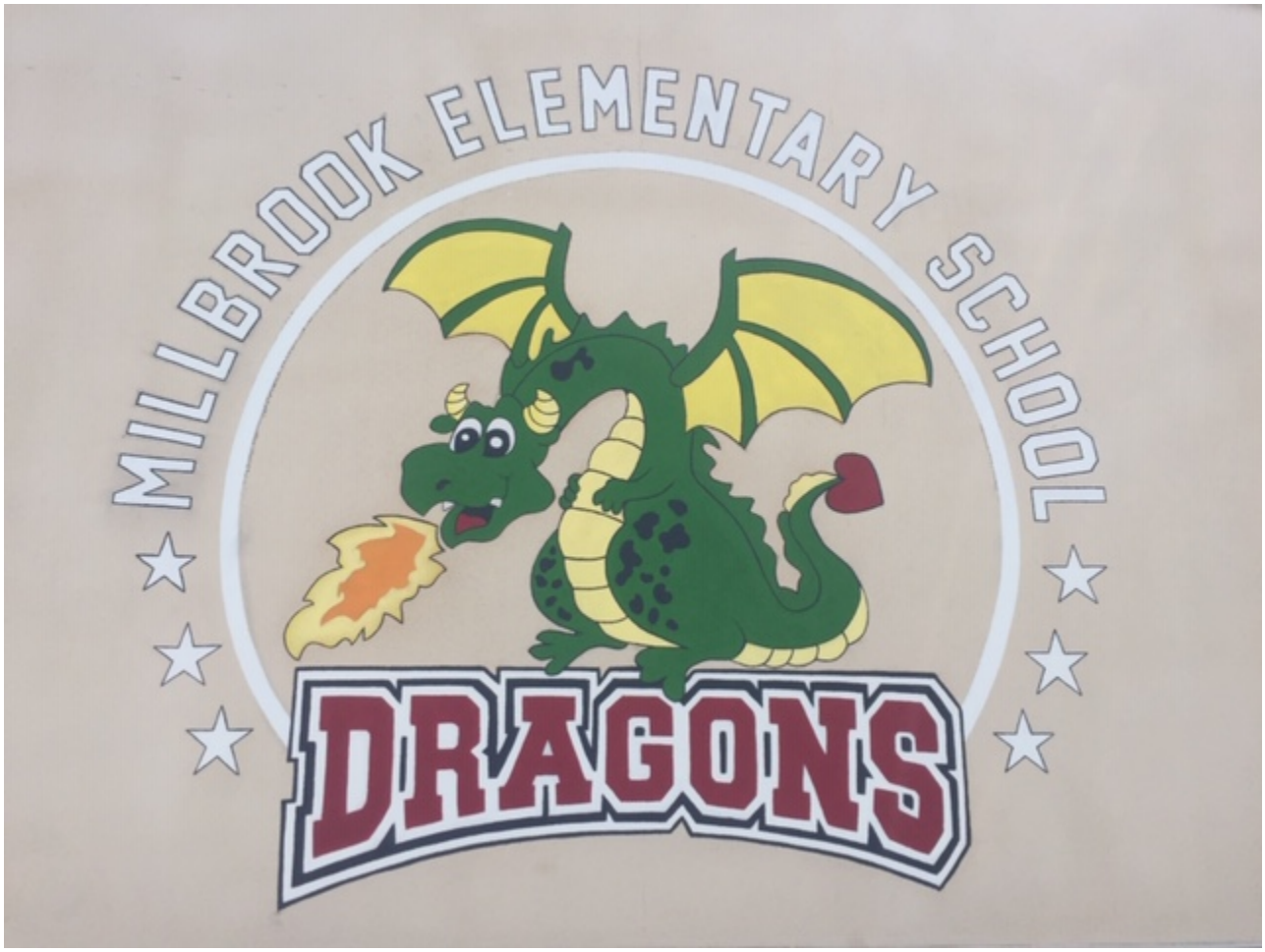
School Year: **2026-27**




# School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Millbrook Elementary School | 43-69435-6105787 | May 12, 2026 | June 18, 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 Millbrook Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

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

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# Plan Description

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

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

☑ Schoolwide Program

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

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

# Educational Partner Involvement

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

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

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

Staff

April 22, 2026: Staff input into the 2025/26 SPSA

School Site Council (SSC)

March 17, 2026, April 21, 2026: SSC input into the 2025/26 SPSA
May 12, 2026: SSC Review and Approval of the 2025/26 SPSA

English Language Advisory Committee (ELAC)

April 30, 2026:  ELAC input into the 2025/26 SPSA
May 12, 2026:  ELAC Review and Approval of the 2025/26 SPSA

# Resource Inequities

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

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

N/A

# Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

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

The lowest overall state indicator we find ourselves in is in the yellow area for chronic absenteeism.  When examining significant subgroup data, our students with disabilities and Hispanic students are in the yellow performance indicator in English Language Arts.  In mathematics, our socioeconomically disadvantaged, students with disabilities, and Hispanic students are in the yellow performance indicator.

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

Two student groups performing two or more performance levels below "all students" performance are our Hispanic students and students with disabilities. In math, Hispanic students performed 53.2 points below standard.  Our students with disabilities performed 60.7 points below standard in math.  In ELA, Hispanic students scored 25 points below standard.  Students with disabilities scored 46 points below standard.  29.7% of our students with disabilities are chronically absent.

## Other Needs

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

We will utilize i-Ready data and the assessment component of our board-adopted ELA and Math curriculum to identify students' other academic needs.

# School and Student Performance Data

## Student Enrollment

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

## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 |
| **American Indian** | 0.39% | 0.60% | 0.82% | 2 | 3 | 4 |
| **African American** | 0.20% | 0.20% | 0.41% | 1 | 1 | 2 |
| **Asian** | 57.62% | 57.85% | 55.51% | 295 | 291 | 272 |
| **Filipino** | 7.42% | 7.95% | 8.78% | 38 | 40 | 43 |
| **Hispanic/Latino** | 28.32% | 25.84% | 25.92% | 145 | 130 | 127 |
| **Pacific Islander** | 0.20% | % | % | 1 | | |
| **White** | 1.95% | 1.59% | 2.24% | 10 | 8 | 11 |
| **Multiple/No Response** | 3.91% | 4.97% | 4.90% | 20 | 25 | 24 |
| | | | **Total Enrollment** | 512 | 503 | 490 |

## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 23-24 | 24-25 | 25-26 |
| **Transitional Kindergarten** | | 21 | 39 |
| **Kindergarten** | 49 | 57 | 57 |
| **Grade 1** | 52 | 59 | 52 |
| **Grade 2** | 69 | 55 | 63 |
| **Grade3** | 78 | 68 | 62 |
| **Grade 4** | 63 | 83 | 73 |
| **Grade 5** | 90 | 65 | 82 |
| **Grade 6** | 91 | 95 | 62 |
| **Total Enrollment** | 512 | 503 | 490 |

**Conclusions based on this data:**

1. Enrollment has remained consistent over three years with only minor fluctuation (500 students to 512 students to 503 students)
2. We serve a predominantly Asian student population. Hispanic/Latino students remain the second largest subgroup.

**3.** Grade-level cohorts are not stable year-to-year. For example, Grade 2: 74 students to 69 students to 55 students (a decline). Grade 3: 59 students to 78 students to 68 students (spike then drop). Grade 4: 82 students to 63 students to 83 students (significant fluctuation).

# 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** | 153 | 124 | 97 | 35.4% | 29.9% | 19.8% |
| **Fluent English Proficient (FEP)** | 143 | 147 | 142 | 22.2% | 27.9% | 29.0% |
| **Reclassified Fluent English Proficient (RFEP)** | 71 | 68 | 64 | 7.6% | 13.9% | 13.06% |

**Conclusions based on this data:**

1. We have a significant decline in EL Learners. (177 EL Learners to 124 EL Learners)
2. We have an increase in the number of students entering school already proficient in English at higher rates (111 students to 147 students).
3. We experienced sharp growth in reclassified students (increased from 38 students to 68 students).

# 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 | 60 | 75 | 63 | 58 | 75 | 63 | 58 | 75 | 63 | 96.7 | 100 | 100 |
| Grade 4 | 83 | 61 | 81 | 80 | 61 | 80 | 80 | 61 | 80 | 96.4 | 100 | 98.8 |
| Grade 5 | 82 | 87 | 62 | 81 | 85 | 62 | 81 | 85 | 62 | 98.8 | 97.7 | 100 |
| Grade 6 | 90 | 88 | 93 | 88 | 85 | 92 | 88 | 85 | 92 | 97.8 | 96.6 | 98.9 |
| All Grades | 315 | 311 | 299 | 307 | 306 | 297 | 307 | 306 | 297 | 97.5 | 98.4 | 99.3 |

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 | 2447. | 2440. | 2450. | 41.38 | 32.00 | 34.92 | 20.69 | 25.33 | 28.57 | 13.79 | 20.00 | 20.63 | 24.14 | 22.67 | 15.87 |
| Grade 4 | 2511. | 2549. | 2513. | 46.25 | 62.30 | 42.50 | 22.50 | 21.31 | 21.25 | 13.75 | 6.56 | 18.75 | 17.50 | 9.84 | 17.50 |
| Grade 5 | 2537. | 2576. | 2592. | 39.51 | 54.12 | 59.68 | 24.69 | 27.06 | 25.81 | 7.41 | 12.94 | 8.06 | 28.40 | 5.88 | 6.45 |
| Grade 6 | 2594. | 2549. | 2586. | 40.91 | 28.24 | 41.30 | 35.23 | 32.94 | 33.70 | 17.05 | 15.29 | 18.48 | 6.82 | 23.53 | 6.52 |
| All Grades | N/A | N/A | N/A | 42.02 | 43.14 | 44.11 | 26.38 | 27.12 | 27.61 | 13.03 | 14.05 | 16.84 | 18.57 | 15.69 | 11.45 |

| Reading<br>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 | 32.76 | 20.00 | 25.40 | 53.45 | 66.67 | 60.32 | 13.79 | 13.33 | 14.29 |
| Grade 4 | 27.50 | 40.98 | 32.50 | 61.25 | 54.10 | 52.50 | 11.25 | 4.92 | 15.00 |
| Grade 5 | 32.10 | 40.00 | 41.94 | 50.62 | 52.94 | 51.61 | 17.28 | 7.06 | 6.45 |
| Grade 6 | 30.68 | 32.94 | 39.13 | 55.68 | 44.71 | 52.17 | 13.64 | 22.35 | 8.70 |
| All Grades | 30.62 | 33.33 | 35.02 | 55.37 | 54.25 | 53.87 | 14.01 | 12.42 | 11.11 |

| Writing<br>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 | 29.31 | 18.67 | 19.05 | 50.00 | 57.33 | 66.67 | 20.69 | 24.00 | 14.29 |
| Grade 4 | 36.25 | 42.62 | 28.75 | 47.50 | 49.18 | 57.50 | 16.25 | 8.20 | 13.75 |
| Grade 5 | 33.33 | 45.88 | 62.30 | 51.85 | 50.59 | 32.79 | 14.81 | 3.53 | 4.92 |
| Grade 6 | 48.86 | 27.06 | 28.26 | 40.91 | 49.41 | 59.78 | 10.23 | 23.53 | 11.96 |
| All Grades | 37.79 | 33.33 | 33.45 | 47.23 | 51.63 | 55.07 | 14.98 | 15.03 | 11.49 |

| Listening<br>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 | 17.24 | 12.00 | 14.29 | 60.34 | 78.67 | 69.84 | 22.41 | 9.33 | 15.87 |
| Grade 4 | 25.00 | 21.31 | 13.75 | 55.00 | 75.41 | 75.00 | 20.00 | 3.28 | 11.25 |
| Grade 5 | 17.28 | 23.53 | 17.74 | 66.67 | 74.12 | 74.19 | 16.05 | 2.35 | 8.06 |
| Grade 6 | 28.41 | 18.82 | 23.91 | 65.91 | 67.06 | 75.00 | 5.68 | 14.12 | 1.09 |
| All Grades | 22.48 | 18.95 | 17.85 | 62.21 | 73.53 | 73.74 | 15.31 | 7.52 | 8.42 |

| Research/Inquiry<br>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 | 29.31 | 22.67 | 31.75 | 51.72 | 58.67 | 58.73 | 18.97 | 18.67 | 9.52 |
| Grade 4 | 20.00 | 34.43 | 26.25 | 75.00 | 63.93 | 62.50 | 5.00 | 1.64 | 11.25 |
| Grade 5 | 37.04 | 42.35 | 37.10 | 49.38 | 52.94 | 58.06 | 13.58 | 4.71 | 4.84 |
| Grade 6 | 34.09 | 27.06 | 39.13 | 61.36 | 58.82 | 56.52 | 4.55 | 14.12 | 4.35 |
| All Grades | 30.29 | 31.70 | 33.67 | 59.93 | 58.17 | 58.92 | 9.77 | 10.13 | 7.41 |

**Conclusions based on this data:**

1. There is a strong overall achievement with an upward trend. The percentage of students who exceeded the standard has increased from 42% to 43.1% to 44.1%. The percentage of students who did not meet the standard decreased significantly 18.6% to 15.7% to 11.5%.

2. Reading scores are stable (30.6% to 33.3% to 35% students at the "above standard" level and 14% to 12.4% to 11.1% students at the "below standard" level).

3. Writing results has declined at several grade levels.

# 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** | 60 | 75 | 63 | 58 | 75 | 63 | 58 | 75 | 63 | 96.7 | 100 | 100 |
| **Grade 4** | 83 | 61 | 81 | 83 | 61 | 81 | 83 | 61 | 81 | 100.0 | 100 | 100 |
| **Grade 5** | 82 | 87 | 62 | 81 | 87 | 62 | 81 | 87 | 62 | 98.8 | 100 | 100 |
| **Grade 6** | 90 | 88 | 93 | 89 | 86 | 93 | 89 | 86 | 93 | 98.9 | 97.7 | 100 |
| **All Grades** | 315 | 311 | 299 | 311 | 309 | 299 | 311 | 309 | 299 | 98.7 | 99.4 | 100 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 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** | 2469. | 2478. | 2473. | 48.28 | 41.33 | 36.51 | 22.41 | 22.67 | 28.57 | 8.62 | 24.00 | 19.05 | 20.69 | 12.00 | 15.87 |
| **Grade 4** | 2514. | 2530. | 2522. | 33.73 | 45.90 | 41.98 | 30.12 | 22.95 | 23.46 | 20.48 | 14.75 | 19.75 | 15.66 | 16.39 | 14.81 |
| **Grade 5** | 2531. | 2571. | 2570. | 34.57 | 48.28 | 56.45 | 23.46 | 17.24 | 16.13 | 16.05 | 22.99 | 12.90 | 25.93 | 11.49 | 14.52 |
| **Grade 6** | 2602. | 2555. | 2597. | 53.93 | 38.37 | 47.31 | 15.73 | 18.60 | 17.20 | 15.73 | 15.12 | 22.58 | 14.61 | 27.91 | 12.90 |
| **Grade 11** | | | | | | | | | | | | | | | |
| **All Grades** | N/A | N/A | N/A | 42.44 | 43.37 | 45.48 | 22.83 | 20.06 | 21.07 | 15.76 | 19.42 | 19.06 | 18.97 | 17.15 | 14.38 |

| Concepts & Procedures<br>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** | 48.28 | 41.33 | 34.92 | 31.03 | 41.33 | 50.79 | 20.69 | 17.33 | 14.29 |
| **Grade 4** | 40.96 | 52.46 | 44.44 | 38.55 | 31.15 | 35.80 | 20.48 | 16.39 | 19.75 |
| **Grade 5** | 37.04 | 41.38 | 50.00 | 34.57 | 49.43 | 35.48 | 28.40 | 9.20 | 14.52 |
| **Grade 6** | 55.06 | 36.05 | 49.46 | 30.34 | 40.70 | 36.56 | 14.61 | 23.26 | 13.98 |
| **Grade 11** | | | | | | | | | |
| **All Grades** | 45.34 | 42.07 | 45.15 | 33.76 | 41.42 | 39.13 | 20.90 | 16.50 | 15.72 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| **Grade 3** | 41.38 | 42.67 | 39.68 | 39.66 | 40.00 | 41.27 | 18.97 | 17.33 | 19.05 |
| **Grade 4** | 31.33 | 36.07 | 39.51 | 49.40 | 49.18 | 46.91 | 19.28 | 14.75 | 13.58 |
| **Grade 5** | 32.10 | 39.08 | 37.10 | 44.44 | 51.72 | 54.84 | 23.46 | 9.20 | 8.06 |
| **Grade 6** | 39.33 | 30.23 | 31.18 | 42.70 | 39.53 | 52.69 | 17.98 | 30.23 | 16.13 |
| **All Grades** | 35.69 | 36.89 | 36.45 | 44.37 | 44.98 | 49.16 | 19.94 | 18.12 | 14.38 |

| Communicating Reasoning<br>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** | 50.00 | 40.00 | 38.10 | 32.76 | 53.33 | 52.38 | 17.24 | 6.67 | 9.52 |
| **Grade 4** | 34.94 | 50.82 | 39.51 | 55.42 | 32.79 | 44.44 | 9.64 | 16.39 | 16.05 |
| **Grade 5** | 20.99 | 41.38 | 32.26 | 61.73 | 47.13 | 58.06 | 17.28 | 11.49 | 9.68 |
| **Grade 6** | 43.82 | 22.09 | 39.78 | 42.70 | 56.98 | 47.31 | 13.48 | 20.93 | 12.90 |
| **All Grades** | 36.66 | 37.54 | 37.79 | 49.20 | 48.54 | 49.83 | 14.15 | 13.92 | 12.37 |

**Conclusions based on this data:**

1. There is a strong overall achievement with an upward trend. The percentage of students who exceeded the standard has increased from 42.4% to 45.4%. The percentage of students who did not meet the standard decreased 18.9% to 14.3%.
2. Concepts and Procedures are a relative strength. The percentage of students who are at above standard remains strong and stable remaining around 45% while the percentage of students below standard decreased from 20.9% to 15.7%.
3. Problem Solving and Modeling is an area for growth. The percentage of students who are at above standard remains around 36% while the percentage of students at/near standard increased 44.3% to 49.1%

# 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) web page or the ELPAC.org website for more information about the ELPAC.

## ELPAC Results

**ELPAC Summative Assessment Data**
**Number of Students and Mean Scale Scores for All Students**

| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 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 | 1462.1 | 1450.5 | 1488.6 | 1456.6 | 1456.8 | 1486.7 | 1474.6 | 1435.8 | 1492.7 | 19 | 30 | 18 |
| 1 | 1447.8 | 1495.7 | 1427.1 | 1445.3 | 1484.6 | 1420.9 | 1449.7 | 1506.2 | 1432.8 | 14 | 13 | 19 |
| 2 | 1490.0 | 1488.4 | * | 1472.4 | 1484.8 | * | 1507.5 | 1491.3 | * | 15 | 16 | 10 |
| 3 | 1470.0 | 1510.0 | * | 1467.1 | 1518.6 | * | 1472.4 | 1500.9 | * | 16 | 15 | 9 |
| 4 | 1532.1 | * | 1501.4 | 1519.2 | * | 1490.6 | 1544.6 | * | 1511.8 | 25 | 8 | 15 |
| 5 | 1517.9 | 1529.1 | * | 1505.9 | 1528.9 | * | 1529.3 | 1528.9 | * | 24 | 15 | 5 |
| 6 | * | 1532.6 | * | * | 1533.1 | * | * | 1531.6 | * | 9 | 21 | 8 |
| All Grades | | | | | | | | | | 122 | 118 | 84 |

**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 | 31.58 | 23.33 | 55.56 | 47.37 | 36.67 | 38.89 | 21.05 | 33.33 | 5.56 | 0.00 | 6.67 | 0.00 | 19 | 30 | 18 |
| 1 | 7.14 | 30.77 | 5.26 | 64.29 | 61.54 | 47.37 | 21.43 | 7.69 | 26.32 | 7.14 | 0.00 | 21.05 | 14 | 13 | 19 |
| 2 | 6.67 | 31.25 | * | 73.33 | 50.00 | * | 20.00 | 0.00 | * | 0.00 | 18.75 | * | 15 | 16 | * |
| 3 | 12.50 | 40.00 | * | 31.25 | 26.67 | * | 25.00 | 26.67 | * | 31.25 | 6.67 | * | 16 | 15 | * |
| 4 | 48.00 | * | 26.67 | 28.00 | * | 26.67 | 12.00 | * | 33.33 | 12.00 | * | 13.33 | 25 | * | 15 |
| 5 | 16.67 | 46.67 | * | 50.00 | 33.33 | * | 20.83 | 6.67 | * | 12.50 | 13.33 | * | 24 | 15 | * |
| 6 | * | 23.81 | * | * | 57.14 | * | * | 9.52 | * | * | 9.52 | * | * | 21 | * |
| All Grades | 22.95 | 33.05 | 29.76 | 44.26 | 42.37 | 34.52 | 21.31 | 16.10 | 25.00 | 11.48 | 8.47 | 10.71 | 122 | 118 | 84 |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 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 | 26.32 | 36.67 | 50.00 | 52.63 | 26.67 | 44.44 | 21.05 | 26.67 | 5.56 | 0.00 | 10.00 | 0.00 | 19 | 30 | 18 |
| 1 | 14.29 | 46.15 | 21.05 | 64.29 | 46.15 | 26.32 | 14.29 | 0.00 | 26.32 | 7.14 | 7.69 | 26.32 | 14 | 13 | 19 |
| 2 | 13.33 | 62.50 | * | 60.00 | 18.75 | * | 13.33 | 6.25 | * | 13.33 | 12.50 | * | 15 | 16 | * |
| 3 | 25.00 | 53.33 | * | 31.25 | 26.67 | * | 18.75 | 13.33 | * | 25.00 | 6.67 | * | 16 | 15 | * |
| 4 | 56.00 | * | 33.33 | 28.00 | * | 20.00 | 8.00 | * | 26.67 | 8.00 | * | 20.00 | 25 | * | 15 |
| 5 | 25.00 | 73.33 | * | 54.17 | 13.33 | * | 8.33 | 0.00 | * | 12.50 | 13.33 | * | 24 | 15 | * |
| 6 | * | 47.62 | * | * | 33.33 | * | * | 9.52 | * | * | 9.52 | * | * | 21 | * |
| All Grades | 28.69 | 53.39 | 39.29 | 45.90 | 26.27 | 32.14 | 13.11 | 11.02 | 14.29 | 12.30 | 9.32 | 14.29 | 122 | 118 | 84 |

| Written Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 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 | | 20.00 | 44.44 | | 30.00 | 50.00 | | 46.67 | 5.56 | | 3.33 | 0.00 | | 30 | 18 |
| 1 | | 30.77 | 5.26 | | 53.85 | 47.37 | | 15.38 | 31.58 | | 0.00 | 15.79 | | 13 | 19 |
| 2 | | 6.25 | * | | 68.75 | * | | 6.25 | * | | 18.75 | * | | 16 | * |
| 3 | | 13.33 | * | | 13.33 | * | | 66.67 | * | | 6.67 | * | | 15 | * |
| 4 | | * | 6.67 | | * | 46.67 | | * | 33.33 | | * | 13.33 | | * | 15 |
| 5 | | 13.33 | * | | 33.33 | * | | 40.00 | * | | 13.33 | * | | 15 | * |
| 6 | * | 0.00 | * | * | 38.10 | * | * | 47.62 | * | * | 14.29 | * | * | 21 | * |
| All Grades | 17.21 | 14.41 | 15.48 | 37.70 | 37.29 | 42.86 | 28.69 | 39.83 | 30.95 | 16.39 | 8.47 | 10.71 | 122 | 118 | 84 |

| Listening Domain<br>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 | 42.11 | 23.33 | 50.00 | 47.37 | 66.67 | 50.00 | 10.53 | 10.00 | 0.00 | 19 | 30 | 18 |
| 1 | 35.71 | 46.15 | 21.05 | 57.14 | 46.15 | 52.63 | 7.14 | 7.69 | 26.32 | 14 | 13 | 19 |
| 2 | 40.00 | 37.50 | * | 53.33 | 50.00 | * | 6.67 | 12.50 | * | 15 | 16 | * |
| 3 | 25.00 | 40.00 | * | 37.50 | 60.00 | * | 37.50 | 0.00 | * | 16 | 15 | * |
| 4 | 68.00 | * | 33.33 | 24.00 | * | 53.33 | 8.00 | * | 13.33 | 25 | * | 15 |
| 5 | 20.83 | 40.00 | * | 62.50 | 46.67 | * | 16.67 | 13.33 | * | 24 | 15 | * |
| 6 | * | 23.81 | * | * | 52.38 | * | * | 23.81 | * | * | 21 | * |
| All Grades | 38.52 | 35.59 | 34.52 | 45.90 | 53.39 | 50.00 | 15.57 | 11.02 | 15.48 | 122 | 118 | 84 |

| Speaking Domain<br>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 | 10.53 | 43.33 | 50.00 | 89.47 | 43.33 | 50.00 | 0.00 | 13.33 | 0.00 | 19 | 30 | 18 |
| 1 | 0.00 | 38.46 | 15.79 | 78.57 | 53.85 | 42.11 | 21.43 | 7.69 | 42.11 | 14 | 13 | 19 |
| 2 | 6.67 | 56.25 | * | 86.67 | 31.25 | * | 6.67 | 12.50 | * | 15 | 16 | * |
| 3 | 31.25 | 66.67 | * | 50.00 | 26.67 | * | 18.75 | 6.67 | * | 16 | 15 | * |
| 4 | 48.00 | * | 33.33 | 36.00 | * | 33.33 | 16.00 | * | 33.33 | 25 | * | 15 |
| 5 | 41.67 | 73.33 | * | 50.00 | 13.33 | * | 8.33 | 13.33 | * | 24 | 15 | * |
| 6 | * | 71.43 | * | * | 23.81 | * | * | 4.76 | * | * | 21 | * |
| All Grades | 26.23 | 59.32 | 41.67 | 61.48 | 31.36 | 39.29 | 12.30 | 9.32 | 19.05 | 122 | 118 | 84 |

| Reading Domain<br>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 | 21.05 | 10.00 | 33.33 | 73.68 | 86.67 | 66.67 | 5.26 | 3.33 | 0.00 | 19 | 30 | 18 |
| 1 | 35.71 | 61.54 | 15.79 | 42.86 | 38.46 | 68.42 | 21.43 | 0.00 | 15.79 | 14 | 13 | 19 |
| 2 | 13.33 | 6.25 | * | 73.33 | 75.00 | * | 13.33 | 18.75 | * | 15 | 16 | * |
| 3 | 6.25 | 6.67 | * | 37.50 | 66.67 | * | 56.25 | 26.67 | * | 16 | 15 | * |
| 4 | 32.00 | * | 6.67 | 52.00 | * | 66.67 | 16.00 | * | 26.67 | 25 | * | 15 |
| 5 | 12.50 | 6.67 | * | 70.83 | 80.00 | * | 16.67 | 13.33 | * | 24 | 15 | * |
| 6 | * | 14.29 | * | * | 38.10 | * | * | 47.62 | * | * | 21 | * |
| All Grades | 18.85 | 16.10 | 13.10 | 56.56 | 66.10 | 66.67 | 24.59 | 17.80 | 20.24 | 122 | 118 | 84 |

| Writing Domain<br>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 | 83.33 | 46.67 | 83.33 | 11.11 | 43.33 | 11.11 | 5.56 | 10.00 | 5.56 | 18 | 30 | 18 |
| 1 | 7.14 | 38.46 | 15.79 | 85.71 | 61.54 | 68.42 | 7.14 | 0.00 | 15.79 | 14 | 13 | 19 |
| 2 | 26.67 | 18.75 | * | 73.33 | 68.75 | * | 0.00 | 12.50 | * | 15 | 16 | * |
| 3 | 18.75 | 13.33 | * | 56.25 | 80.00 | * | 25.00 | 6.67 | * | 16 | 15 | * |
| 4 | 52.00 | * | 0.00 | 36.00 | * | 80.00 | 12.00 | * | 20.00 | 25 | * | 15 |
| 5 | 33.33 | 33.33 | * | 45.83 | 53.33 | * | 20.83 | 13.33 | * | 24 | 15 | * |
| 6 | * | 33.33 | * | * | 61.90 | * | * | 4.76 | * | * | 21 | * |
| All Grades | 36.36 | 33.90 | 29.76 | 50.41 | 58.47 | 58.33 | 13.22 | 7.63 | 11.90 | 121 | 118 | 84 |

**Conclusions based on this data:**

1. Written Language is a great area of need.

2. Overall English Language Proficiency is stable with slight declines in the highest levels (level 4 decreased from 33% to 29.7%. Level 3 also declined from 42.3% to 34.5%. Level 2 increased from 16.1% to 25%.

3. Reading and Writing show persistent weakness.

# 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** |
| **503** | **30.8%** | **24.7%** | **0.0%** |
| Total Number of Students enrolled in Millbrook Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 124 | 24.7% |
| **Foster Youth** | 0 | 0.0% |
| **Homeless** | 1 | 0.2% |
| **Socioeconomically Disadvantaged** | 155 | 30.8% |
| **Students with Disabilities** | 57 | 11.3% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 1 | 0.2% |
| **American Indian** | 3 | 0.6% |
| **Asian** | 291 | 57.9% |
| **Filipino** | 40 | 8% |
| **Hispanic** | 130 | 25.8% |
| **Two or More Races** | 25 | 5% |
| **Pacific Islander** | 0 | 0.0% |
| **White** | 8 | 1.6% |

**Conclusions based on this data:**

1. Our largest subgroup of students is Asian. The other significant subgroup of students is Hispanic

2. Approximately 1/3 of our students are EL.

3. We have a significant group of socioeconomically disadvantaged students.

# 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.

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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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

**2025 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Blue | **Chronic Absenteeism**<br>Yellow | **Suspension Rate**<br>Blue |
| **Mathematics**<br>Blue | | |
| **English Learner Progress**<br>Red | | |

**Conclusions based on this data:**

1. Academic performance in ELA and Mathematics as well as our suspension rates are our top performance indicators. We are in the blue performance indicator in all three.
2. English Language Progress is our lowest performance indicator. We are in the red performance indicator.

3. Our chronic absenteeism rate has improved over last year and currently we find ourselves  in the yellow performance

# School and Student Performance Data

## Academic Performance
## English Language Arts

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.

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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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

**2025 Fall Dashboard English Language Arts Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 2 | 0 | 1 | 2 |

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 | English Learners | Long-Term English Learners |
|---|---|---|
|  Blue |  Blue |  No Performance Color |
| 49.6 points above standard | 55.6 points above standard | Fewer than 11 students - No Data for Privacy |
| Increased 8.7 points | Increased 20 points | 1 Student |
| 299 Students | 112 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Green |
| 0 Students | Fewer than 11 students - No Data for Privacy | 15.5 points above standard |
| | 1 Student | Increased 3.5 points |
| | | 110 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Orange |  No Performance Color |  No Performance Color |
| 46 points below standard | Fewer than 11 students - No Data for Privacy | 0 Students |
| Maintained 1.1 points | 1 Student | |
| 39 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  Blue |  No Performance Color |  Orange |
| 76.5 points above standard | 64.8 points above standard | 25 points below standard |
| Increased 10.5 points | Increased 16.2 points | Declined 6.7 points |
| 176 Students | 28 Students | 72 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| 40.1 points above standard | 0 Students | Fewer than 11 students - No Data for Privacy |
| 14 Students | | 6 Students |

**Conclusions based on this data:**

1. Our students, including EL students are making positive growth, placing them in the blue performance indicator.
2. Students with disabilities and our Hispanic students continue to perform below standard.
3. Our Asian students continue to perform at a high performance indicator.

# 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

**2025 Fall Dashboard Mathematics Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 1 | 1 | 1 | 2 |

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 | English Learners | Long-Term English Learners |
|---|---|---|
|  Blue |  Blue |  No Performance Color |
| 40.4 points above standard | 49.1 points above standard | Fewer than 11 students - No Data for Privacy |
| Increased 10.7 points | Increased 20.1 points | 1 Student |
| 299 Students | 112 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Green |
| 0 Students | Fewer than 11 students - No Data for Privacy | 3.8 points below standard |
| | 1 Student | Increased 18.7 points |
| | | 110 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Orange |  No Performance Color |  No Performance Color |
| 60.7 points below standard | Fewer than 11 students - No Data for Privacy | 0 Students |
| Declined 10 points | 1 Student | |
| 38 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  Blue |  No Performance Color |  Yellow |
| 73.8 points above standard | 58.9 points above standard | 53.2 points below standard |
| Increased 6.4 points | Maintained 2.1 points | Increased 7 points |
| 176 Students | 28 Students | 72 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| 58.4 points above standard | 0 Students | Fewer than 11 students - No Data for Privacy |
| 14 Students | | 6 Students |

**Conclusions based on this data:**

1. Just like in ELA, our overall student population, including EL students, is performing at the top performance indicator.
2. Our socioeconomically disadvantaged students are almost performing above standard.
3. Students with disabilities and our Hispanic students continue to perform below 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Science Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 0 | 0 | 1 |

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 | English Learners | Long-Term English Learners |
|---|---|---|
|  |  |  |
| Blue | No Performance Color | No Performance Color |
| 70.2 science points | 67.1 science points | 0 Students |
| Increased 3.3 points | Maintained 0.4 points | |
| 63 Students | 25 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| 0 Students | 0 Students | 59.7 science points |
| | | Maintained -1.2 points |
| | | 19 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| 55.4 science points | Fewer than 11 students - No Data for Privacy | 0 Students |
| 11 Students | 1 Student | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  Blue |  No Performance Color |  No Performance Color |
| 72.9 science points | Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy |
| Increased 2 points | 6 Students | 10 Students |
| 40 Students | | |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| Fewer than 11 students - No Data for Privacy | 0 Students | Fewer than 11 students - No Data for Privacy |
| 4 Students | | 1 Student |

**Conclusions based on this data:**

1. Our overall science scores remain consistently in the blue performance indicator.
2. The only significant student group we have that were administered the CAST was our Asian student group and they do well scoring in the blue performance indicator.
3. We are in the blue performance indicator and making small improvement steps.

# 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.

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

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

**2025 Fall Dashboard English Learner Progress Indicator**

| English Learner Progress | Long-Term English Learner Progress |
|---|---|
|  |  |
| Red | No Performance Color |
| 42.2 making progress. | making progress. |
| Number Students: 64 Students | Number Students: 0 Students |

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

**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 |
|---|---|---|---|
| 26.7% | 31.7% | 5% | 36.7% |

**Conclusions based on this data:**

1. We have a low percentage of EL Learners, maintaining a ELPI Level 4.
2. The percentage of students maintaining the ELPI compared to the number of students progressing at least one ELPI Level is about even.
3. There is a significant number of students that decreased an ELPI Level

# 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

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

**2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  |  |  |
| Yellow | Orange | No Performance Color |
| 11.8% Chronically Absent | 13.2% Chronically Absent | Fewer than 11 students - No Data for Privacy |
| Declined 3.6 | Maintained -0.2 | 1 Student |
| 515 Students | 129 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | Yellow |
| 0 Students | Fewer than 11 students - No Data for Privacy | 16.1% Chronically Absent |
| | 3 Students | Declined 7 |
| | | 174 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Red |  No Performance Color |  No Performance Color |
| 29.7% Chronically Absent | Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy |
| Maintained -0.1 | 1 Student | 3 Students |
| 74 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  Green |  Yellow |  Orange |
| 6.8% Chronically Absent | 12.5% Chronically Absent | 23.7% Chronically Absent |
| Declined 2.9 | Declined 2.5 | Declined 3 |
| 296 Students | 40 Students | 135 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| 6.5% Chronically Absent | 0 Students | Fewer than 11 students - No Data for Privacy |
| Declined 16.3 | | 9 Students |
| 31 Students | | |

**Conclusions based on this data:**

1. 30% of our students with disabilities are chronically absent.
2. Our Asian student group has the lowest rate of chronic absence at 7%.
3. Our overall chronic absenteeism rate fell by 4%.

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 0 | 0 | 6 |

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 | English Learners | Long-Term English Learners |
|---|---|---|
|  Blue |  Blue |  No Performance Color |
| 0.2% suspended at least one day | 0% suspended at least one day | Fewer than 11 students - No Data for Privacy |
| Declined 0.4% | Declined 0.6% | 1 Student |
| 528 Students | 132 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| 0 Students | Fewer than 11 students - No Data for Privacy | 0% suspended at least one day |
| | 3 Students | Declined 1.6% |
| | | 179 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Blue |  No Performance Color |  No Performance Color |
| 0% suspended at least one day | Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy |
| Maintained 0% | 1 Student | 3 Students |
| 75 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  Blue |  Blue |  Blue |
| 0.3% suspended at least one day | 0% suspended at least one day | 0% suspended at least one day |
| Maintained 0% | Maintained 0% | Declined 1.3% |
| 301 Students | 42 Students | 139 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| 0% suspended at least one day | Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy |
| Maintained 0% | 1 Student | 9 Students |
| 32 Students | | |

**Conclusions based on this data:**

1. Less than 1% of our students were suspended.
2. Students with disabilities, socioeconomically disadvantaged students, Hispanic students and Filipino students were not suspended.
3. The only student group that had a student suspended was Asian.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 1

## Title and Description of School Goal

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

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

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

## Identified Need

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

Students in grades 3-6 are assessed annually in Math and Language Arts on the California Assessment of Student Performance and Progress (CAASPP). Millbrook's students scored 67% proficient in Math and 72% proficient in Language Arts.

Proficiency gaps existed for Hispanic students (26%), students with disabilities (30%), and socioeconomically disadvantaged students (45.6%) in Math.

Proficiency gaps existed in Language Arts for Hispanic students (40%) and socioeconomically disadvantaged students (56%).

Students designated as English Learners (ELs) take the English Language Proficiency Assessments for California (ELPAC) each year to measure their progress toward English fluency. 42.2% of ELs at Millbrook are progressing toward English language proficiency, placing Millbrook in the red performance indicator.

Analysis of student achievement data and classroom assessments indicates a need to align and consistently instruct essential standards in both Mathematics and English Language Arts. Students continue to need support with foundational math skills, reading comprehension, academic writing, and the application of grade-level concepts. During the upcoming school year, our school will prioritize essential standards and strengthen instruction to improve student achievement for all learners.

## Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP ELA | Students in the following subgroups achieved proficiency at lower rates than the overall student population.<br><br>Students with disabilities: 46 points below standard (orange performance indicator on CA Dashboard)<br><br>Hispanic students: 25 points below standard (orange performance indicator on CA Dashboard) | The proficiency gap of all subgroups will decrease by 2-3%. |
| CAASPP Math | Students in the following subgroups achieved proficiency at lower rates than the overall student population.<br><br>Hispanic students: 53.2 points below standard (yellow performance indicator on CA Dashboard)<br><br>Students with disabilities: 60.7 points below standard (orange performance indicator on CA Dashboard) | The proficiency gap of all subgroups will decrease by 2-3%. |
| CA Dashboard English Learner Progress | 26.7% of our EL students decreased one ELPI Level<br>31.7% of our EL students maintained ELPI Level 1, 2L, 2H, 3L, or 3H.<br>5% of our EL students maintained ELPI Level 4<br>36.7 %of our EL students progressed at least one ELPI Level | There will be a 1-2% gain in the number of EL students progressing at least one ELP level. |
| iReady ELA T3 Diagnostic | Hispanic students achieved proficiency at lower rates than all students. | The proficiency gap of our Hispanic students will decrease by 2-3%. |
| iReady Math T3 Diagnostic | Hispanic students achieved proficiency at lower rates than all students. | The proficiency gap of our Hispanic students will decrease by 2-3%. |
| CAASPP Science | Our fifth-grade students earned 70.2 Science points on last year's CAST, placing them in the Blue Performance Indicator. | Our fifth graders will increase their science points by 1-2%. |

## 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 will be made available to teachers, including on-site facilitation led by consultants and/or teacher-led. Topics may include, but are not limited to, essential/priority standards, supporting EL Learners, supporting student social/emotional health, improving our proficiency gaps or PBIS-related topics. | Unduplicated Students | 500<br>General Fund<br>1000-1999: Certificated Personnel Salaries<br>Teacher Delivered PD<br><br>200<br>Supplemental Fund<br>3000-3999: Employee Benefits<br>Teacher Delivered PD<br><br>500 |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | Supplemental Fund<br>5800: Professional/Consulting Services And Operating Expenditures<br>Consultant Delivered PD |
| **1.2** | Provide students identified below grade level on iReady ELA and/or Math with Tier 2 interventions and supports. | Unduplicated Students | 6800<br>Supplemental Fund<br>1000-1999: Certificated Personnel Salaries<br>Certificated ELA and Math Intervention<br><br>1400<br>Supplemental Fund<br>3000-3999: Employee Benefits<br>Certificated ELA and Math Intervention<br><br>2000<br>Supplemental Fund<br>2000-2999: Classified Personnel Salaries<br>Classified Support of ELA and Math Intervention<br><br>500<br>Supplemental Fund<br>3000-3999: Employee Benefits<br>Classified Support of ELA and Math Intervention<br><br>3000<br>Supplemental Fund<br>1000-1999: Certificated Personnel Salaries<br>Certificated Homework Club<br><br>1000<br>Supplemental Fund<br>3000-3999: Employee Benefits<br>Certificated Homework Club<br><br>1000<br>Supplemental Fund<br>2000-2999: Classified Personnel Salaries<br>Classified Support of Homework Club<br><br>500<br>Supplemental Fund<br>3000-3999: Employee Benefits<br>Classified Support of Homework Club |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | 5171<br>Title III<br>5800: Professional/Consulting Services And Operating Expenditures<br>EL Writing Intervention<br><br>5400<br>Supplemental Fund<br>5800: Professional/Consulting Services And Operating Expenditures<br>Writing Intervention |
| **1.3** | Students will have access to digital content that supports learning in all content areas. | All Students | 1167<br>General Fund<br>5000-5999: Services And Other Operating Expenditures<br>Digital Licenses<br><br>2000<br>Supplemental Fund<br>5000-5999: Services And Other Operating Expenditures<br>Digital licnses |
| **1.4** | Support will be available to ensure equitable access to the science camp for students. In addition, funds will be able to pay for other science camp-related expenditures, such as, but not limited to, transportation costs and teacher supervision support costs. | All Students/Unduplicated | 500<br>General Fund<br>5000-5999: Services And Other Operating Expenditures<br>Science Camp Support<br><br>1,000<br>Supplemental Fund<br>5000-5999: Services And Other Operating Expenditures<br>Science Camp Support |
| **1.5** | Kindergarten students who are struggling to meet grade-level expectations will be provided additional support by a classified staff member | Unduplicated students | 2000<br>Supplemental Fund<br>2000-2999: Classified Personnel Salaries<br>Additional Diinder Student Support<br><br>500<br>Supplemental Fund<br>3000-3999: Employee Benefits<br>Additional Kinder Student Support |
| **1.7** | | | |

# 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.

2023/2024 Baseline Data:

A total of 0.6% of students were suspended for at least one day. 1.3% of Hispanic students were suspended at least one day. 0.6% of EL Learners were suspended for at least one day. 1.6% of socioeconomically disadvantaged students were suspended at least one day.

Expected Outcome:

The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 0.5%.

2024/2025 Actual Outcome:

A total of 0.2% of students were suspended for at least one day (a decline of 0.4%). 0% of Hispanic students were suspended for at least 1 day (a decline of 1.3%). 0% of EL Learners were suspended for at least 1 day (decline of 0%). 0% of socioeconomically disadvantaged students were suspended for at least 1 day (a 1.6% decline).

We successfully met our goal of reducing the number of suspensions by using "other means of correction" to address less severe behavior incidents.

2024 ELA CAASPP Baseline Data:

Students in the following subgroups achieved proficiency at lower rates than all students on the CAASPP ELA Assessment

Students with disabilities: 47.1 points below standard

English Language Learners: 35.7 points above standard

Hispanic students: 18.3 points below standard

Socioeconomically disadvantaged students: 12 points above standard

Expected Outcome:

The proficiency gap of all subgroups will decrease by 2-3% on the CAASPP ELA Assessment

2025 Actual ELA CAASPP Assessment Outcome:

Students with disabilities: 46 points below standard (maintained 1.1 points, a 0.04% decline)

English Language Learners: 55.6 points above standard (increased 20 points, a 0.8% improvement)

Hispanic students: 25 points below standard (declined 6.7 points, a 0.2 decline)

Socioeconomically disadvantaged students: 15.5 points above standard (increased 3.5 points, a 0.1 improvement)

We made slight gains with our English Language Learners and socioeconomically disadvantaged students. Unfortunately, there was a slight decline in achievement with our students with disabilities and Hispanic students. The goal was partially met.

2024 Baseline Math CAASPP Mathematics Data:

Students in the following subgroups achieved proficiency at lower rates than all students on the CAASPP Mathematics Assessment.

Hispanic students: 60.2 points below standard

Students with disabilities: 50.7 points below standard

English Language Learners:  29 points above standard

Socioeconomically disadvantaged students:  22.5 points below standard

Expected Outcome:

The proficiency gap of all subgroups will decrease by 2-3% on the CAASPP Mathematics Assessment

2025 Actual Mathematics CAASPP Assessment Outcome:

Hispanic students:  53.2% points below standard (increased 7 points, a 0.3% improvement)

Students with disabilities: 60.7 points below standard (declined 10 points, a 0.4% decline)

English Language Learners:  49.1 points above standard (increased 20.1 points, a 0.8% improvement)

Socioeconomically disadvantaged students:  3.8 points below standard (increased 18.7 points, 0.7%)

We made approximately one percentage point improvement with our English Language Learners and socioeconomically disadvantaged students.  We made a slight gain with our Hispanic students.  We experienced approximately a half percent decline in our students with disabilities.  The goal was partially met.

2024 English Learner  Baseline Data:

26.7% of our EL students decreased one ELPI Level
31.7% of our EL students maintained ELPI Level 1, 2L, 2H, 3L, or 3H.
5% of our EL students maintained ELPI Level 4
36.7% of our EL students progressed at least one ELPI Level

Expected Outcome:

The proficiency gap of all subgroups will decrease by 2-3%.

2025 English Learner Actual Outcome:

7.3% of our EL students decreased one ELPI Level
26.8%of our EL students maintained ELPI Level 1, 2L, 2H, 3L, or 3H.
0% of our EL students maintained ELPI Level 4
65.9% of our EL students progressed at least one ELPI Level

Our percentages with each level remained steady from the previous year.

2025 Baseline Mathematics iReady Data

Hispanic students achieved proficiency in iReady Mathematics at lower rates than all students.

| Mid/Above. Grade Level | Early-On. Grade Level | 1 Grade Level Below. | 2 Grade Levels Below. | 3 Grade Levels Below |
|---|---|---|---|---|
| Hispanic: yes | 19% | 16% | 47% | 11% 8% |
| Hispanic: no. | 63% | 17% | 15% | 1% 4% |

Expected Outcome:

The proficiency gap of all subgroups will decrease by 2-3%.

2026 Actual Mathematics iReady Data

| Mid/Above. Grade Level | Early-On. Grade Level | 1 Grade Level Below. | 2 Grade Levels Below. | 3 Grade Levels Below |
|---|---|---|---|---|
| Hispanic: yes | 14% | 23% | 44% | 11% 8% |
| Hispanic: no | 55% | 20/% | 22% | 2% 1% |

Although Hispanic students' scores decreased by 5% in the mid/above-grade-level range, scores increased by 7% in the early-grade-level range and decreased by 3% in the number of students scoring at one grade level below. The goal was partially met.

20225 Baseline Reading iReady Data

Hispanic students achieved proficiency in iReady Reading at lower rates than all students.

| Mid/Above. Grade Level | Early-On. Grade Level | 1 Grade Level Below. | 2 Grade Levels Below. | 3 Grade Levels Below |
|---|---|---|---|---|
| Hispanic: yes | 28% | 23% | 34% | 8% 8% |
| Hispanic: no | 64% | 18% | 13% | 2% 4% |

Expected Outcome:

The proficiency gap of all subgroups will decrease by 2-3%

2026 Actual Reading iReady Data

| Mid/Above. Grade Level | Early-On. Grade Level | 1 Grade Level Below. | 2 Grade Levels Below. | 3 Grade Levels Below |
|---|---|---|---|---|
| Hispanic: yes | 20% | 25% | 34% | 11% 10% |
| Hispanic: no | 60% | 20% | 14% | 3% 2% |

Although Hispanic students' scores decreased by 8% in the mid/above-grade-level range, they increased by 2% in the early-grade-level range, and scores remained equal at one grade level below. The goal was not met.

Final thoughts and reflections on how strategies and activities positively or negatively impacted our data:

1.1: Professional Development: We will continue to offer professional development, especially PD focused on the academic needs of EL, Hispanic students, students with disabilities, and socioeconomically disadvantaged students.
1.2: Intervention and Instructional Support: We continued to become more strategic in the manner in which we offered intervention, especially with our EL Learners, Hispanic students, students with disabilities, and socioeconomically disadvantaged students.
1.3: Kinder Round Up: We tried the Kinder Round Up for the first time during the 2024/25 school year, and it proved to be successful.
1.4: Digital Content: Technology has become a means of engaging our students in learning. We have used digital resources to help our students develop the foundational skills needed to achieve greater success.

1.5: Facility Maintenance: Providing a clean environment for our students to learn is essential to their success. We were successful in providing a clean campus for our students; however, the cost was significantly higher than anticipated. Consequently, the current-year budget has been increased based on the data we gathered last year.

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

1.1: Professional Development: Implementation of this strategy or activity was not as effective as initially planned in part due to a lack of interest of staff to engage and participate in independent professional development. (semi-successful implementation).
1.2: Intervention and Instructional Support: We became more strategic in the way we offered intervention. In each of our intervention classes, we identified specific skills that a group of students struggled with and developed an intervention program tailored to that skill based on a pre-assessment. The vast majority of students showed gains between the pre- and post-assessments we administered. (Successful implementation)
1.3: Kinder Round Up: We tried the Kinder Round Up for the first time during the 2024/25 school year, and it proved to be successful. The Kinder Round Up was effective because it allowed the kindergarten team to establish baseline academic, social, and behavioral data by having the students complete a simple pre-assessment before the start of school. One of the strengths we realized from having this data was that it allowed us to maximize instructional time in both of our kindergarten classes. Since we added a TK class this school year, we will no longer need Kinder Round Up. (Successful Implementation)
1.4: Digital Content: As we know, technology has become a means of engaging our students in learning. We have used digital resources to help our students develop the foundational skills needed to achieve greater success. (Successful implementation)
1.5: Facility Maintenance: Providing a clean environment for our students to learn is essential to their success. We were successful in providing a clean campus for our students; however, the cost was significantly higher than anticipated. Consequently, the current-year budget has been increased based on the data we gathered last year. (Successful implementation)

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.

Strategies/Activities Added to Goal #1: We will make a more aware and intentional approach when designing learning opportunities for our targeted group of students (EL Learners, Hispanic students, students with disabilities, and socioeconomically disadvantaged students) in English Language Arts, Mathematics, Science, and other curricular subjects.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 2

## Title and Description of School Goal

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

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

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

## Identified Need

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

The California School Dashboard uses the chronic absenteeism rate as an indicator of student engagement. Millbrook Elementary falls in the yellow performance indicator, with 11.8% of students chronically absent. The dashboard indicates a need to focus on EL Learners, with 13.2% of students chronically absent (maintained from the previous year), 23% of Hispanic students chronically absent (a decrease of 3% from the previous year), 16.1% socioeconomically disadvantaged were chronically absent (decrease of 7%), and 12.5% (decrease of 2.5%) of Filipino students were chronically absent.

In the fall, Evergreen School District administers the EESD Safety Survey to staff, the community, and students in grades 3-6. The results indicate that 90% of staff (a 8% decrease), 77% of students (a 9% decline), and 73% (increase of 1%) of the community are familiar or very familiar with school-wide rules.

## Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CA Dashboard Engagement | The Overall Student Chronic Absentee Rate is a yellow performance indicator, with 11.8% chronically absent. 23.7% (a 3% decline) of Hispanic students were chronically absent, placing them in the orange performance indicator. 29.7% (maintained from the previous year) of students with disabilities were chronically absent, putting them in the red performance indicator. 16.19% (a 7% decline) of socioeconomically disadvantaged students were chronically absent, placing them in the yellow performance indicator. | The overall rate of chronically absent students will decrease by 8%. |
| EESD Safety Survey | In Fall 2025, 90% of staff are familiar or very familiar with the school wide rules.<br><br>77% of students are familiar or very familiar with the school-wide rules. | In fall 2026, 100% of staff will be familiar with the school-wide rules.<br><br>100% of students will be familiar or very familiar with the school-wide rules. |

| | | |
|---|---|---|
| | 73% of the community is familiar or very familiar with the school-wide rules. | 100% of the community will be familiar or very familiar with the school-wide rules. |

## 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** | Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students.This may include, but is not limited to: positive asset-building lessons and activities, social-emotional lessons, Project Cornerstone lessons, a rewards system, and assemblies. | All Students | 1000<br>General Fund<br>4000-4999: Books And Supplies<br>PBIS implementation |
| **2.2** | P.I.E. (Parent in Education) Nights will be offered to our families. Topics may include assisting with homework, attendance, Math, Science, Parent Portal/Parent Square support. | Unduplicated Students | 800<br>Supplemental Fund<br>1000-1999: Certificated Personnel Salaries<br>Family Engagement Opportunities<br><br>200<br>Supplemental Fund<br>3000-3999: Employee Benefits<br>Family Engagement Opportunities |
| **2.3** | Provide opportunities for family engagement. Activities may include, but are not limited to, open houses, Back-to-School night, principal coffees, and Dragon Parent Nights. | All/Unduplicated students | 2000<br>Supplemental Fund<br>5800: Professional/Consulting Services And Operating Expenditures<br>Family Engagement Opportunities |
| **2.4** | TK/K parent workshops on each classroom unit may be offered | All Students | 700<br>General Fund<br>1000-1999: Certificated Personnel Salaries<br>TK/K Parent Workshops<br><br>150<br>General Fund<br>3000-3999: Employee Benefits<br>TK Parent Workshops |
| **2.5** | Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: School Handbooks including PBIS Processes, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook. | All/Unduplicated Student | 1000<br>Supplemental Fund<br>4000-4999: Books And Supplies<br>Family PBIS communication, Staff SST Handbook, Translation services for IEP meetings, and site-wide communication translated in |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | the language indicated on the Family Engagement Spring 2024 survey.<br><br>200<br>Supplemental Fund<br>2000-2999: Classified Personnel Salaries<br>Translation for SST's |
| **2.6** | The staff will engage students in regular extracurricular activities across campus. Opportunities may include, but are not limited to: Student Council, Expect Respect, peer mentors, and March Madness, Chess Club. | All students | 6813<br>General Fund<br>1000-1999: Certificated Personnel Salaries<br>SEAT Hours<br><br>1400<br>General Fund<br>3000-3999: Employee Benefits<br>Employee Benefits SEAT |
| **2.7** | Students will participate in the visual and performing arts. These opportunities may include individual, classroom, grade-level, or site-wide activities. | Unduplicated Students | 3000<br>Supplemental Fund<br>5800: Professional/Consulting Services And Operating Expenditures<br>Performing Arts Opportunities<br><br>8900<br>General Fund<br>5000-5999: Services And Other Operating Expenditures<br>Visual Arts Opportunities |
| **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.

2023/2024 Chronic Absentee Rate Baseline Data:

The Overall Student Chronic Absentee Rate is in the yellow performance indicator, at 15.4%. 29.9% of students with disabilities were chronically absent, putting them in red.
16.1% of socioeconomically disadvantaged students were chronically absent, placing them in the yellow category.

Expected Outcome:

The overall rate of chronically absent students will decrease by 8%.

2024/2025 Actual Outcome:

The Overall Student Chronic Absentee Rate is in the yellow performance indicator, with 11.8% chronically absent. 23.7% of Hispanic students were chronically absent, putting them in orange performance indicator. 29.7% of students with disabilities were chronically absent, placing them in the red on the performance indicator.

We achieved our goal of decreasing our chronic absenteeism rate by 3.6%, not by 8% as we originally stated! (goal partially met)

2024/2025 Knowledge of School Rules  Baseline Data on Safety Survey

In fall 2024, 100% of staff will be familiar with the school-wide rules.

100% of students will be familiar or very familiar with the school-wide rules.

100% of the community will be familiar or very familiar with the school-wide rules.

Expected Outcome

In fall 2025, 100% of staff will be familiar with the school-wide rules.

100% of students will be familiar or very familiar with the school-wide rules.

100% of the community will be familiar or very familiar with the school-wide rules.

2025/2026 Actual Outcome

90% of staff are familiar or very familiar with the school-wide rules.

77% of students are familiar or very familiar with the school-wide rules.

73% of the community is familiar or very familiar with the school-wide rules.

We did not meet our goal.

Final thoughts and reflections on how strategies and activities  positively or negatively impacted our data: (needs to be edit 4/20/26)

2.1: PBIS:  One of several contributing factors that led to the decrease in behavior incidents this school year is a more robust and consistent Positive Behavior Interventions and Support (PBIS) process.  Our PBIS process was effective because it provided our students with a clear structure of what is expected of them.  Since the process was successful, we are continuing our PBIS process.
2.2: Family Engagement:  Our family engagement goals was effecftive as we completed several campus improvement projects as well as offering an opportunity for families to engage in a parent education night around the goal of developing a growth mindset in their child.  The event was well received by the families that attending and we will look for opportunities to expand upon our success by offering a couple more opportuniteis for families to engage in this manner.
2.3: Family Communication:  As we have over a number of years, we have been effective in maintaing our family communication through the use of agendas and Friday Folders and we will continue to use them during the upcoming school year.
2.4:  Enrichment Opportunities:  We were effective in  engaging our students using our school enrichment activities budget and will continue to use these funds to further our student engagement work during the upcoming school year.

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

There were no major differences between the intended implementation and the budgeted expenditures for implementing the strategies and activities of the articulated goal in this year's plan.  We planned a parent education night on developing a growth mindset in our children, and families enjoyed the event and found it useful.

2.1: PBIS:  One of several contributing factors that led to the decrease in behavior incidents this school year is a more robust and consistent Positive Behavior Interventions and Support (PBIS) process.  Our PBIS process was effective because it provided our students with a clear structure of what is expected of them.  Since the process was successful, we are continuing with our PBIS. (successful implementation)
2.2: Family Engagement:  For the second year in a row, we offered an opportunity for families to engage in a parent education night around the goal of developing a growth mindset in their child.  The event was well received by the families who attended, and we will look for ways to build on our success by offering a couple more opportunities for families to engage in this manner.(successful implementation)
2.3: Family Communication:  As we have over a number of years, we have been effective in maintaining our family communication through the use of agendas and Friday Folders, and we will continue to use them during the upcoming school year.  (successful implementation)
2.4: Enrichment Opportunities: We were effective in engaging our students through our school enrichment activities budget and will continue to utilize these funds to further our student engagement work during the upcoming school year. (successful implementation)

No major differences between intended and actual budgets

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.

Since we no longer need the Kinder Round-up, funding was shifted to offering family workshops for our TK families. Since our Dragon Parent worskhop was successful, additional funding is being allocated to Parent in Education (PIE) nights.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 3

## Title and Description of School Goal

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

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

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

## Identified Need

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

The California School Dashboard utilizes students' scores on the CAASPP test in Language Arts, Math, and Science. Schools to rate them on a color scale based on the decline, maintenance, or increase in students who are proficient at grade-level standards. Students in grades 3-6 are assessed in Math and Language Arts on the CAASPP.

Millbrook Elementary's third through sixth-grade students scored on the blue section of the Mathematics Dashboard (49.6 points above standard), an increase of 8.7 from the previous year. Millbrook Elementary's third through sixth-grade students scored blue on the Language Arts Dashboard (40.4 points above standard, an increase of 10.7 from the previous year).

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2026, 71% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. In March of 2026, 65% of all students were at "Early on" or "Mid or Above" grade-level proficiency in Math.

## Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP ELA Results | 49.6 points above standard | 2-3% increase in proficiency |
| CAASPP Math Results | 40.4 points above standard | 2-3% increase in proficiency |
| iReady ELA T3 Diagnostic | 71% of all students are proficient. | 74% of all students will be proficient. |
| iReady Math T3 Diagnostic | 65% of all students are proficient. | 69% of all students will be proficient. |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **3.1** | Teaching staff will be provided a budget for general operational supplies, including classroom budgets, copier maintenance, paper, and general copier supplies. | All students | 10,000<br>General Fund<br>4000-4999: Books And Supplies<br>Classroom Budgets<br>Obj. 4310 |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | Obj. 4351<br><br>7,000<br>General Fund<br>5000-5999: Services And Other Operating Expenditures<br>Copier Maintenance and Supplies<br><br>4798<br>Supplemental Fund<br>4000-4999: Books And Supplies<br>Additional Supplies to Support Achievement Gaps |
| **3.2** | Office staff will be provided a budget for general supplies. | All students | 2000<br>General Fund<br>4000-4999: Books And Supplies<br>Office Supplies<br><br>1000<br>General Fund<br>4000-4999: Books And Supplies<br>Office Supplies |
| **3.3** | Staff will regularly monitor academic progress. The processes and protocols followed for monitoring may include, but are not limited to: release time for student assessment and staff collaboration. | All Students | 1000<br>General Fund<br>1000-1999: Certificated Personnel Salaries<br>Student Assessment Substitutes |
| **3.4** | Additional Noon Supervisor Hours | All Students | 500<br>General Fund<br>2000-2999: Classified Personnel Salaries<br>Additonal Recess Supervisor Hours |

# 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.

2023/2024 CAASPP English Language Arts Baseline Data:

70% of all students are proficient.

Expected Outcome:

72% of all students will be proficient.

2024/2025 Actual Outcome:

72% of all students are proficient.

2023/2024 CAASPP Mathematics Baseline Data:

63% of all students are proficient.

Expected Outcome:

65% of all students will be proficient.

2024/2025 Actual Outcome:

67% of all students are proficient.

2024/2025 i-Ready ELA  Baseline Data:

72% of all students are proficient.

Expected Outcome:

74% of all students will be proficient.

2025/2026 Actual Outcome:

71% of all students are proficient.

2024/2025 i-Ready Math Baseline Data:

67% of all students are proficient.

Expected Outcome:

69% of all students will be proficient.

2025/2026 Actual Outcome:

65% of all students are proficient.

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

3.1:  Effective Learning Environment:  Teachers were able to be reimbursed for materials and supplies to supplement or support the board-adopted curriculum. (successfully implemented)
There were no major differences in expenditures.

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.

The following strategies/activities have been added to this year's plan:
3.2 Academic Progress Monitoring: includes a budget for teacher release time for student assessment and collaboration, aiming to monitor student academic progress more closely while maximizing instructional time.
3.5:  Additional Noon Duty Supervising Hours to be able to provide PBIS professional development to noon supervisors

# 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 | $87,599.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |

## Other Federal, State, and Local Funds

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

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

| Federal Programs | Allocation ($) |
|---|---|
| Title III | $5,171.00 |

Subtotal of additional federal funds included for this school: $5,171.00

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

| State or Local Programs | Allocation ($) |
|---|---|
| General Fund | $42,630.00 |
| Supplemental Fund | $39,798.00 |

Subtotal of state or local funds included for this school: $82,428.00

Total of federal, state, and/or local funds for this school: $87,599.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|
| General Fund | 42630 | 0.00 |
| Supplemental Fund | 39798 | 0.00 |
| Title III | 5171 | 0.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| General Fund | 42,630.00 |
| Supplemental Fund | 39,798.00 |
| Title III | 5,171.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 19,613.00 |
| 2000-2999: Classified Personnel Salaries | 5,700.00 |
| 3000-3999: Employee Benefits | 5,850.00 |
| 4000-4999: Books And Supplies | 19,798.00 |
| 5000-5999: Services And Other Operating Expenditures | 20,567.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 16,071.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | General Fund | 9,013.00 |
| 2000-2999: Classified Personnel Salaries | General Fund | 500.00 |
| 3000-3999: Employee Benefits | General Fund | 1,550.00 |
| 4000-4999: Books And Supplies | General Fund | 14,000.00 |
| 5000-5999: Services And Other Operating Expenditures | General Fund | 17,567.00 |

| | | |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | Supplemental Fund | 10,600.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental Fund | 5,200.00 |
| 3000-3999: Employee Benefits | Supplemental Fund | 4,300.00 |
| 4000-4999: Books And Supplies | Supplemental Fund | 5,798.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental Fund | 3,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Supplemental Fund | 10,900.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title III | 5,171.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 35,138.00 |
| Goal 2 | 26,163.00 |
| Goal 3 | 26,298.00 |

# School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

| Name of Members | Role |
|---|---|
| Stephen E. Sweeney | Principal |
| Deanna Howell (first year) | Classroom Teacher |
| Aura Monge (second year) | Classroom Teacher |
| Rebecca Almes (second year) | Classroom Teacher |
| Alma Ahumada (first year) | Other School Staff |
| Samantha Villegas (second year) | Parent or Community Member |
| Sridhar Nair (second year) | Parent or Community Member |
| Karla Rodriguez (first year) | Parent or Community Member |
| Kuladeep Sapparapu (first year) | Parent or Community Member |
| Melanie Magana (first year) | Parent or Community Member |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
| --- | --- |
| | English Learner Advisory Committee |

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

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

This SPSA was adopted by the SSC at a public meeting on 05/12/2026.

Attested:

Principal, Stephen Sweeney on 05/12/2026

SSC Chairperson, Deanna Howell on 5/12/2026

# Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

## Plan Description

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

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

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

## Educational Partner Involvement

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

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

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

**Additional ATSI Planning Requirements:**
This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Comprehensive Needs Assessment

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

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

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

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

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

**ATSI Planning Requirements:**
Completing this section fully addresses all relevant federal planning requirements for ATSI.

## Goals, Strategies/Activities, and Expenditures

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

**Additional CSI Planning Requirements:**
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

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

## Goal

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

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Identified Need

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

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Annual Measurable Outcomes

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

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

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

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

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

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

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

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

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

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

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

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

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

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

## CSI Resources

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

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

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

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

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

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

## ATSI Resources:

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

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

# Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

# 2025/26 Millbrook Elementary
# Parent Involvement Policy

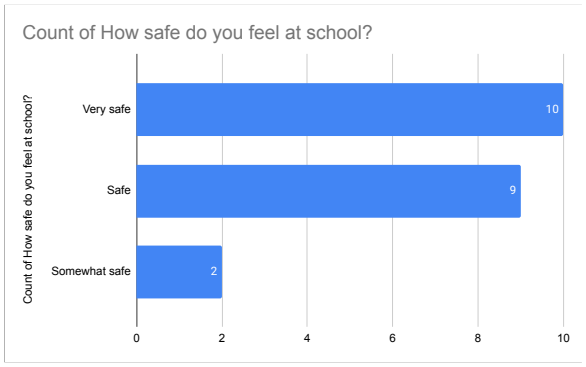
Our staff values the importance of families and community in the academic, social, and emotional success of our students. Parents participate in the Parent Teacher Association (PTA), the School Site Council (SSC), and the English Learners Advisory Committee (ELAC).

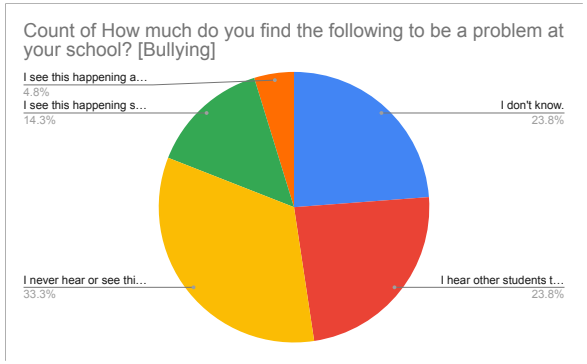
Our parent-led ABC Reader program improves the climate on our campus. Parent/community leaders train other volunteers monthly on program curriculum. Volunteers plan and deliver lessons in each classroom once a month. Because of this program, students, staff, and the community share a common vocabulary for bullying and school climate.

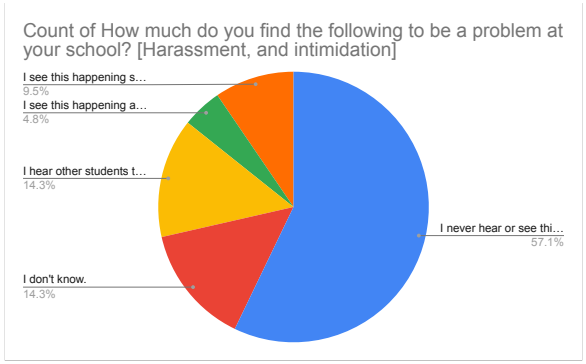
PTA plays a vital role in supporting students and staff. They host a number of family/community events, as well as our annual Dragon Dash fundraiser, which raises funds for individual classroom budgets and site-wide initiatives.

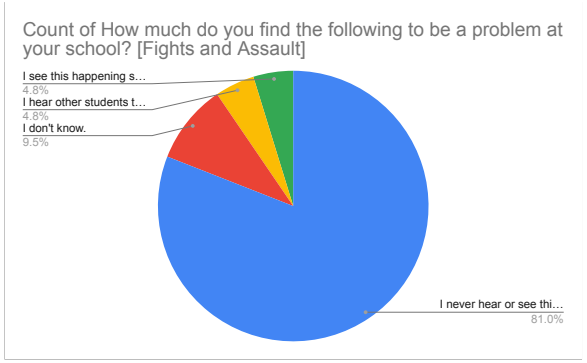
Without Millbrook parent and community support, the staff would not be as successful in meeting the students' academic, social, and emotional needs.

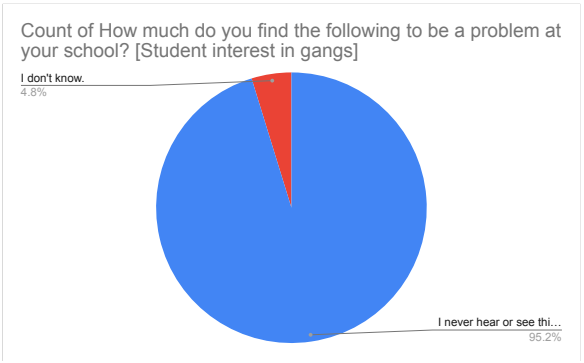
# Millbrook Staff Safety Survey 25-26

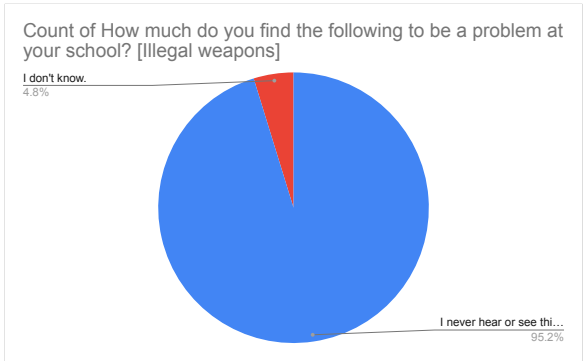


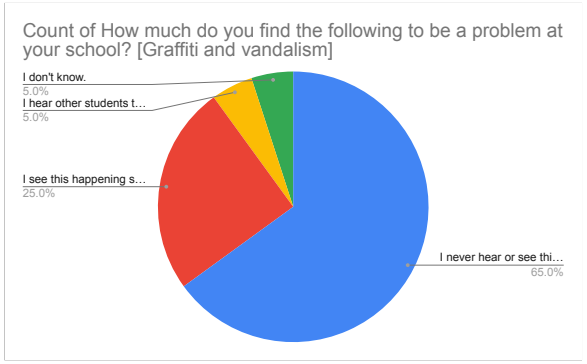



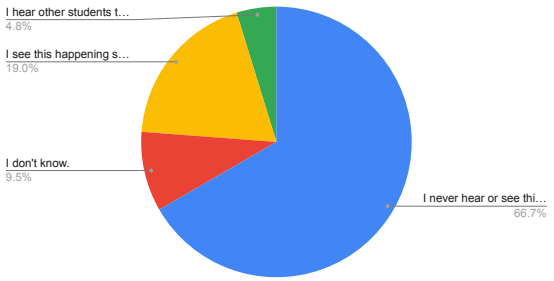



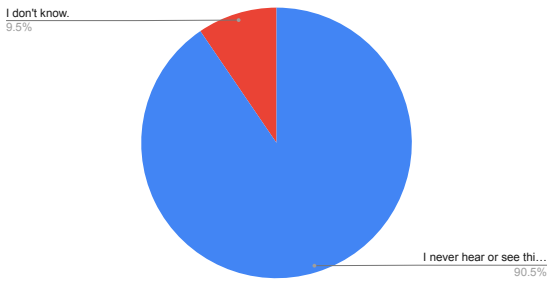



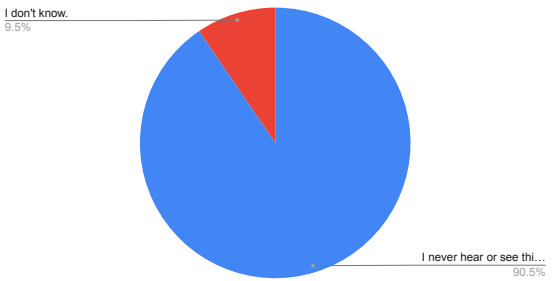
Count of How much do you find the following to be a problem at your school? [People trespassing on campus]



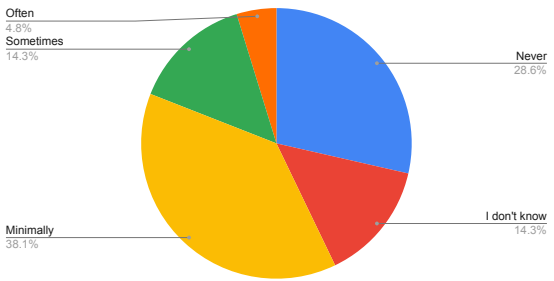

Count of How much do you find the following to be a problem at your school? [Drug use]



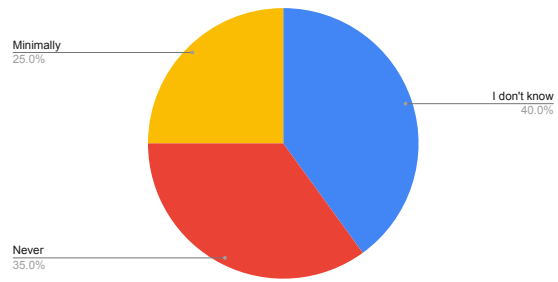

Count of How much do you find the following to be a problem at your school? [Alchohol use]



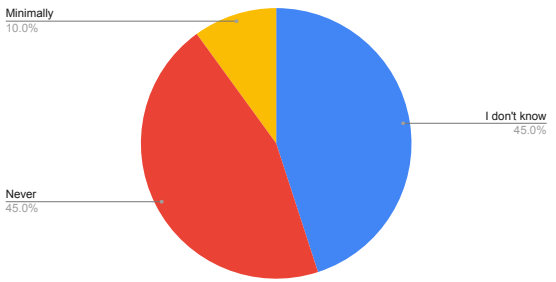

Count of How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being h…



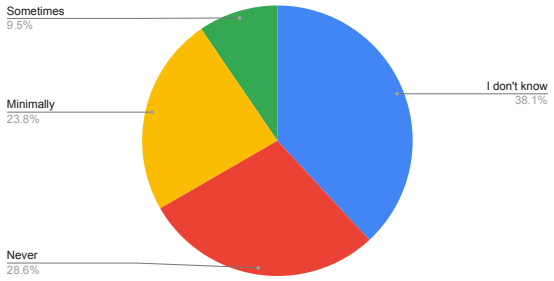

Count of Students at my school get put down because of their ... [Race]



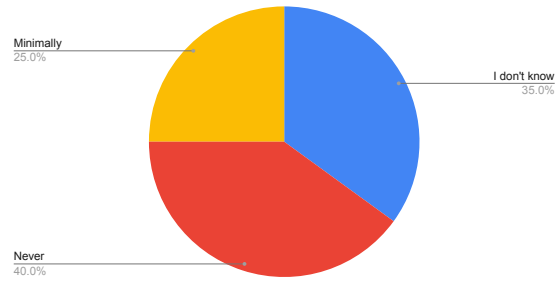

Count of Students at my school get put down because of their ... [Gender or gender identification]



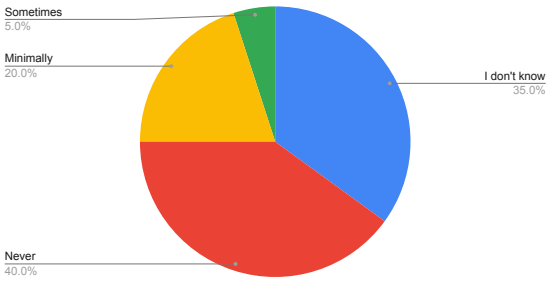

Count of Students at my school get put down because of their ... [Learning difficulties]



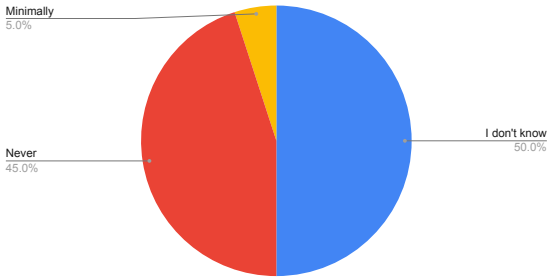

Count of Students at my school get put down because of their ... [Clothing or physical appearance]




Count of Students at my school get put down because of their ... [Religion or cultural practices]



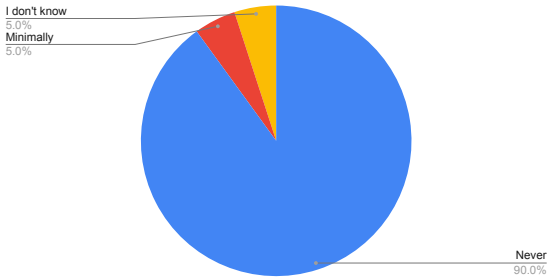
Count of Students at my school get put down because of their ... [Sexual Orientation]



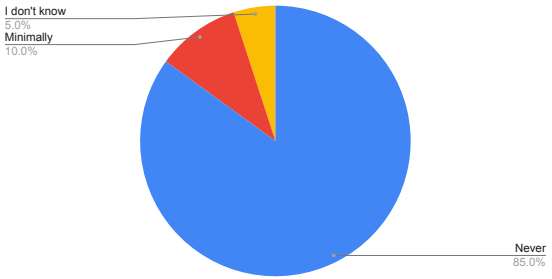

Count of How often do you hear ADULTS at your school make fun of differences such as... [Race]



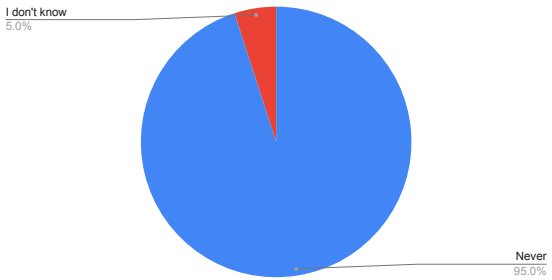
Count of How often do you hear ADULTS at your school make fun of differences such as... [Gender or gender identification]



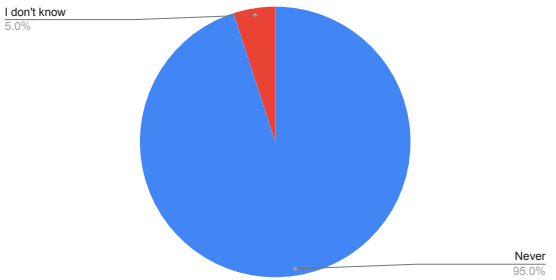

Count of How often do you hear ADULTS at your school make fun of differences such as... [Learning difficulties]



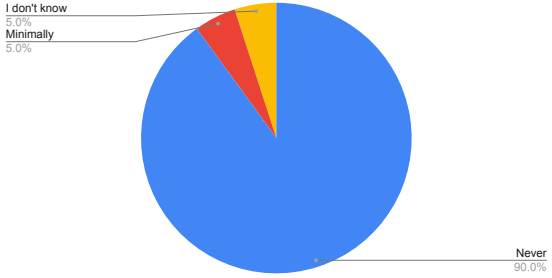

Count of How often do you hear ADULTS at your school make fun of differences such as... [Clothing or physical appearance]



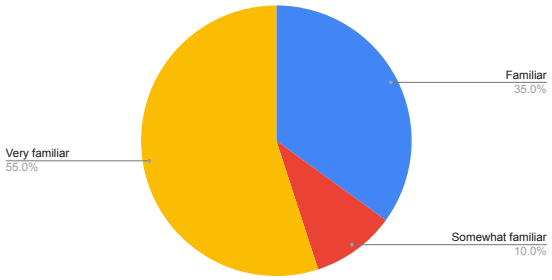

Count of How often do you hear ADULTS at your school make fun of differences such as... [Religion or cultural practices]



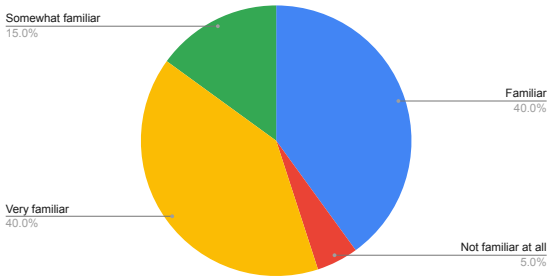

Count of How often do you hear ADULTS at your school make fun of differences such as... [Sexual Orientation]



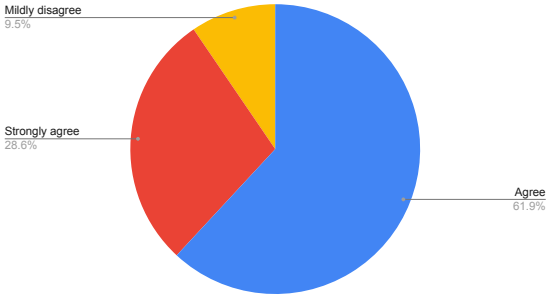
Count of How familiar are you with the following? [School-wide rules and consequences when those rules are broken.]



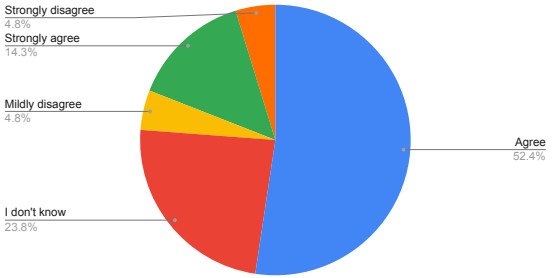

Count of How familiar are you with the following? [Cyberbullying rules and consequences when those rules are…




Count of I think Staff enforces rules fairly and appropriately.



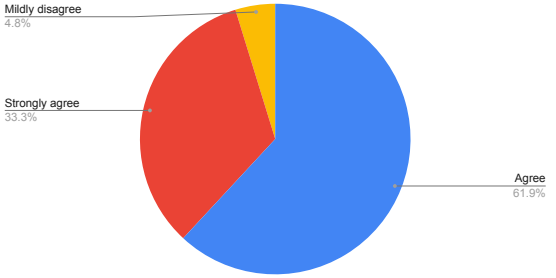

Count of I think that suspensions and expulsions are assigned when necessary.



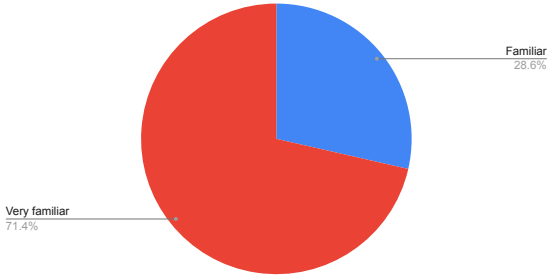

How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?



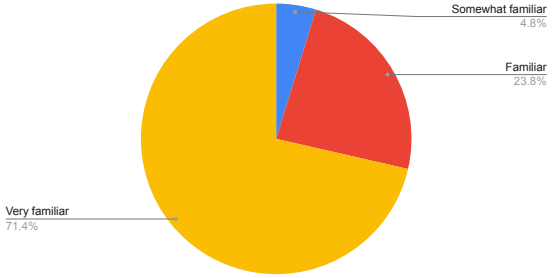

Count of My school provides adequate training for staff on school policies and procedures.



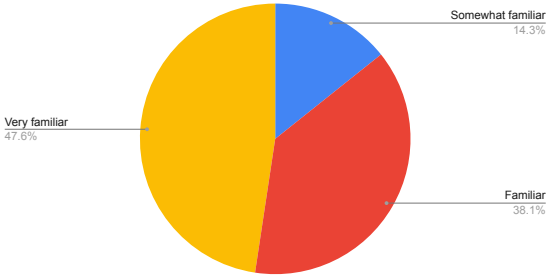

Count of How well do understand your school Emergency procedures? [Fire Drill]



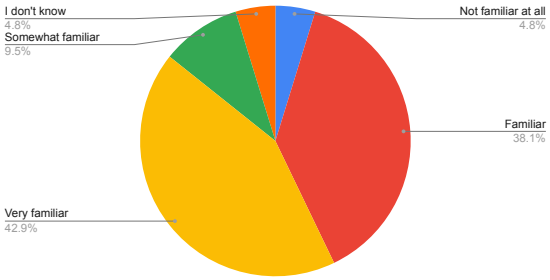

Count of How well do understand your school Emergency procedures? [Earthquake Drill]



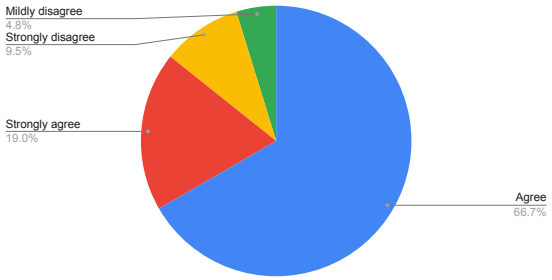

Count of How well do understand your school Emergency procedures? [Shelter in Place]



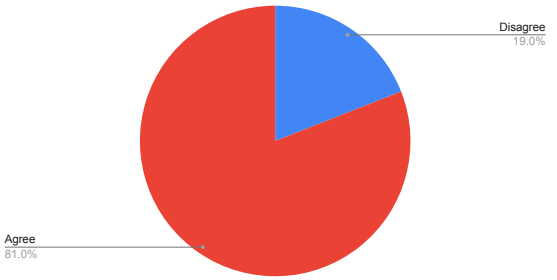
Count of How well do understand your school Emergency procedures? [Run, Hide, Defend]



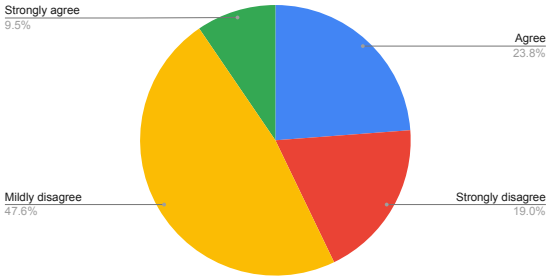

Count of My school has adequate resources to help students in an emergency or crisis.




Count of I am aware of the District's Wellness Connections webpage.




Count of The facilities and grounds are well maintained at my school.



EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

# GENERAL BUDGET/UNRESTRICTED LOTTERY

## FY 2026-27

| SCHOOL: | MILLBROOK | SITE # | 013 | ALLOCATION: | $ | 42,630.00 |
|---|---|---|---|---|---|---|

| | | FND-RESC-Y- | OBJECT | SO-GOAL | FUNC | SITE | AMOUNT | |
|---|---|---|---|---|---|---|---|---|
| | *3 digits - 0##* | | | | | | | |
| *Certificated Salaries* (for timesheets) | | | | | | | | |
| Hourly Teacher | | 010-1100-0 | 1120 | 00-1170 | 1000 | 013 | 1,200 | |
| ***SEAT School Enrichment*** *(required $55.86 x 125 hours)* | | 010-1100-0 | 1120 | 00-1170 | 1000 | 013 | **6,983** | CONTRACTED SEAT HOURS |
| Substitute Teachers (*paid by site)* | | 010-1100-0 | 1150 | 00-1170 | 1000 | 013 | 1,000 | |
| *Subs for absences are charged to the District:* | | 010-1100-0 | 1150 | 00-1298 | 1000 | 081 | | |
| *Other** | | 010-1100-0 | | 00-1170 | | 013 | | |
| *21.88%* | *Benefits* | 010-1100-0 | 3xx1 | 00-1170 | | 013 | 1,550 | |
| *Classified Salaries* (for timesheets) | | | | | | | | |
| Hourly Classroom Aide / Paraprofessional | | 010-1100-0 | 2190 | 00-1170 | 1000 | 013 | | |
| Hourly M&O / Custodian | | 010-1100-0 | 2224 | 00-1170 | 8100 | 013 | | |
| Hourly Clerical | | 010-1100-0 | 2460 | 00-1170 | 2700 | 013 | | |
| Hourly Health Aide | | 010-1100-0 | 2950 | 00-1170 | 3140 | 013 | | |
| Hourly Noon Duty | | 010-1100-0 | 2950 | 00-1170 | 3900 | 013 | 500 | |
| *Other** | | 010-1100-0 | | 00-1170 | | 013 | | |
| *35.38%* | *Benefits* | 010-1100-0 | 3xx2 | 00-1170 | | 013 | 177 | |
| *Supplies* (for POs & reimbursements) | | | | | | | | |
| **Books** | | **010-1100-0** | **4200** | **00-1170** | **1000** | **013** | 100 | |
| **Classroom Supplies** | | **010-1100-0** | **4310** | **00-1170** | **1000** | **013** | 9,900 | |
| **Office Supplies** | | **010-1100-0** | **4351** | **00-1170** | **2700** | **013** | 3,000 | |
| Equipment $500 -4,999 *(function depends on use*)* | | 010-1100-0 | 4400 | 00-1170 | | 013 | | |
| *Other** | | 010-1100-0 | | 00-1170 | | 013 | | |
| *Other Services & Operating Costs* (for POs & reimbursements) | | | | | | | | |
| Travel/Conference | | 010-1100-0 | 5210 | 00-1170 | 1000 | 013 | | |
| Conference Registration Fees | | 010-1100-0 | 5220 | 00-1170 | 1000 | 013 | | |
| Mileage Reimbursement | | 010-1100-0 | 5299 | 00-1170 | 1000 | 013 | | |
| Maintenance Repair | | 010-1100-0 | 5610 | 00-1170 | 8100 | 013 | | |
| Computer Repair | | 010-1100-0 | 5611 | 00-1170 | 1000 | 013 | | |
| Copier Maintenance *(required = Purchasing PO)* | | 010-1100-0 | 5615 | 00-1170 | 1000 | **013** | 7,654 | |
| **Consultant/Contractors** | | **010-1100-0** | **5815** | **00-1170** | **1000** | **013** | 10,567 | |
| **web subscriptions and software** | | **010-1100-0** | **5826** | **00-1170** | **1000** | **013** | | |
| Field Trip | | 010-1100-0 | 5840 | 00-1170 | 1000 | 013 | | |
| *Other** | | 010-1100-0 | | 00-1170 | | 013 | | |
| *Other** | | 010-1100-0 | | 00-1170 | | | | |
| **TOTAL BUDGET** | | | | | | | **42,630** | |
| *should match Allocation* | | | | | | | | |
| *variance:* | | | | | | | (0) | |

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

| Statutory Benefits Calculation | | |
|---|---|---|
| 19.10% | STRS (Certificated only) | 3101 |
| 26.40% | PERS (Classfied only) | 3202 |
| 6.20% | OASDI (CL) | 331X |
| 1.45% | Medicare (CE & CL) | 332X |
| 0.05% | State Unemployment (CE & CL) | 350X |
| 1.275% | Workers Comp (CE & CL) | 360X |

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

# TITLE III BUDGET
## FY 2026-27

**SCHOOL:** *MILLBROOK* **SITE #** **013** **ALLOCATION:** **$ 5,171.00**

*3 digits - 0##*

| *Certificated Salaries (for timesheets)* | FND-RESC-Y- | OBJECT | SO-GOAL | FUNC | SITE | AMOUNT |
|---|---|---|---|---|---|---|
| Hourly Teacher | 060-4203-0- | 1120 | 00-1551 | 1000 | 013 | |
| Hourly Teacher | 060-4203-0- | 1120 | 00-1551 | 1000 | 013 | |
| Substitute Teachers *(paid by site)* | 060-4203-0- | 1150 | 00-1551 | 1000 | 013 | |
| *Subs for absences are charged to the District:* | 060-4203-0- | 1150 | 00-1598 | 1000 | 083 | |
| *Other** | 060-4203-0- | | 00-1551 | | 013 | |
| *21.88% Benefits* | 060-4203-0- | 3xx1 | 00-1551 | | | |
| *Classified Salaries (for timesheets)* | | | | | | |
| Hourly Classroom Aide / Paraprofessional | 060-4203-0- | 2190 | 00-1551 | 1000 | 013 | |
| Hourly M&O / Custodian | 060-4203-0- | 2224 | 00-1551 | 8100 | 013 | |
| Hourly Clerical | 060-4203-0- | 2460 | 00-1551 | 2700 | 013 | |
| Hourly Health Aide | 060-4203-0- | 2950 | 00-1551 | 3140 | 013 | |
| Hourly Noon Duty | 060-4203-0- | 2950 | 00-1551 | 3900 | 013 | |
| *Other** | 060-4203-0- | | 00-1551 | | 013 | |
| *35.38% Benefits* | 060-4203-0 | 3xx2 | 00-1551 | | | |
| *Supplies (for POs & reimbursements)* | | | | | | |
| **Books** | **060-4203-0-** | **4200** | **00-1551** | **1000** | **013** | |
| **Classroom Supplies** | **060-4203-0-** | **4310** | **00-1551** | **1000** | **013** | for EL students |
| **Office Supplies** | **060-4203-0-** | **4351** | **00-1551** | **2700** | **013** | |
| **Parts/Supplies M.O.T.** | **060-4203-0-** | **4365** | **00-1551** | **8100** | **013** | |
| Equipment $500 -4,999 *(function depends on use*)* | 060-4203-0- | 4400 | 00-1551 | | 013 | |
| *Other** | 060-4203-0- | | 00-1551 | | 013 | |
| *Other Services & Operating Costs (for POs & reimbursements)* | | | | | | |
| Travel/Conference | 060-4203-0- | 5210 | 00-1551 | 1000 | 013 | |
| Conference Registration Fees | 060-4203-0- | 5220 | 00-1551 | 1000 | 013 | |
| Mileage Reimbursement | 060-4203-0- | 5299 | 00-1551 | 1000 | 013 | |
| Maintenance Repair | 060-4203-0- | 5610 | 00-1551 | 8100 | 013 | |
| Computer Repair | 060-4203-0- | 5611 | 00-1551 | 1000 | 013 | |
| Copier Maintenance | 060-4203-0- | 5615 | 00-1551 | 1000 | 013 | |
| **Consultant/Contractors** | **060-4203-0-** | **5815** | **00-1551** | **1000** | **013** | 5,171 |
| **Software, Subscriptions & Licenses** | **060-4203-0-** | **5826** | **00-1551** | **1000** | **013** | |
| Field Trip | 060-4203-0- | 5840 | 00-1551 | 1000 | 013 | |
| *Other** | 060-4203-0- | | 00-1551 | | 013 | |
| *Other** | 060-4203-0- | | 00-1551 | | | |

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

**TOTAL BUDGET** 5,171

*should match Allocation*

*variance:*

| Statutory Benefits Calculation | | |
|---|---|---|
| 19.10% | STRS (Certificated only) | 3101 |
| 26.40% | PERS (Classified only) | 3202 |
| 7.23% | OASDI (CL) | 3301 |
| 1.45% | Medicare (CE & CL) | 3311 |
| 0.05% | State Unemployment (CE & CL) | 3501 |
| 1.275% | Workers Comp (CE & CL) | 3601 |

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

# SUPPLEMENTAL BUDGET
## FY 2026-27

pbis

| SCHOOL: | MILLBROOK | SITE # | 013 | ALLOCATION: | $ 39,798.00 |
|---|---|---|---|---|---|
| | | | 3 digits - 0## | | |

| | FND-RESC-Y- | OBJECT | SO-GOAL | FUNC | SITE | AMOUNT |
|---|---|---|---|---|---|---|
| *Certificated Salaries* (for timesheets) | | | | | | |
| Hourly Teacher | 010-0159-0 | 1120 | 00-1590 | 1000 | 013 | 12,600 |
| Hourly Teacher | 010-0159-0 | 1120 | 00-1590 | 1000 | 013 | |
| Substitute Teachers (*paid by site)* | 010-0159-0 | 1150 | 00-1590 | 1000 | 013 | |
| *Subs for absences are charged to the District:* | 010-0159-0 | 1150 | 00-1298 | 1000 | 081 | |
| *Other** | 010-0159-0 | | 00-1590 | | 013 | |
| *21.88% Benefits* | 010-0159-0 | 3xx1 | 00-1590 | | 013 | 4,500 |
| *Classified Salaries* (for timesheets) | | | | | | |
| Hourly Classroom Aide / Paraprofessional | 010-0159-0 | 2190 | 00-1590 | 1000 | 013 | 2,000 |
| Hourly M&O / Custodian | 010-0159-0 | 2224 | 00-1590 | 8100 | 013 | |
| Hourly Clerical | 010-0159-0 | 2460 | 00-1590 | 2700 | 013 | |
| Hourly Health Aide | 010-0159-0 | 2950 | 00-1590 | 3140 | 013 | |
| Hourly Noon Duty | 010-0159-0 | 2950 | 00-1590 | 3900 | 013 | |
| *Other** | 010-0159-0 | | 00-1590 | | 013 | |
| *35.38% Benefits* | 010-0159-0 | 3xx2 | 00-1590 | | | 1,000 |
| *Supplies* (for POs & reimbursements) | | | | | | |
| **Books** | **010-0159-0** | **4200** | **00-1590** | **1000** | **013** | 4,798 |
| **Classroom Supplies /Instructional Supplies Classroo** | **010-0159-0** | **4310** | **00-1590** | **1000** | **013** | 1,000 |
| **Office Supplies** | **010-0159-0** | **4351** | **00-1590** | **2700** | **013** | |
| **Parts/Supplies M.O.T.** | **010-0159-0** | **4365** | **00-1590** | **8100** | **013** | |
| Equipment $500 -4,999 *(function depends on use*)* | 010-0159-0 | 4400 | 00-1590 | | 013 | |
| *Other** | 010-0159-0 | | 00-1590 | | 013 | |
| *Other Services & Operating Costs* (for POs & reimbursements) | | | | | | |
| Travel/Conference | 010-0159-0 | 5210 | 00-1590 | 1000 | 013 | |
| Conference Registration Fees | 010-0159-0 | 5220 | 00-1590 | 1000 | 013 | |
| Mileage Reimbursement | 010-0159-0 | 5299 | 00-1590 | 1000 | 013 | |
| Maintenance Repair | 010-0159-0 | 5610 | 00-1590 | 8100 | 013 | |
| Computer Repair | 010-0159-0 | 5611 | 00-1590 | 1000 | 013 | |
| Copier Maintenance | 010-0159-0 | 5615 | 00-1590 | 1000 | **013** | |
| **Consultant/Contractors** | **010-0159-0** | **5815** | **00-1590** | **1000** | **013** | 11,900 |
| **Software, Subscriptions & Licenses** | **010-0159-0** | **5826** | **00-1590** | **1000** | **013** | 2,000 |
| Field Trip | 010-0159-0 | 5840 | 00-1590 | 1000 | 013 | |
| *Other** | 010-0159-0 | | 00-1590 | | 013 | |
| *Other** | 010-0159-0 | | 00-1590 | | | |
| **TOTAL BUDGET** | | | | | | **39,798** |

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

| Statutory Benefits Calculation | | | *should match Allocation* |
|---|---|---|---|
| 19.10% | STRS (Certificated only) | 3101 | *variance:* - |
| 26.40% | PERS (Classfied only) | 3202 | |
| 6.20% | OASDI (CL) | 331X | |
| 1.45% | Medicare (CE & CL) | 332X | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 0.05% | State Unemployment (CE & C | 350X | | | | | | |
| 1.275% | Workers Comp (CE & CL) | 360X | | | | | | |

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

**PROP 28 ART &**
**FY 20**

**SCHOOL:** *MILLBROOK* **SITE #** **013** **ALLOCATION:**

| *Certificated Salaries* (for timesheets) | FND-RESC-Y- | OBJECT | SO-GOAL |
|---|---|---|---|
| Hourly Teacher | 060-6770-0 | 1120 | 00-1110 |
| Substitute Teachers (*paid by site)* | 060-6770-0 | 1150 | 00-1110 |
| *Subs for absences are charged to the District:* | 010-1100-0 | 1150 | 00-1298 |
| *Other** | 060-6770-0 | | 00-1110 |
| *21.88% Benefits* | 060-6770-0 | 3xx1 | 00-1110 |
| *Classified Salaries* (for timesheets) | | | |
| Hourly Classroom Aide / Paraprofessional | 060-6770-0 | 2190 | 00-1110 |
| *Other** | 060-6770-0 | | 00-1110 |
| *35.38% Benefits* | 060-6770-0 | 3xx2 | 00-1110 |
| *Supplies* (for POs & reimbursements) | | | |
| Books | 060-6770-0 | 4200 | 00-1110 |
| Classroom Supplies | 060-6770-0 | 4310 | 00-1110 |
| Equipment $500 -4,999 *(function depends on use*)* | 060-6770-0 | 4400 | 00-1110 |
| *Other** | 060-6770-0 | | 00-1110 |
| *Other Services & Operating Costs* (for POs & reimbursements) | | | |
| Travel/Conference | 060-6770-0 | 5210 | 00-1110 |
| Conference Registration Fees | 060-6770-0 | 5220 | 00-1110 |
| Mileage Reimbursement | 060-6770-0 | 5299 | 00-1110 |
| Consultant/Contractors | 060-6770-0 | 5815 | 00-1110 |
| Field Trip | 060-6770-0 | 5840 | 00-1110 |
| *Other** | 060-6770-0 | | 00-1110 |
| *Other** | 060-6770-0 | | 00-1110 |

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

| Statutory Benefits Calculation | | |
|---|---|---|
| 19.10% | STRS (Certificated only) | 3101 |
| 26.40% | PERS (Classfied only) | 3202 |
| 6.20% | OASDI (CL) | 331X |
| 1.45% | Medicare (CE & CL) | 332X |
| 0.05% | State Unemployment (CE & CL) | 350X |
| 1.275% | Workers Comp (CE & CL) | 360X |

## MUSIC BUDGET
## 26-27

| $ | 14,567.00 |
|---|---|

| FUNC | SITE | AMOUNT |
|---|---|---|
| 1000 | 013 | |
| 1000 | 013 | |
| 1000 | 081 | |
| | 013 | |
| | 013 | - |
| 1000 | 013 | |
| | 013 | |
| | 013 | - |
| 1000 | 013 | |
| 1000 | 013 | |
| | 013 | |
| | 013 | |
| 1000 | 013 | |
| 1000 | 013 | |
| 1000 | 013 | |
| 1000 | 013 | |
| 1000 | 013 | |
| | 013 | |
| | | |

| AL BUDGET | - |
|---|---|
| | *should match Allocation* |
| *variance:* | 14,567 |

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

**DONATION BUDGET**
**FY 2026-27**

| | | | |
|---|---|---|---|
| | *MILLBROOK* | SITE # | 013 |
| SCHOOL: | *JF SMITH* | SITE # | 018 |

ALLOCATION: $ -

| | FND-RESC-Y | OBJECT | SO-GOAL | FUNC | SITE | AMOUNT |
|---|---|---|---|---|---|---|
| *Certificated Salaries (for timesheets)* | | | | | | |
| Hourly Teacher | 060-9101-0 | 1120 | 00-1715 | 1000 | 018 | |
| Substitute Teachers (*paid by site*) | 060-9101-0 | 1150 | 00-1715 | 1000 | 018 | |
| *Subs for absences are charged to the District* | 010-1100-0 | 1150 | 00-1240 | 1000 | 000 | |
| *Other** | 060-9101-0 | | 00-1715 | | 018 | |
| *21.88% Benefits* | 060-9101-0 | 3xx1 | 00-1715 | | 018 | - |
| *Classified Salaries (for timesheets)* | | | | | | |
| Hourly Classroom Aide / Paraprofessional | 060-9101-0 | 2190 | 00-1715 | 1000 | 018 | |
| *Other** | 060-9101-0 | | 00-1715 | | 018 | |
| *35.38% Benefits* | 060-9101-0 | 3xx2 | 00-1715 | | 018 | - |
| *Supplies (for POs & reimbursements)* | | | | | | |
| Books | 060-9101-0 | 4200 | 00-1715 | 1000 | 018 | |
| Classroom Supplies | 060-9101-0 | 4310 | 00-1715 | 1000 | 018 | |
| **Office Supplies** | 060-9101-0 | **4351** | 00-1715 | **2700** | **018** | |
| *Equipment $500 -4,999 (function depends on use*)* | 060-9101-0 | 4400 | 00-1715 | | 018 | |
| *Other** | 060-9101-0 | | 00-1715 | | 018 | |
| *Other Services & Operating Costs (for POs & reimbursements)* | | | | | | |
| Travel/Conference | 060-9101-0 | 5210 | 00-1715 | 1000 | 018 | |
| Conference Registration Fees | 060-9101-0 | 5220 | 00-1715 | 1000 | 018 | |
| Mileage Reimbursement | 060-9101-0 | 5299 | 00-1715 | 1000 | 018 | |
| Consultant/Contractors | 060-9101-0 | 5815 | 00-1715 | 1000 | 018 | |
| Field Trip | 060-9101-0 | 5840 | 00-1715 | 1000 | 018 | |
| *Other** | 060-9101-0 | | 00-1715 | | 018 | |
| *Other** | 060-9101-0 | | 00-1715 | | | |

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

**TOTAL BUDGET** -

| Statutory Benefits Calculation | | | *should match Allocation* |
|---|---|---|---|
| 21.00% | STRS (Certificated only) | 3101 | amount |
| 26.68% | PERS (Classified only) | 3201 | |
| 2.50% | OASDI (DI) | 3311 | |
| 1.45% | Medicare (CE & CL) | 3328 | |
| 0.05% | Extra Unemployment (CE & CL) | 3536 | |
| 1.270% | Workers Comp (CE & CL) | 3608 | |

# 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 |
| --- | --- |
| Chris Trinh | English Learner Advisory Committee |

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

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

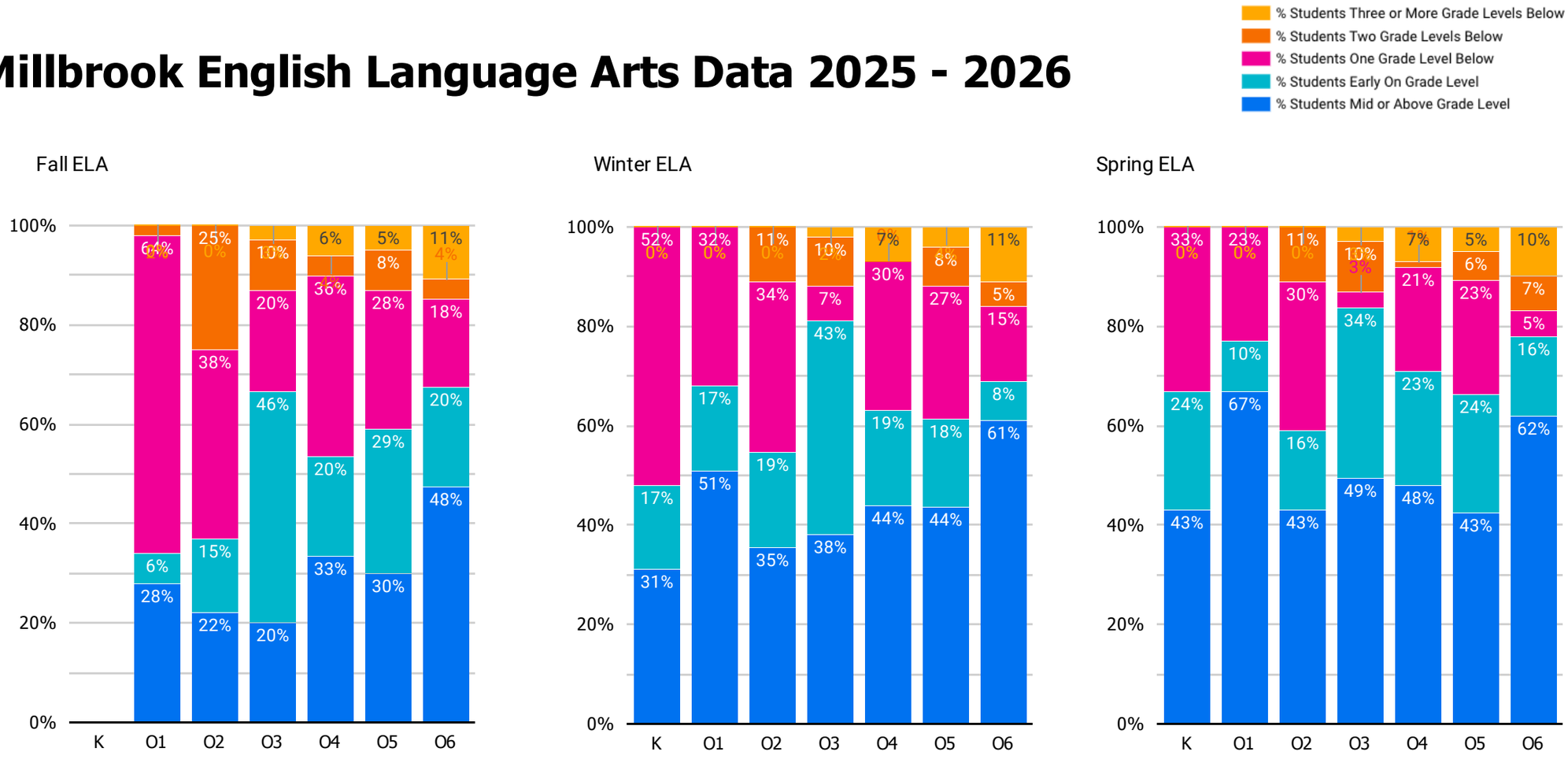
This SPSA was adopted by the SSC at a public meeting on 05/12/2026.

Attested:

Principal, Stephen Sweeney on 05/12/2026

SSC Chairperson, Deanna Howell on 5/12/2026

# Millbrook English Language Arts Data 2025 - 2026

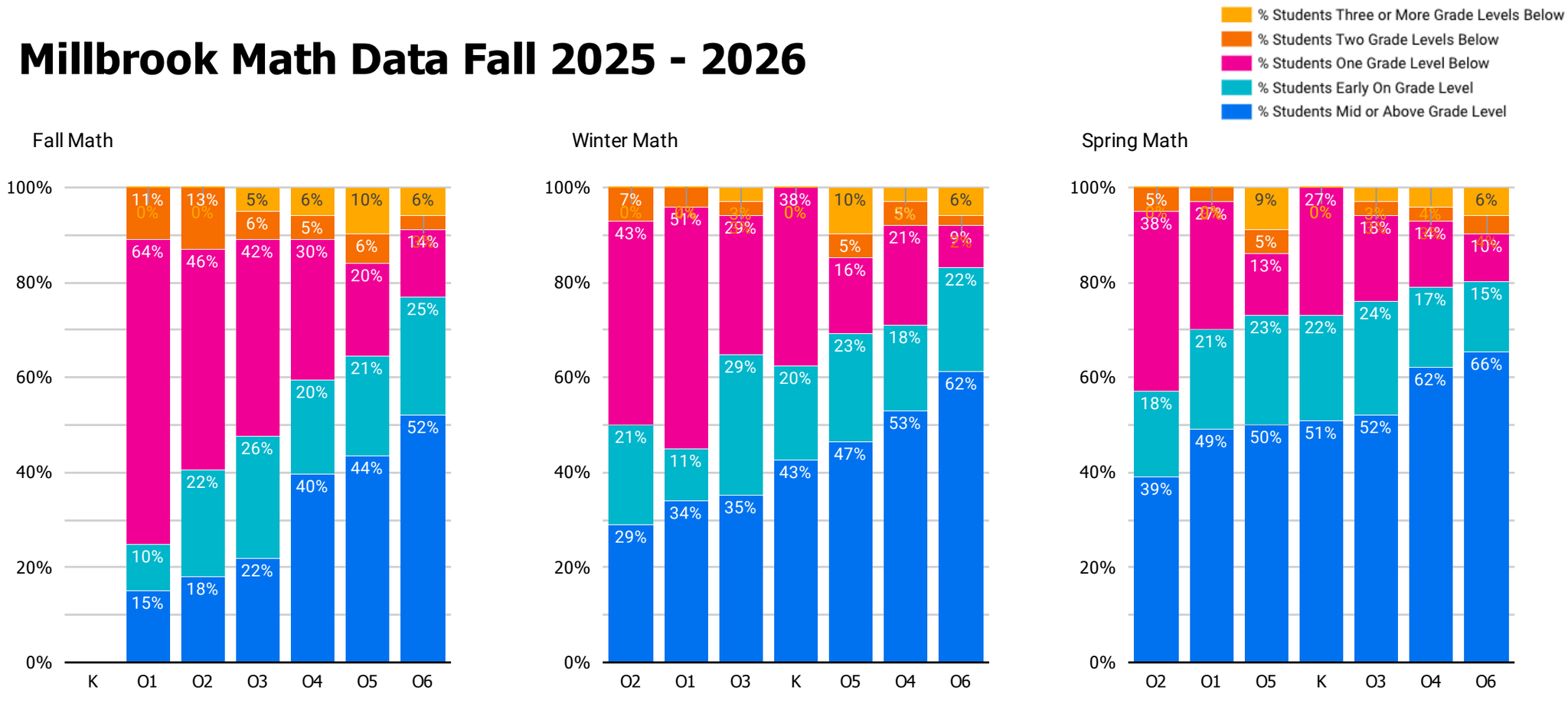



| Grade | # Students Mid or Above Grade Level | # Students Early On Grade Level | # Students One Grade Level Below | # Students Two Grade Levels Below | # Students Three or More Grade Levels Below |
|---|---|---|---|---|---|
| K | null | null | null | null | null |
| O1 | 13 | 3 | 30 | 1 | 0 |
| O2 | 13 | 9 | 23 | 15 | 0 |
| O3 | 12 | 27 | 12 | 6 | 2 |
| O4 | 23 | 14 | 25 | 3 | 4 |
| O5 | 23 | 22 | 21 | 6 | 4 |
| O6 | 27 | 11 | 10 | 2 | 6 |

| Grade | # Students Mid or Above Grade Level | # Students Early On Grade Level | # Students One Grade Level Below | # Students Two Grade Levels Below | # Students Three or More Grade Levels Below |
|---|---|---|---|---|---|
| K | 15 | 8 | 25 | 0 | 0 |
| O1 | 24 | 8 | 15 | 0 | 0 |
| O2 | 22 | 12 | 21 | 7 | 0 |
| O3 | 22 | 25 | 4 | 6 | 1 |
| O4 | 31 | 13 | 21 | 0 | 5 |
| O5 | 34 | 14 | 21 | 6 | 3 |
| O6 | 37 | 5 | 9 | 3 | 7 |

| Grade | # Students Mid or Above Grade Level | # Students Early On Grade Level | # Students One Grade Level Below | # Students Two Grade Levels Below | # Students Three or More Grade Levels Below |
|---|---|---|---|---|---|
| K | 21 | 12 | 16 | 0 | 0 |
| O1 | 32 | 5 | 11 | 0 | 0 |
| O2 | 27 | 10 | 19 | 7 | 0 |
| O3 | 29 | 20 | 2 | 6 | 2 |
| O4 | 34 | 16 | 15 | 1 | 5 |
| O5 | 34 | 19 | 18 | 5 | 4 |
| O6 | 38 | 10 | 3 | 4 | 6 |

# Millbrook Math Data Fall 2025 - 2026

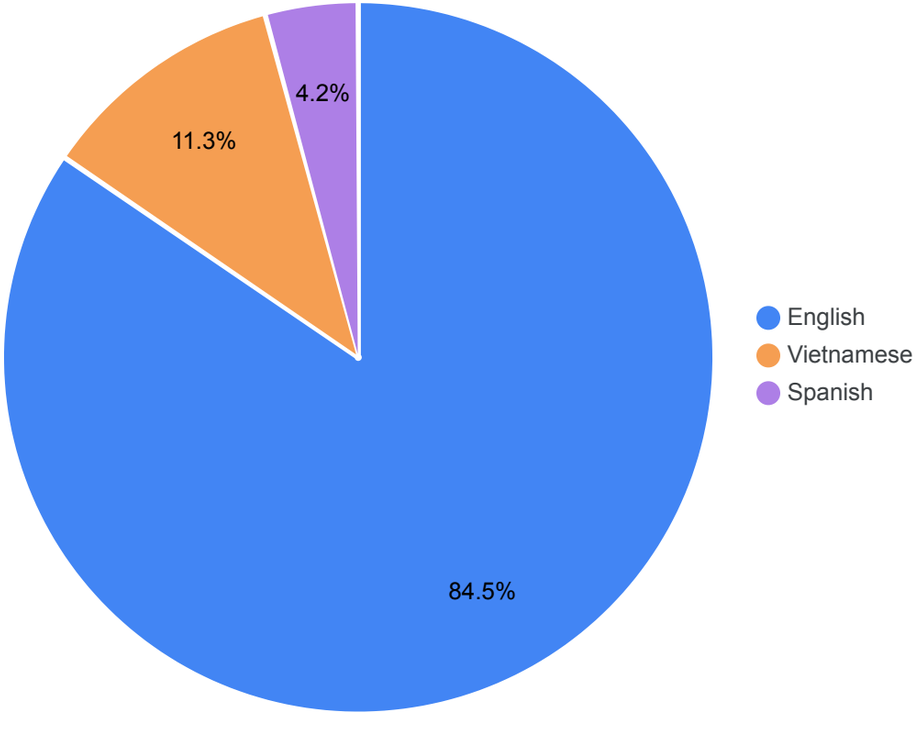



| Grade | # Students Mid or Above Grade Level | # Students Early On Grade Level | # Students One Grade Level Below | # Students Two Grade Levels Below | # Students Three or More Grade Levels Below |
|---|---|---|---|---|---|
| K | null | null | null | null | null |
| O1 | 11 | 7 | 47 | 8 | 0 |
| O2 | 12 | 15 | 31 | 9 | 0 |
| O3 | 22 | 26 | 42 | 6 | 5 |
| O4 | 42 | 21 | 31 | 5 | 6 |
| O5 | 46 | 22 | 21 | 6 | 10 |
| O6 | 55 | 27 | 15 | 3 | 6 |

| Grade | # Students Mid or Above Grade Level | # Students Early On Grade Level | # Students One Grade Level Below | # Students Two Grade Levels Below | # Students Three or More Grade Levels Below |
|---|---|---|---|---|---|
| K | 26 | 12 | 23 | 0 | 0 |
| O1 | 25 | 8 | 38 | 3 | 0 |
| O2 | 21 | 15 | 31 | 5 | 0 |
| O3 | 35 | 29 | 29 | 3 | 3 |
| O4 | 56 | 19 | 22 | 5 | 3 |
| O5 | 47 | 23 | 16 | 5 | 10 |
| O6 | 64 | 23 | 9 | 2 | 6 |

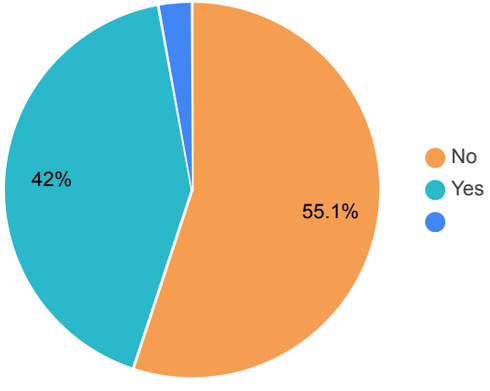
| Grade | # Students Mid or Above Grade Level | # Students Early On Grade Level | # Students One Grade Level Below | # Students Two Grade Levels Below | # Students Three or More Grade Levels Below |
|---|---|---|---|---|---|
| K | 34 | 15 | 18 | 0 | 0 |
| O1 | 36 | 15 | 20 | 2 | 0 |
| O2 | 24 | 11 | 23 | 3 | 0 |
| O3 | 53 | 24 | 18 | 3 | 3 |
| O4 | 64 | 18 | 15 | 3 | 4 |
| O5 | 52 | 24 | 14 | 5 | 9 |
| O6 | 69 | 16 | 10 | 4 | 6 |

# Millbrook Elementary: Language

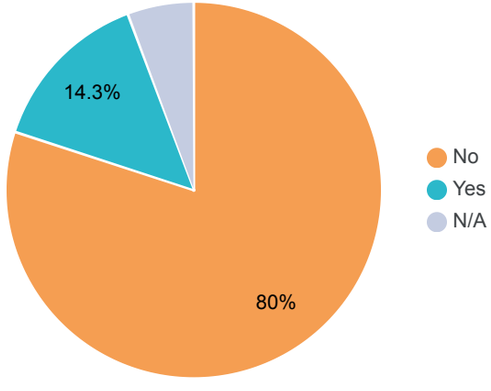


# Millbrook Elementary: Are you the Parent/Guardian of:

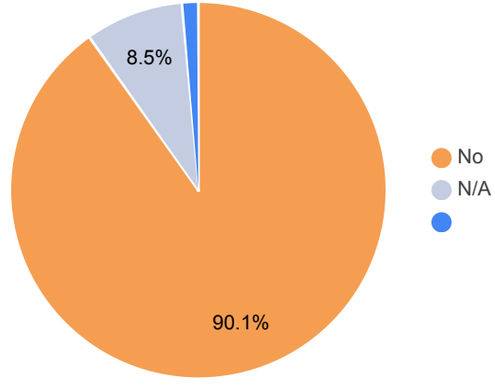
English Learner



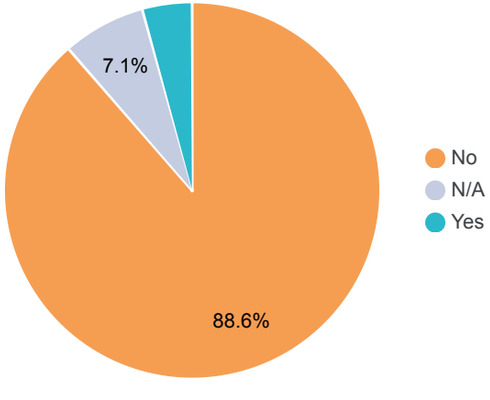

Receiving special education services



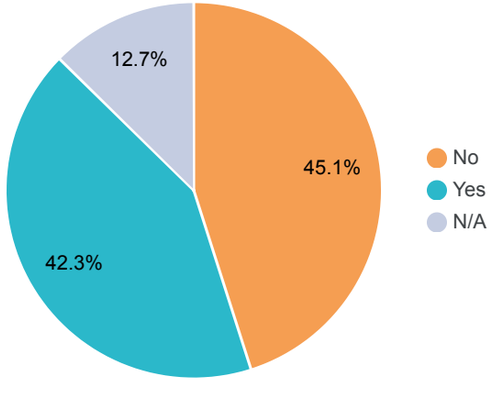

Foster youth



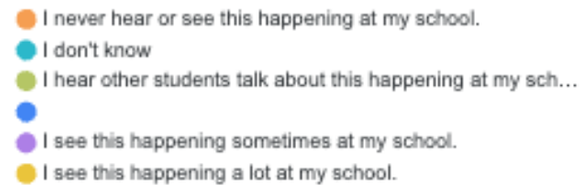

Migrant education program



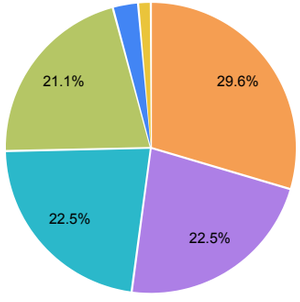

Free or reduced lunch



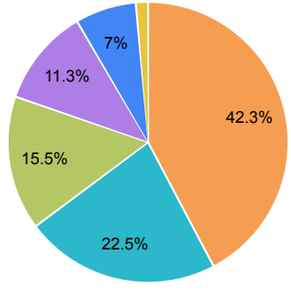
# Millbrook Elementary: How much do you find the following to be a problem at your child's school?



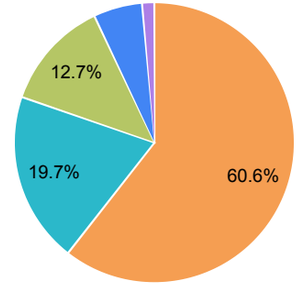

## Bullying



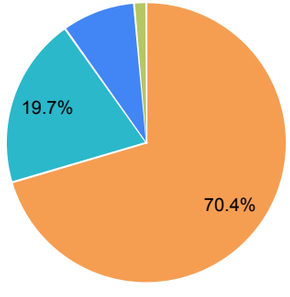

## Harassment, and intimidation



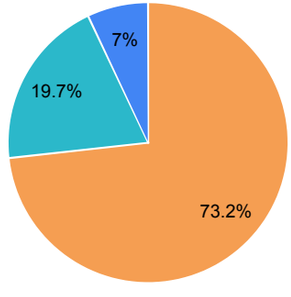

## Fights and Assault



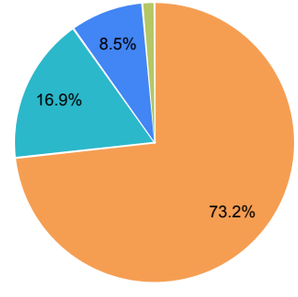

## Student interest in gangs



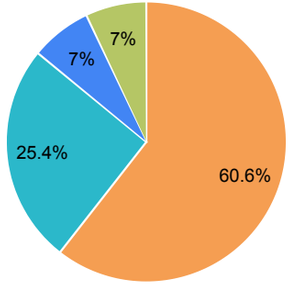

## Illegal weapons



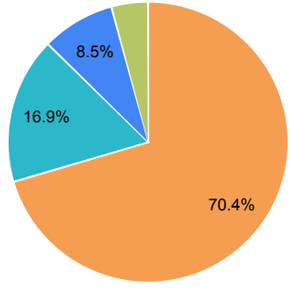

## Graffiti and vandalism



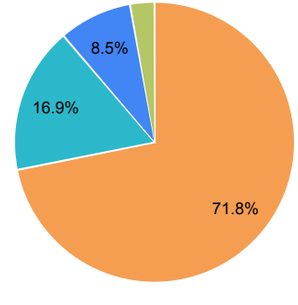

## People trespassing on campus



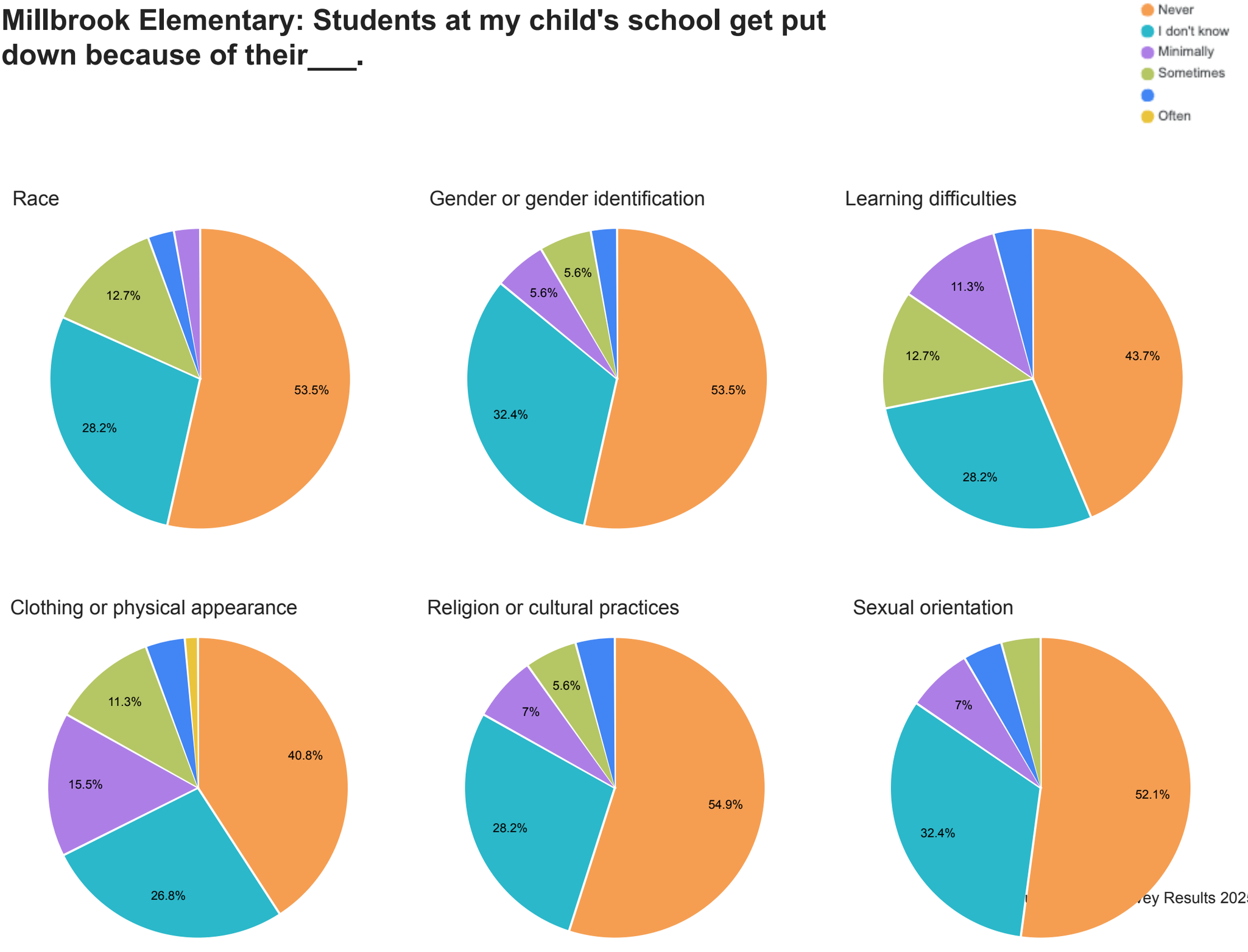

## Drug use



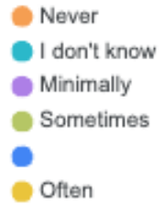

## Alcohol use



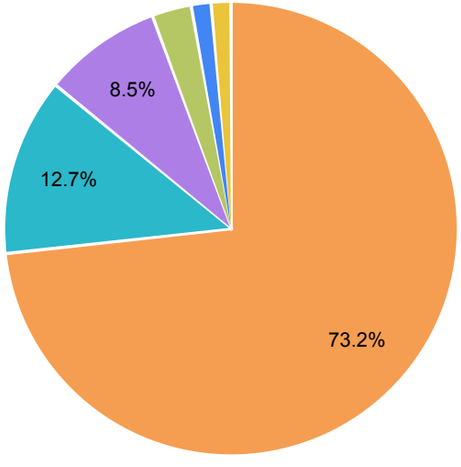
# Millbrook Elementary: Students at my child's school get put down because of their___.



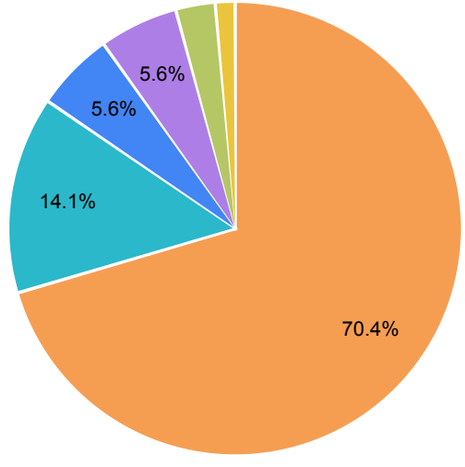
# Millbrook Elementary: How often do you hear ADULTS at your child's school make fun of differences such as ___?



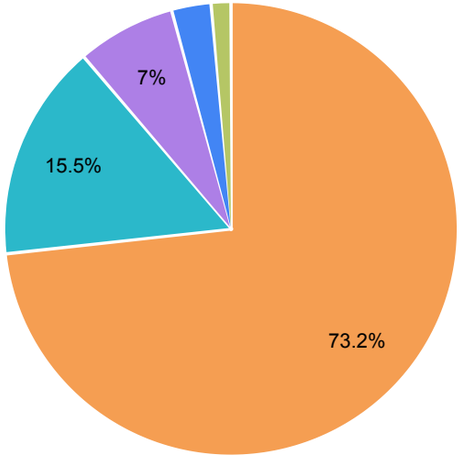

Race



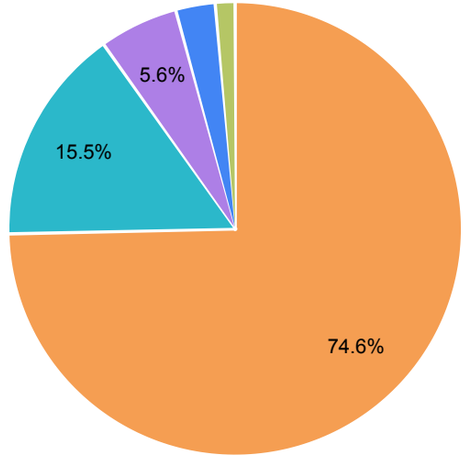

Learning difficulties



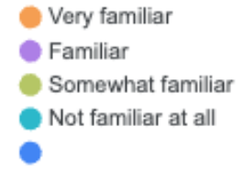

Religion or Cultural Practices



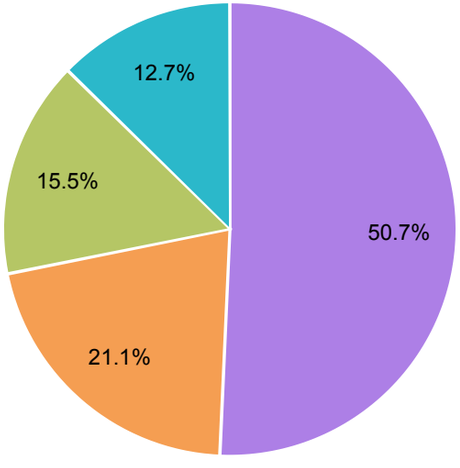

Sexual orientation



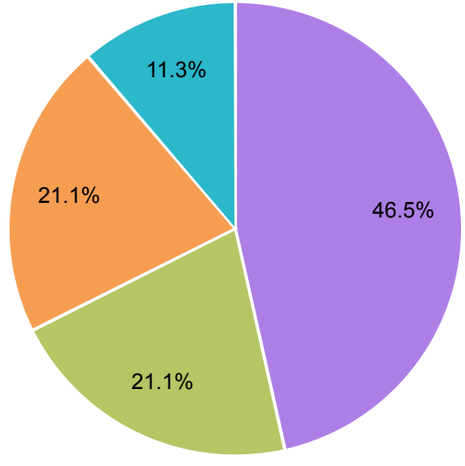
# Millbrook Elementary: How familiar are you with the following at your child's school?



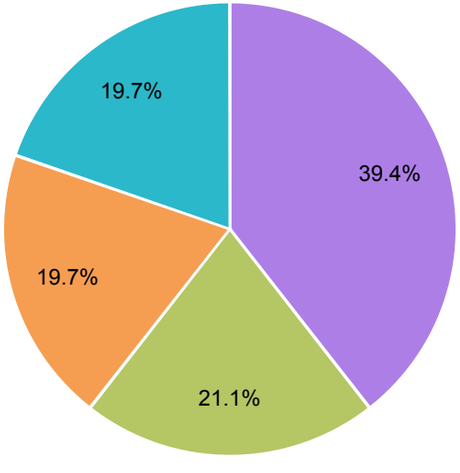

Classroom rules and consequences



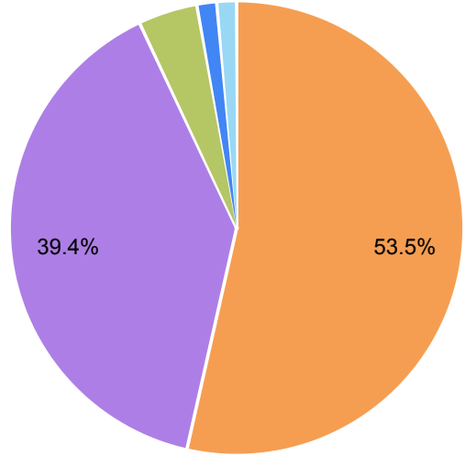

School-wide rules and consequences



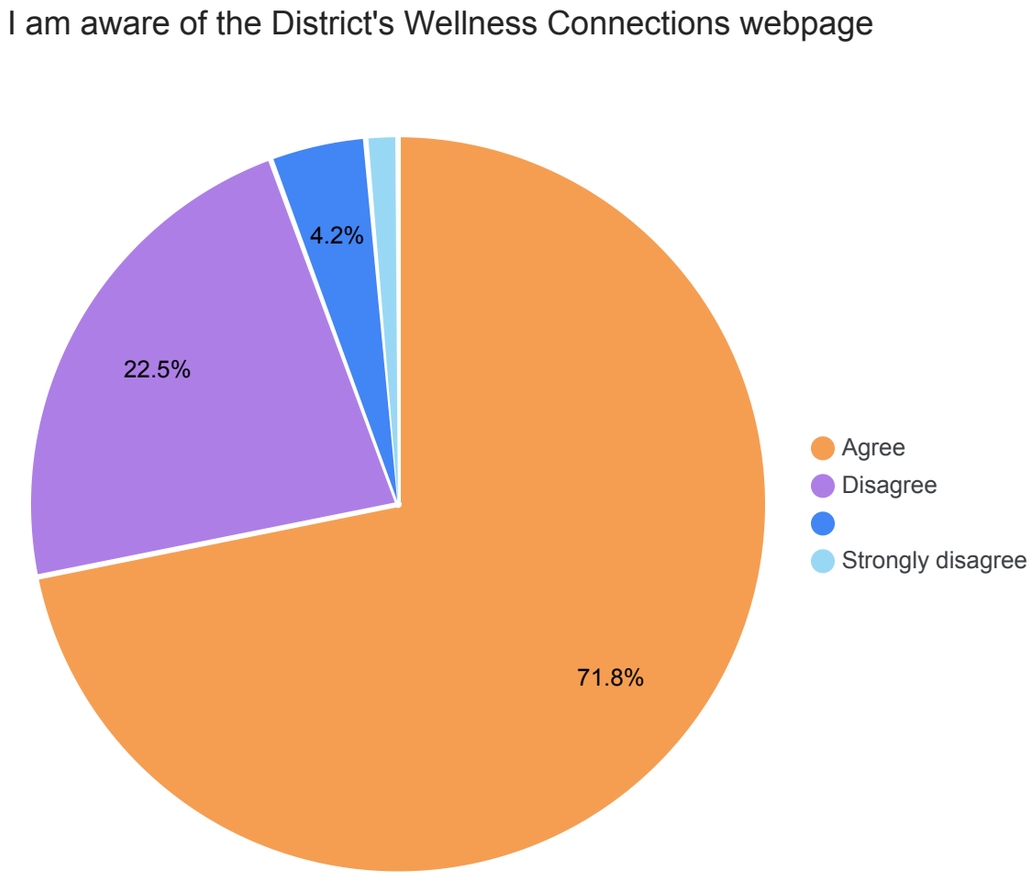

Cyberbullying rules and consequences



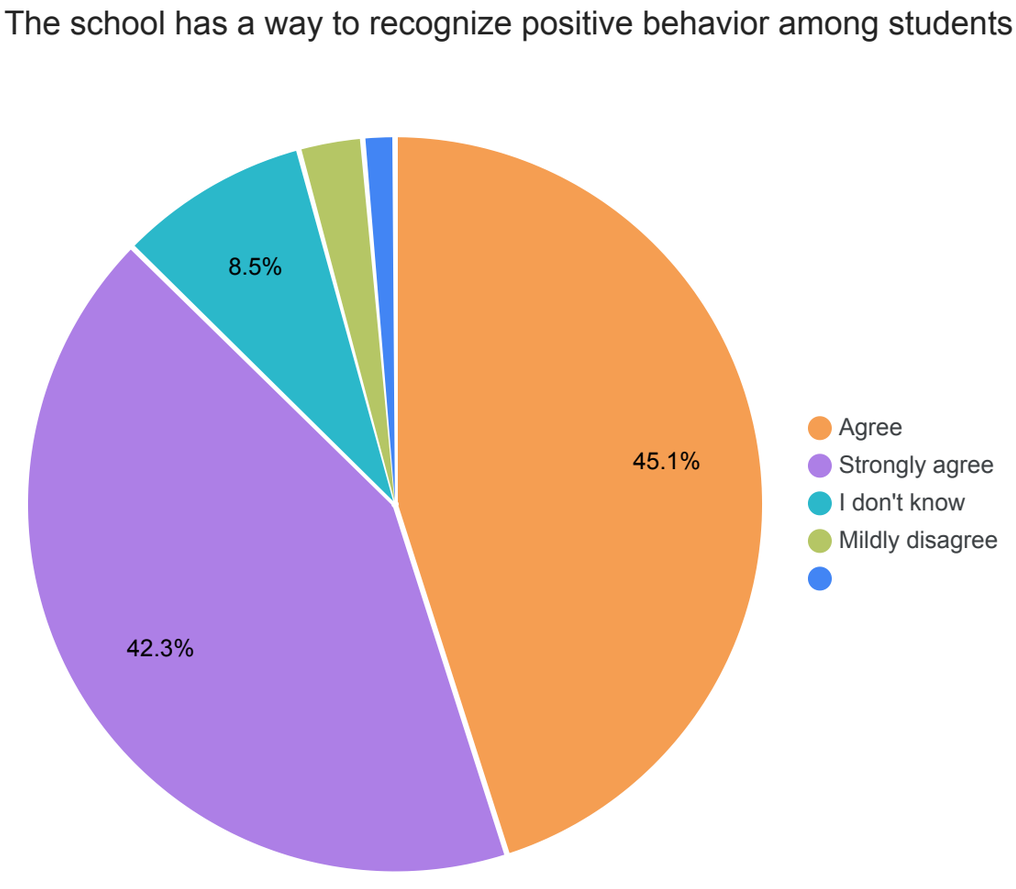

Rules and expectations of the school are clear and well known to me



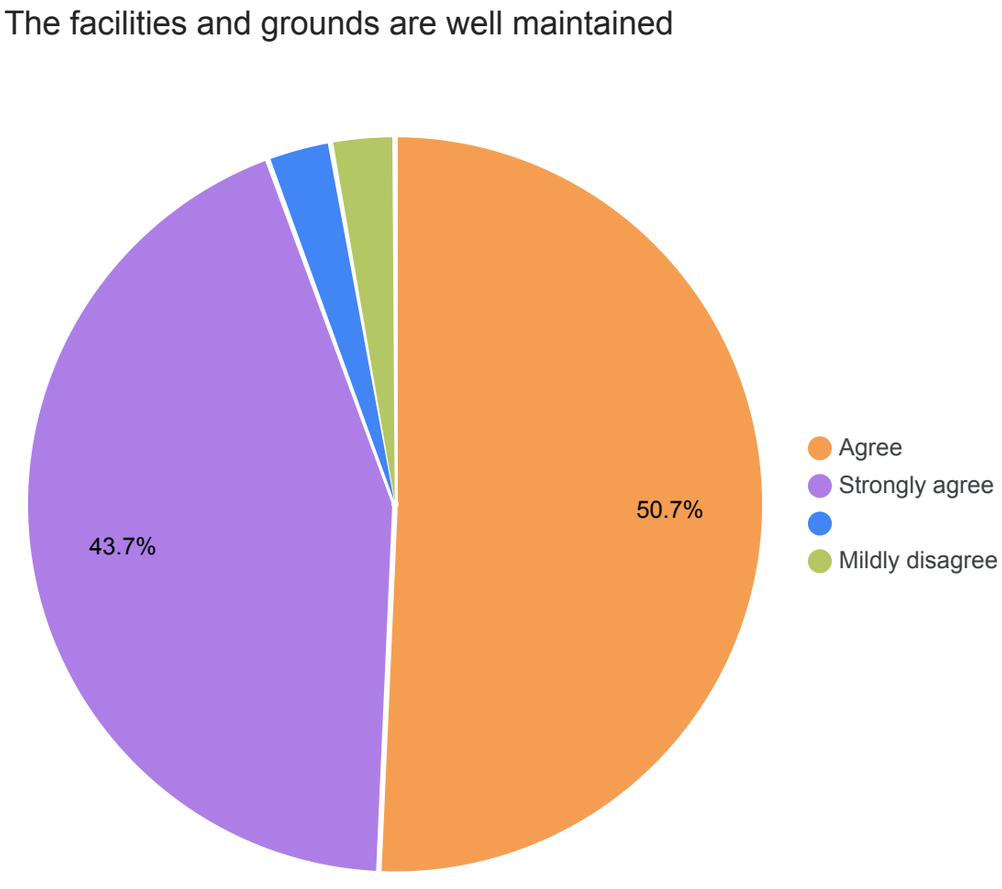
# Millbrook Elementary



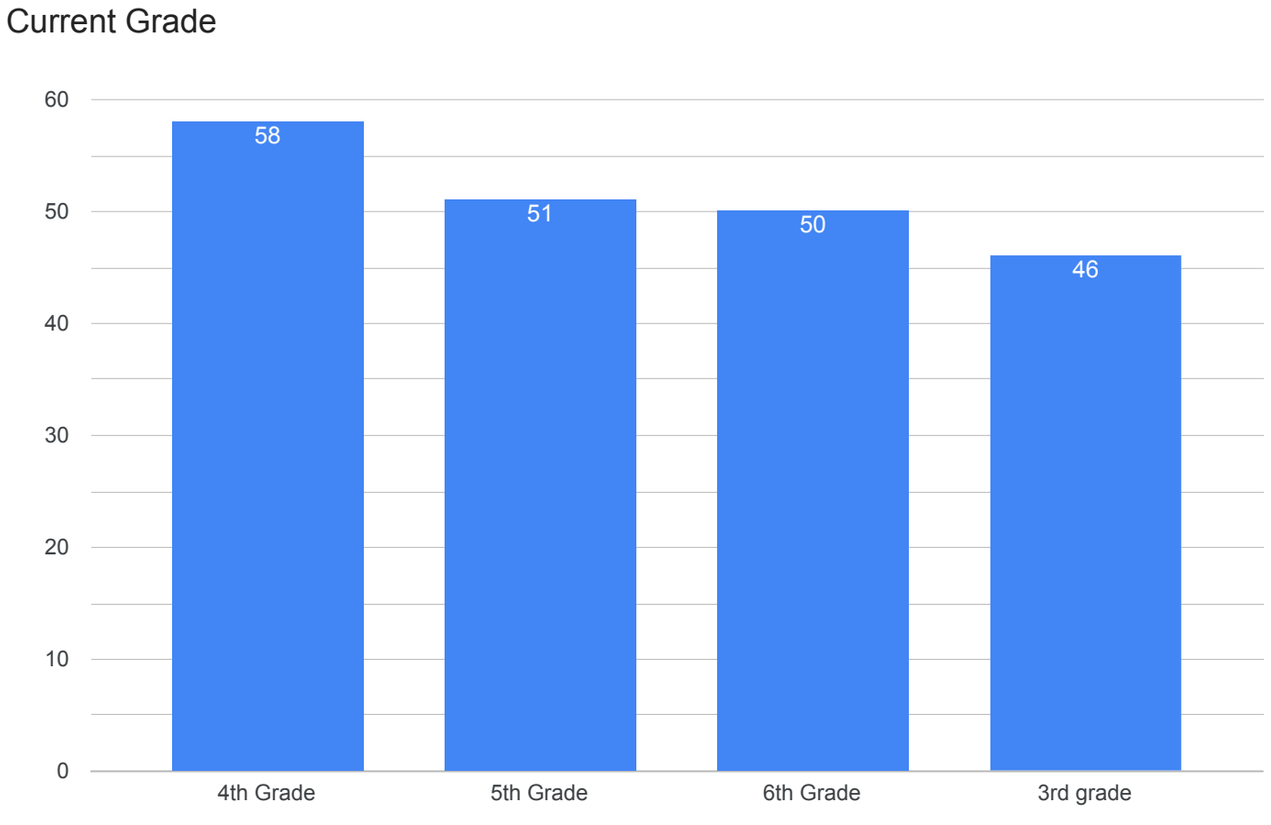
# Millbrook Elementary



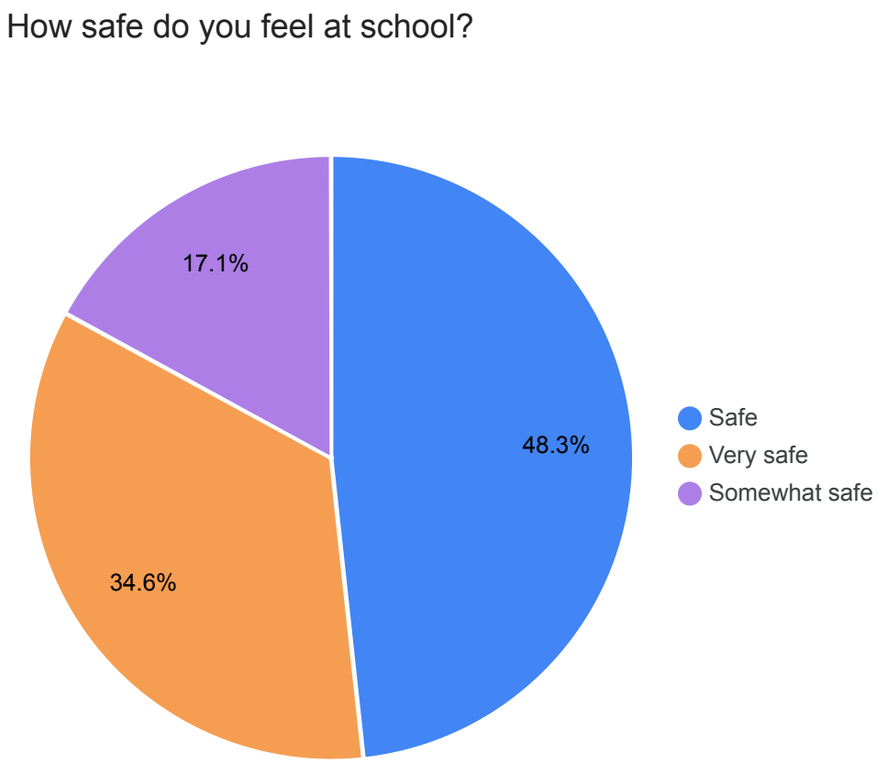
# Millbrook Elementary



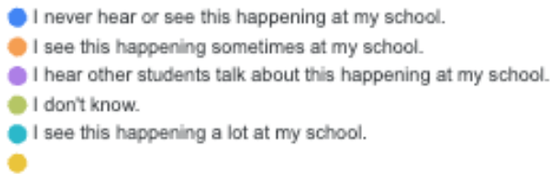
# Millbrook Elementary



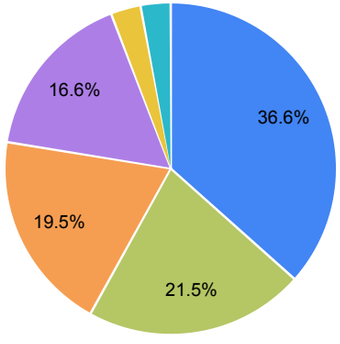
# Millbrook Elementary



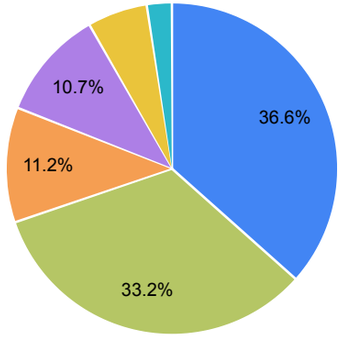
# Millbrook Elementary: How much do you find the following to be a problem at your school?



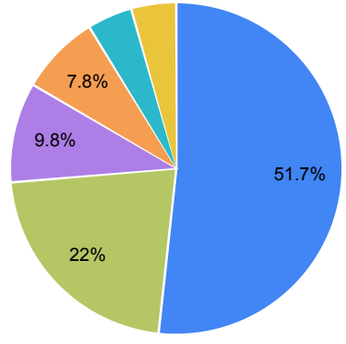

## Bullying



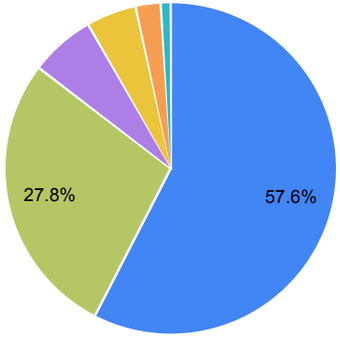

## Harassment & Intimidation



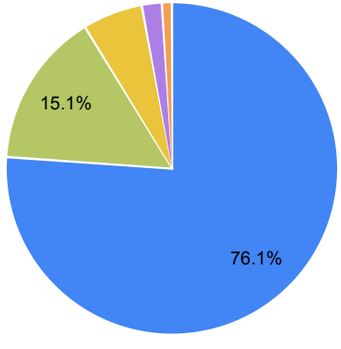

## Fights & Assault



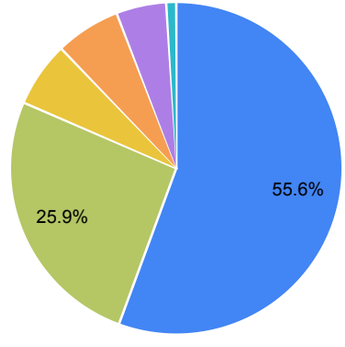

## Student interest in Gangs



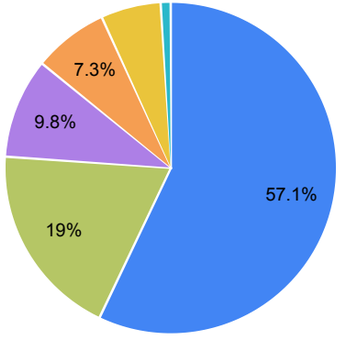

## Illegal weapons



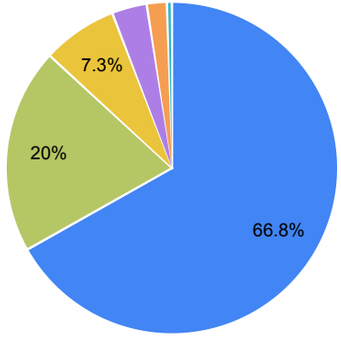

## Graffiti & Vandalism



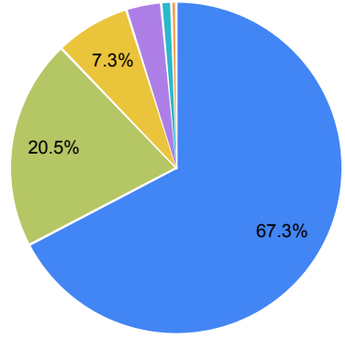

## People trespassing on campus



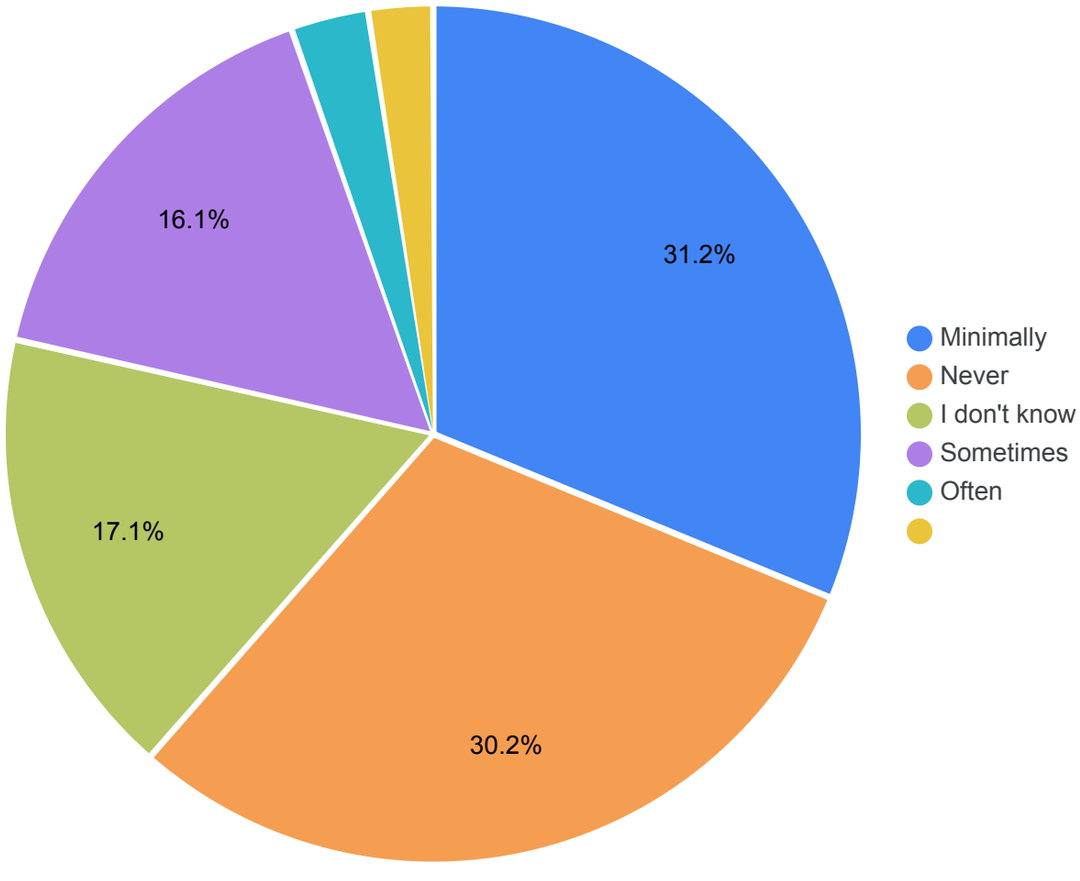

## Drug use




## Alcohol use



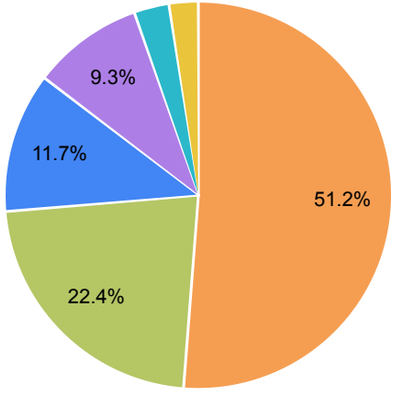
# Millbrook Elementary: How often do you hear or see any act of bullying at your school?



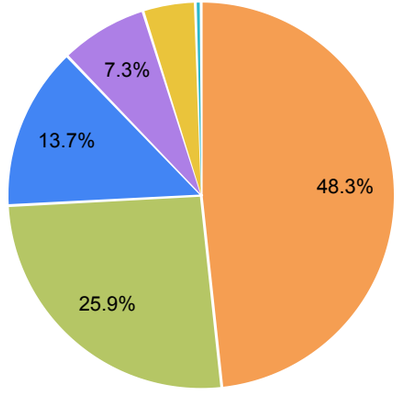
# Millbrook Elementary: Students at my school get put down because of their ___.



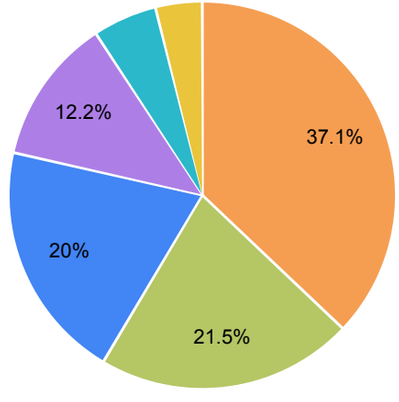

## Race



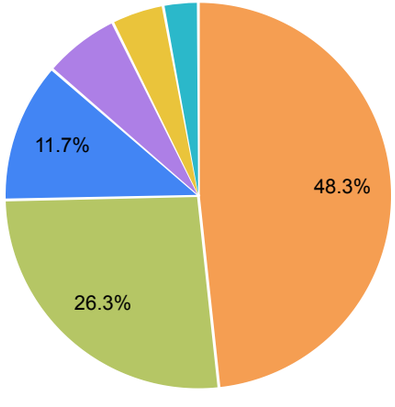

## Gender or Gender Identification



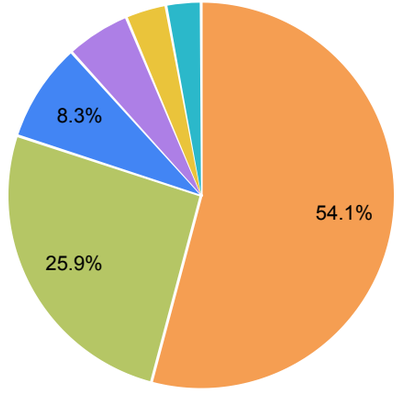

## Learning difficulties




## Clothing or physical appearance



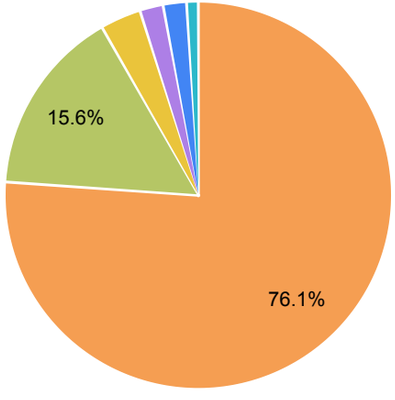

## Religion or cultural practices



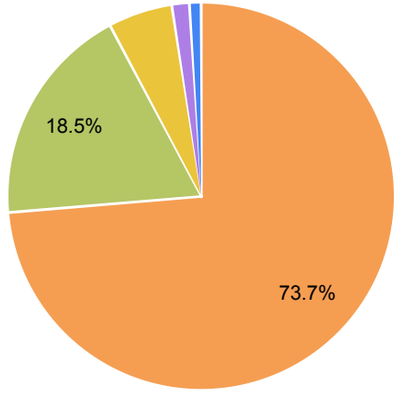
# Millbrook Elementary: How often do you hear ADULTS at your school make fun of differences such as___.

Never
I don't know
Minimally
Sometimes
Often

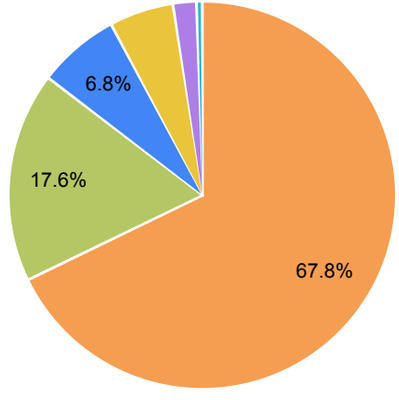
Race



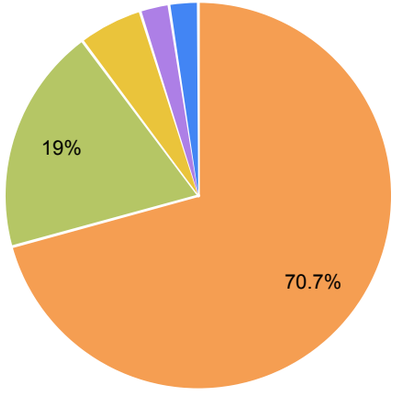

Gender or Gender Identification



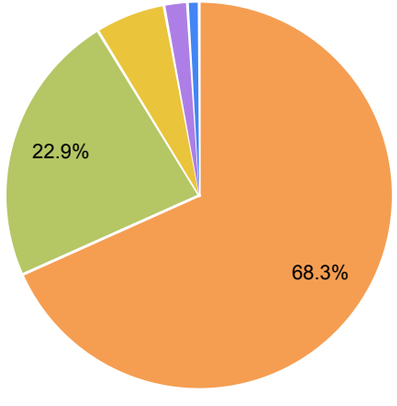

Learning difficulties



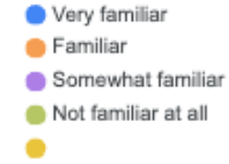

Clothing or physical appearance



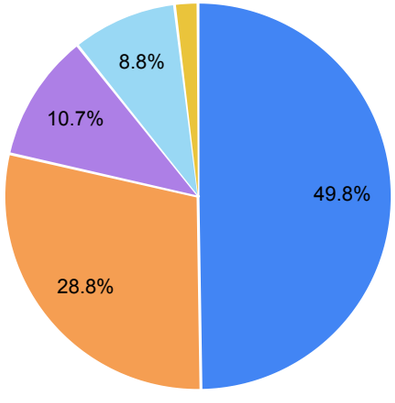

Religion or cultural practices



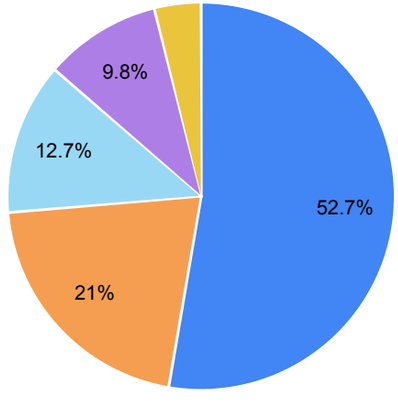
# MillbrookElementary: How familiar are you with the following?



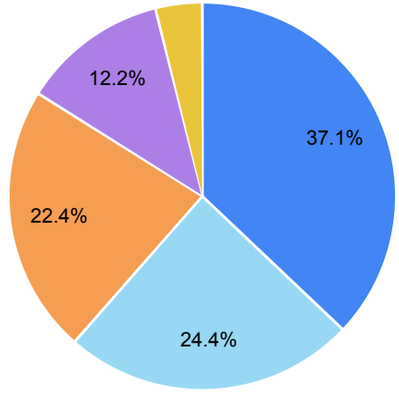

## Classroom rules and consequences



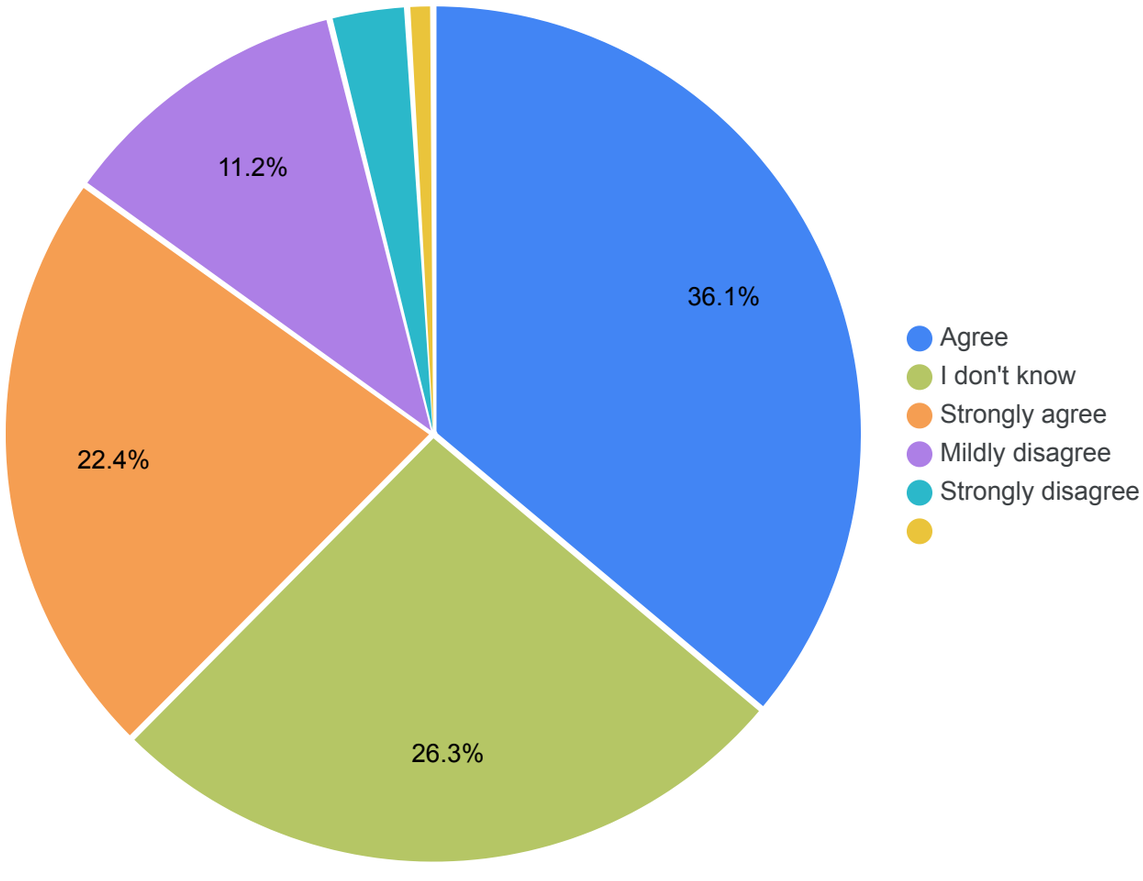

## School-wide rules and consequences



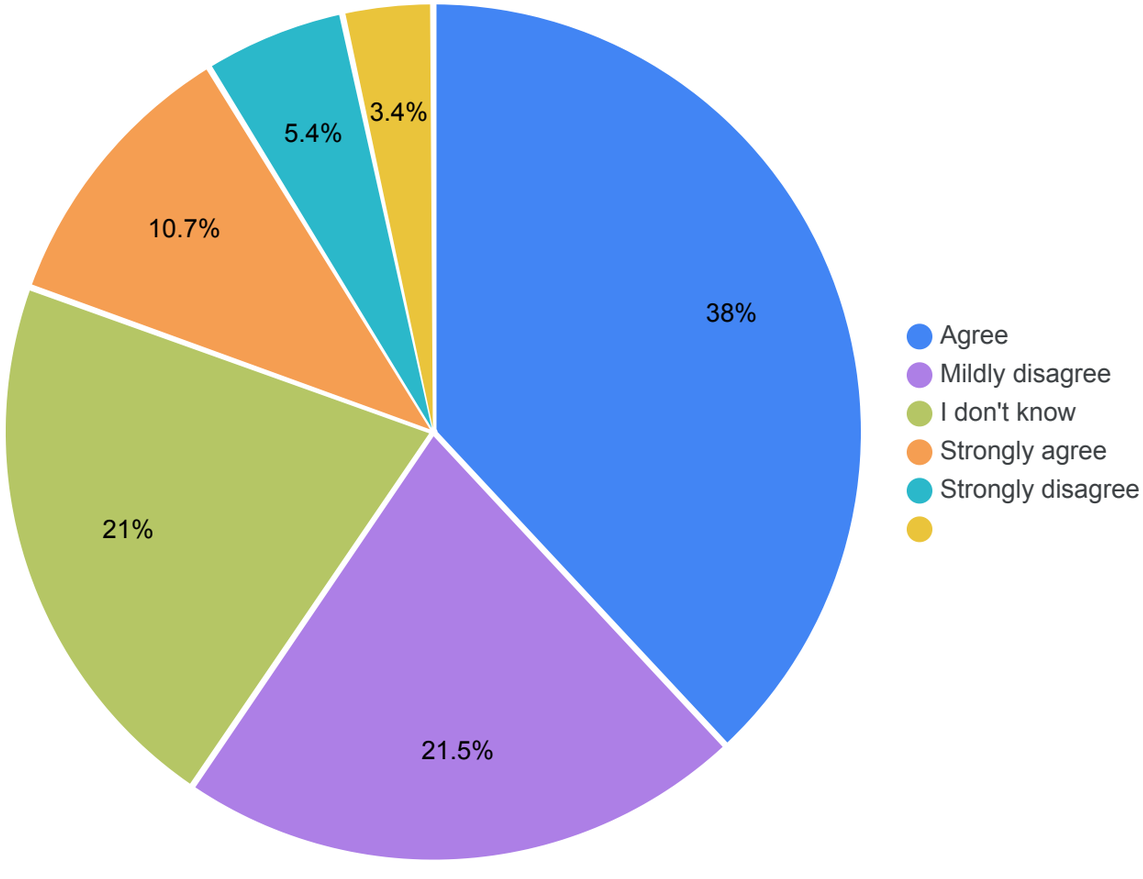

## Cyberbullying rules and consequences



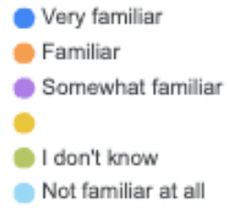
# Millbrook Elementary: I think that suspensions and expulsions are assigned when necessary.



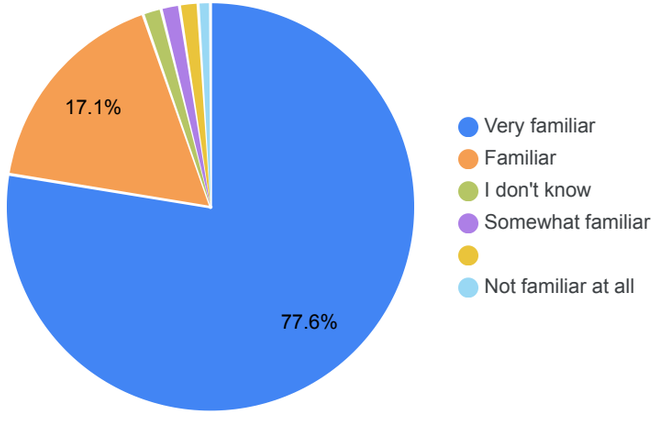
# MillbrookElementary: The facilities and grounds are well maintained at my school.



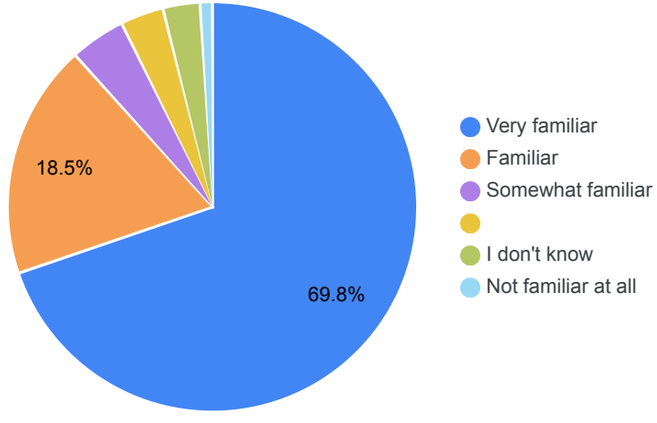
# Millbrook Elementary: How well do understand your school Emergency procedures?



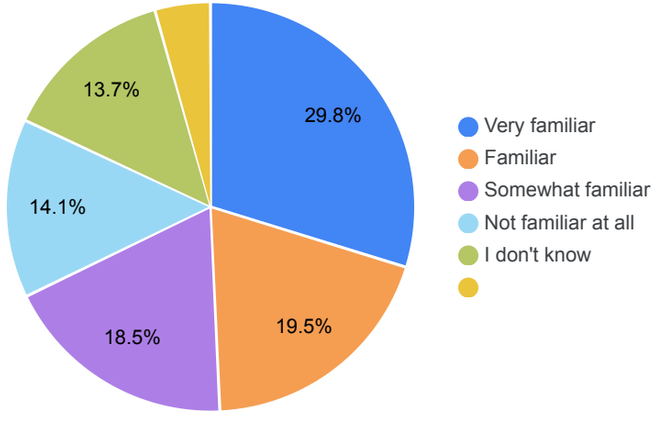

## Fire Drill



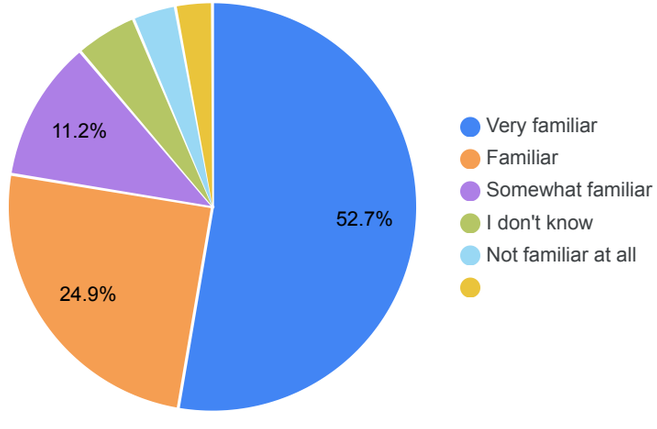

## Earthquake Drill



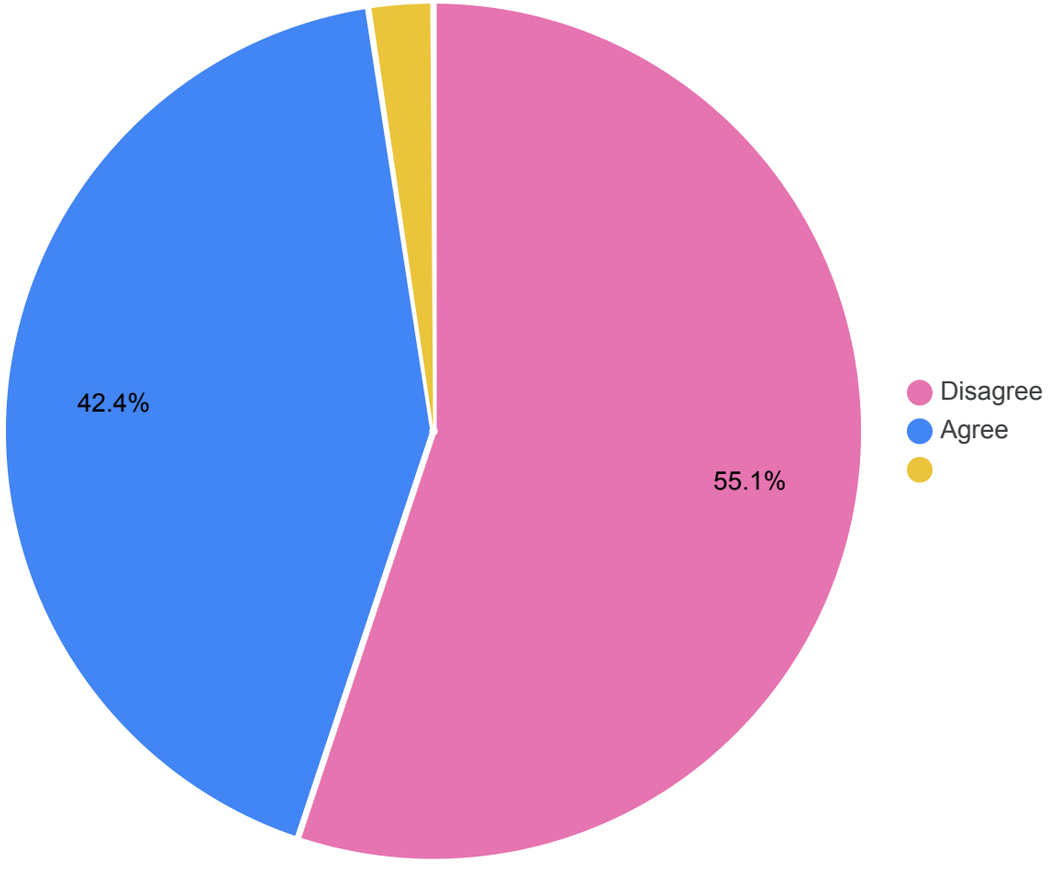

## Shelter in Place




## Run, Hide, Defend



# Millbrook Elementary: I am aware of the District's Wellness Connections webpage.



# Millbrook Elementary: My school has a way to recognize positive behavior among students.

