interventions. Relevant: This directly addresses the glaring data points—the 17.7-point drop for English Learners and the sharp decline in Grade 3 reading—ensuring these students gain the literacy skills necessary for future academic success. Time-Bound: The objective has a strict deadline to be achieved during the 2024–2025 academic school year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Standardized Assessments i-Ready	92% Met or Exceeded Standard	The school's primary objective is to significantly reduce the percentage of students performing below grade level, ensuring that 95% or more of the student body achieves proficiency on i-Ready diagnostics and SBAC summative assessments. Specific focus will be placed on: Targeted Tier 2 Intervention: Reducing the "achievement gap" for English Learners (EL) and students with disabilities (SWD) by providing supplemental, evidence-based literacy support that targets specific foundational deficits. Tier 1 Differentiation: Strengthening core instruction through mandatory small-group rotations, allowing for real-time scaffolding and integrated ELD within the general education setting. Rapid Data Cycles: Utilizing bi-weekly formative assessments to identify students not meeting standards and immediately adjusting instructional groupings to fill identified learning gaps. Equitable Growth: Sustaining high achievement for all student groups while ensuring that growth rates for historically underserved subgroups outpace the general population to reach parity. This outcome reflects Millikin's commitment to academic excellence for every student, ensuring that no subgroup is left behind, and directly aligns with LCAP Goal 1 and Focus Areas 1 and 2.
i-Ready Reading Diagnostic Assessment and CAASPP/ELA (All Students)	92% of students Met or Exceeded Standard on the i-Ready diagnostic.	95% or more of students will meet or exceed grade-level standards, representing a 3% growth.

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 Targeted Carryover 0000: Unrestricted

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.	500 Targeted Carryover 0000: Unrestricted
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 Donations 4000-4999: Books And Supplies
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 Donations 4000-4999: Books And Supplies
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.	150 None Specified 0000: Unrestricted
1.8			

Annual Review

SPSA Year Reviewed: 2025-26

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 when needed 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: Millikin School will accelerate mathematical proficiency for students currently performing below grade level, with a primary focus on English Learners (EL) and students with disabilities (SWD). By the end of the 2026–2027 school year, Millikin aims to reduce the percentage of students in the "Standard Not Met" and "Standard Nearly Met" categories, striving for a school-wide proficiency rate of 95% or higher on i-Ready diagnostics and 90% or higher on the SBAC.

Key Strategies & Tiered Supports Data-Driven

Targeted Small Group Instruction (Tier 1): Teachers will utilize weekly i-Ready and formative data to facilitate individual or small-group instruction. This will provide real-time scaffolding, such as visual aids and mathematical discourse frames, to support EL and SWD students within the core instructional block.

Targeted Tier 2 Math Intervention: Students identified as "Not Meeting Standard" will receive supplemental, evidence-based numeracy interventions. These sessions will focus on closing foundational gaps in number sense and operational fluency to ensure students can access grade-level curriculum.

Professional Development & Collaboration: Ongoing PD will focus on Mathematical Language Routines (MLRs) to support English Learners and specialized instructional strategies for students with diverse learning needs. Grade-level teams will engage in regular data inquiry cycles to adjust groupings based on student growth.

Applied Performance-Based Assessments: To move beyond rote memorization, students will engage in project-based learning. This allows EL students to demonstrate conceptual understanding through multiple modalities (visual, tactile, and verbal) beyond traditional word problems.

Family & Community Math Engagement: Millikin will host targeted workshops to empower parents with strategies to support "New Math" concepts at home, fostering a consistent bridge between school and community learning.

Metrics for Progress (2026–2027)

Assessment Type	Baseline (Current)	2026-27 Goal	Focused Reduction Target
i-Ready Diagnostic	90% Met/Exceeded	95%+	Reduce "Below Standard" by 50%
SBAC Summative	85% Met/Exceeded	90%+	Close the gap for EL/SWD subgroups
Performance Tasks	85% showing growth	90%+	Mastery in real-world application

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 Goal 1: Academic Achievement and Equity

All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

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.

Identified Area for Improvement

While overall math proficiency is relatively high, there is a significant performance gap for English Learners (EL) and Students with Disabilities (SWD). These specific student groups are disproportionately falling into the "Standard Not Met" and "Standard Nearly Met" categories on math assessments.

Steps to Address the Need

Tier 1 Small Group Instruction: Teachers will use weekly i-Ready data to provide targeted, in-class small group support using visual aids and math discourse frames.

Tier 2 Math Intervention: Students not meeting standards will receive focused, evidence-based interventions to close foundational gaps in number sense and fluency.

Professional Development: Teachers will receive training on Mathematical Language Routines (MLRs) to better support ELs and diverse learners.

Performance-Based Assessments: Implementation of project-based learning to allow students to demonstrate math comprehension through visual, tactile, and verbal methods rather than just traditional word problems.

Family Engagement: Hosting workshops to help parents understand and support "New Math" strategies at home.

The SMART Goal

By the end of the 2026–2027 school year, Millikin School will increase overall math proficiency to 95% or higher on the i-Ready diagnostic and 90% or higher on the SBAC, specifically by reducing the number of English Learners (EL) and Students with Disabilities (SWD) in the "Below Standard" category by 50%.

Here is the breakdown of why this goal is S.M.A.R.T.:

Specific: The goal targets specific assessments (i-Ready and SBAC) and focuses on closing the achievement gap for specific subgroups (EL and SWD students currently scoring below standard).

Measurable: Success is defined by exact, trackable numbers: reaching 95%+ on i-Ready (up from 90%), 90%+ on SBAC (up from 85%), and cutting the "Below Standard" population in half.

Achievable: A 5% overall growth target is a realistic expectation when supported by the robust, tiered intervention strategies and specific professional development outlined in the plan.

Relevant: This directly addresses the identified performance gap, ensuring that vulnerable student populations gain the foundational numeracy skills required to access grade-level curriculum.

Time-Bound: The objective has a strict deadline: the end of the 2026–2027 school year

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Standardized Assessments i-Ready	95% Met or Exceeded Standard	Baseline/Actual Outcome: As of the most recent data, 90% of students have met or exceeded standards on the i-Ready diagnostic. While this reflects a high level of achievement, Millikin School is committed to a "Zero-Gap" strategy for the 2026–2027 school year, aiming to reach 95% or higher proficiency by accelerating the growth of students currently in the "Nearly Met" or "Not Met" categories. Expected Outcome (2026–2027 School Year) The school's primary objective is to sustain high achievement while ensuring that growth for EL and SWD populations outpaces the general student body. By refining our MTSS (Multi-Tiered System of Supports) framework and emphasizing mathematical fluency and language, Millikin will demonstrate a commitment to equity and academic excellence aligned with LCAP Goal 1.
i-Ready Math Diagnostic Assessment and CAASPP/Math (Grades 3-5)	90% of students Met or Exceeded Standard on the i-Ready diagnostic.	95% or more of students will meet or exceed standard on i-Ready, achieving an ambitious but attainable 5% gain.

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
2.1	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.	1500 Targeted Carryover 0000: Unrestricted
2.2	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 None Specified 0000: Unrestricted
2.3	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	All students will benefit from a math program that is structured and has enough practice to demonstrate proficiency.	4672 None Specified 4000-4999: Books And Supplies

	but not be limited to the purchase or acquisition of a Math textbook series, workbooks, number facts book/workbooks manipulatives, calculators, apps, books, protractors and other programs that are state adopted or district adopted.		
2.4	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 0000: Unrestricted
2.8			

Annual Review

SPSA Year Reviewed: 2025-26

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

By June 2027, Millikin Elementary will increase the percentage of English Learners making annual progress toward English proficiency from the baseline of 70% to 75%, as measured by the English Learner Progress Indicator (ELPI). We will specifically target the 23.3% of students currently "maintained" at lower levels and the 6.7% showing regression to ensure every student, particularly those at EL levels 1, 2, and "stagnant" 3s, achieves meaningful growth.

Identified Need: A Data-Driven Focus

While Millikin maintains a Blue (Highest) performance level for EL Progress, a deep dive into the Dashboard data reveals specific areas for intervention: The "Stagnant" Middle: 23.3% of assessed EL students maintained their previous level (Levels 1–3H) without progressing.

The Regression Gap: 6.7% of students decreased by at least one ELPI level.

Reading & Writing Sensitivity: Reading saw a dip to 40.91% "Well Developed" in the 2023-24 school year.

Furthermore, the percentage of students scoring "Well Developed" in Writing declined over time from 85.96% to 60.61%.

Demographic Alignment: With 85.8% of the student body being Asian and 13.4% identified as English Learners, instructional strategies must specifically address and support this demographic profile.

Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome (2026-27)
ELPI Progress	Rate 70%	75% Progressing (at least 1 ELPI level)
Overall ELPAC Level 4	62.12%	65% or higher reaching Level 4
i-Ready ELA Proficiency	96% met ELA Goals	Maintain 96%+ with a focus on sub-skill growth
Writing Domain (Well Developed)	60.61%	65% (reversing the downward trend)

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 Goal 1: Academic Achievement and Equity

All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

LCAP Goal 3: Family and Community Engagement

SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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.

Identified Area for Improvement

While the school successfully prevents students from becoming Long-Term English Learners (0 LTELs), the official data reveals a significant performance gap: 51.8% of English Learners are not making progress (37% maintained their level and 14.8% decreased). The primary area needing improvement is ensuring continuous language growth, specifically for EL 1s, EL 2s, and students stagnating at EL 3.

Steps to Address the Need

Targeted Interventions: Implement early and consistent interventions specifically designed for EL 1s, EL 2s, and stagnating EL 3s.

Professional Development: Provide ongoing training for teachers across all grade levels to ensure best practices in language acquisition are consistently applied.

The SMART Goal

By the end of the 2026–2027 academic school year, Millikin will increase the percentage of English Learners making progress towards English language proficiency by 15 percentage points, moving from the current baseline of 48.1% to 63.1%.

Here is the breakdown of why this goal is S.M.A.R.T.:

Specific: The goal targets a specific student group (English Learners, particularly levels 1, 2, and stagnating 3s) and a specific outcome (advancing at least one proficiency level).

Measurable: Success will be measured using the official dashboard data/annual language assessment, specifically looking to increase the progress rate from 48.1% to 63.1% and decrease the 14.8% regression rate.

Achievable: A 15% increase is a realistic target for a small cohort (roughly 4-5 more students making progress out of 27) when supported by the planned teacher professional development and targeted early interventions.

Relevant: This directly addresses the glaring data point that over half the EL cohort is currently stagnating or sliding backward, ensuring they meet district and state standards.

Time-Bound: The goal is set to be achieved by the end of the upcoming academic school year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Standardized Assessment ELPAC and iReady	96% met ELA Goals	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. Expected Outcome: The goal is to either maintain or increase the proficiency rate across both assessments. Specifically, we aim to: Maintain high performance for students who are already proficient in ELA and English Language Development (ELD). Increase proficiency rates for English Learners, particularly those at the lower proficiency levels (EL 1 and EL 2), by providing targeted interventions and support. Monitor individual student progress over time using the iReady diagnostic assessments, with a focus on improving student growth by at least 5% annually, form the allocation of resources, and ensure timely interventions for students who need additional support to achieve their academic goals. 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, in
ELPAC Assessment (English Learner Progress Indicator)	48.1% of English Learners progressed at least one ELPI level or made progress towards proficiency.	Increase the percentage of English Learners making progress by 15 points, reaching a 63.1% progress rate.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Professional Development and Training of staff: Provide high quality professional development	All students, especially at-risk students, benefit	1000 Targeted Carryover

	opportunities to staff to increase skills and effectiveness in EL instruction for student learning.	when teachers are trained and master their instructional practices and collaboration.	0000: Unrestricted
3.2	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.	1000 Targeted Carryover 0000: Unrestricted
3.3	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.	Testing and support of EL students.	None Specified 2000-2999: Classified Personnel Salaries ELSAT position

Annual Review

SPSA Year Reviewed: 2025-26

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

Title: 2025-2026 School Climate Report Card: Strategic Analysis & Next Steps for Millikin Elementary

I. Overview & Success Metrics

Millikin Elementary continues to demonstrate exceptional foundational metrics in academic drive and campus safety, significantly outperforming state averages in key areas.

Academic Excellence: Academic Motivation is currently at 91% , an indicator supported by 100% of staff agreeing that students are motivated to learn.

Campus Safety & Upkeep: Perceived School Safety remains high at 92%.

Facilities Upkeep saw an increase, with 95% of students and 100% of staff reporting clean and well-maintained grounds.

School Culture: Positive Behavior metrics are exceptionally strong at 98% , with Rule Clarity reaching 91%.

II. Areas of Concern & Strategic Interventions

To ensure sustainable success, Millikin Elementary's leadership team is prioritizing three areas of concern identified in the latest data:

1. Strengthening Caring Relationships: * Data: Student perception of "Adults at school care about you" declined by 15 points to 70%.Action: Implementation of a structured staff-student mentoring initiative to guarantee regular, positive touchpoints for every student.

2. Enhancing Student Voice to Combat Bullying: * Data: While the campus is broadly safe, staff reporting harassment/bullying as a moderate/severe problem increased to 25%. Concurrently, Meaningful Participation among students is low at 37%.Action: Developing a Student-Led Climate Council to increase meaningful participation and leverage peer leadership in conflict resolution and anti-bullying efforts.

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 students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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
Chronic Absenteeism Rate and California Healthy Kids Survey (School Connectedness)	2.4% Chronic Absenteeism rate.	Maintain or decrease Chronic Absenteeism below 2.0% and increase positive responses on school connectedness surveys.

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
4.1	Supporting training and programs like but not limited to Project Cornerstone	All Students and Staff benefit from Healthy Minds and Bodies	1000 Donations None Specified
4.2	Wellness and Counseling Program.	Service any student in need of Mental Health or SEL needs	500 Donations None Specified
4.3	Staff training in SEL and Wellness to support students.	All students who may need additional support.	1000 Targeted Carryover None Specified
4.4	Student & Staff Climate Committee - development and implementation	Upper Grade Students and Staff will need time to meet to discuss trends and concerns and how to address them.	1000 Targeted Carryover 0000: Unrestricted

Annual Review

SPSA Year Reviewed: 2025-26

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.

Overall, strategies aimed at promoting academic motivation, physical safety, and positive behavior were highly effective. Student academic motivation remained strong at 91% in 2026, and staff overwhelmingly agreed (100%) that students are motivated to learn. Efforts to improve the physical environment were also highly successful, with 95% of students and 100% of staff agreeing that the school has clean and well-maintained facilities. Furthermore, perceived school safety remains high at 92%, and 98% of students reported positive behavior. However, strategies related to building caring relationships and supporting staff morale were less effective. Student perception of caring relationships dropped to 70% in 2026, with a 15% decrease in students feeling that adults at school care about them.

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

While previous implementations successfully supported physical safety and academic persistence, the recent data indicates a disconnect between our intended social-emotional climate and the actual experiences of students and staff. A major difference emerged in the area of peer-to-peer relations; while harassment and bullying were previously reported as a moderate/severe problem by 0% of staff in 2022 and 2024, that metric jumped to 25% in 2026. Additionally, there was a stark contrast between our intended school culture goals and actual staff experience, with staff reporting a 17% drop in feeling the school is a supportive place to work and a 17% drop in feeling it is a supportive place for students to learn. Because of these unexpected shifts, resources and professional development time originally

budgeted for maintaining general climate operations will need to be reallocated toward targeted, relational interventions and staff wellness.

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, significant strategic changes will be made to prioritize relationships, student voice, and staff support. First, to address the decline in students feeling known and cared for (down to 70%), we are adding a strategy to implement a structured Staff-Student Mentoring Program. Second, to address the decline in staff morale (currently low possibly due to Right Sizing environment), a Staff Needs Assessment and Wellness Committee will be established. Finally, to combat the rise in staff-reported bullying (25%) and improve the consistently low rates of student meaningful participation (37%), we will develop a Student-Led Climate Council to give students an active role in shaping a positive campus culture. These updated strategies, along with their associated funding and measurable outcomes, can be found in the "School Climate and Culture" and "Social-Emotional Learning" sections of this SPSA.

Goal 4: SEL & School Climate

Chronic Absenteeism Rate and California Healthy Kids Survey (School Connectedness)

2.4% Chronic Absenteeism rate.

Maintain or decrease Chronic Absenteeism below 2.0% and increase positive responses on school connectedness surveys.

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, SEL and Intervention Support

Millikin School is committed to fostering a safe, inclusive, and respectful community that actively reduces negative behaviors while empowering students to take ownership of their actions and resolve conflicts productively. To support this holistic development, we are employing a dedicated Intervention specialist to provide targeted academic assistance alongside a Technology person to ensure seamless classroom support. We are also dedicated to broadening students' educational horizons beyond the standard curriculum through engaging assemblies for enrichment, impactful field trips for real-world experiences, and inspiring guest speakers. Furthermore, our continued focus on social-emotional learning (SEL) and positive character-building will be actively championed by our Wellness Coordinator and enriched through community-driven initiatives like Project Cornerstone, ensuring every student is equipped with the empathy, accountability, and collaborative skills needed 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 Goal 2: Whole Child and Social-Emotional Support

All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

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.

While our core academic and support programs are effectively meeting the needs of our student population without requiring a foundational overhaul, we recognize that cultivating a positive school climate is a continuous, proactive effort. Our tiered system of support is functioning as intended, ensuring students receive appropriate interventions and enrichment through our dedicated Intervention Specialist, our Technology support person, and supplementary District resources. Data from standardized assessments and local indicators suggest that our instructional strategies and school climate efforts are yielding positive results. To maintain this success and proactively address our goals of reducing negative peer interactions, we rely on the ongoing monitoring provided by our Wellness Coordinator and SEL initiatives like Project Cornerstone. By pairing these strong structural supports with targeted enrichment experiences—such as assemblies, field trips, and guest speakers—we ensure timely responses to emerging needs, contributing to the continued success, inclusivity, and well-being of all Millikin 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
Enrichment Participation Logs	We currently have 204 students participating in Enrichment Activities.	We want to increase student participation in Enrichment Activities by 20% for the 2026-2027 school year.
School Discipline Records (specifically tracking teasing/bullying incidents)	We have successfully logged all discipline this year and we look to	We would like to decrease discipline issues by 50% next year from the end of this years count.

	decrease discipline by increasing PBIS style expectations	
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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
5.1	Computer Instructor to teach technology skills, state testing, i-ready and classroom learning support.	All students	52000 Donations 2000-2999: Classified Personnel Salaries Salaries and benefits for one computer support/instructor
5.2	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	52870 Targeted Allocation 2000-2999: Classified Personnel Salaries Salaries and benefits of classified personel 2000 Targeted Carryover 2000-2999: Classified Personnel Salaries Carryover from 25-26 budget to cover salary & Benefits
5.3	Learning opportunities for students include, but are not limited to, Before or After-School Intervention, Recess Sports, enrichment Field Trips and assemblies, Mystery Science, or SEL activities, speakers and supports.	Extended Opportunities for students	26000 Donations 0001-0999: Unrestricted: Locally Defined
5.4	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 Targeted Carryover 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2025-26

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$161,692.00
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	\$92,000.00
None Specified	\$5,822.00
Targeted Allocation	\$52,870.00
Targeted Carryover	\$11,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$161,692.00

Total of federal, state, and/or local funds for this school: \$161,692.00

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	52,870	0.00
Targeted Carryover	11,000	0.00

Expenditures by Funding Source

Funding Source	Amount
Donations	92,000.00
None Specified	5,822.00
Targeted Allocation	52,870.00
Targeted Carryover	11,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	7,650.00
0001-0999: Unrestricted: Locally Defined	26,000.00
2000-2999: Classified Personnel Salaries	108,870.00
4000-4999: Books And Supplies	16,672.00
None Specified	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	Donations	500.00
0001-0999: Unrestricted: Locally Defined	Donations	26,000.00
2000-2999: Classified Personnel Salaries	Donations	52,000.00
4000-4999: Books And Supplies	Donations	12,000.00

None Specified	Donations	1,500.00
0000: Unrestricted	None Specified	1,150.00
4000-4999: Books And Supplies	None Specified	4,672.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	52,870.00
0000: Unrestricted	Targeted Carryover	6,000.00
2000-2999: Classified Personnel Salaries	Targeted Carryover	4,000.00
None Specified	Targeted Carryover	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,650.00
Goal 2	7,672.00
Goal 3	2,000.00
Goal 4	3,500.00
Goal 5	134,870.00

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
Holly Nottage	Classroom Teacher
Su-Lin Winalski	Classroom Teacher
Sharon Ronne	Other School Staff
Guillermo Jenaro	Parent or Community Member
Ashish Vorah	Parent or Community Member
Dhara Nagda	Parent or Community Member
Adam Atito	Parent or Community Member
Saket Gadia	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 4/2/25.

Attested:




Principal, Robert Moss on 4/2/25

SSC Chairperson, Ashish Vora on 4/2/25