

The Single Plan for Student Achievement



School: Millikin Basics+ Elementary School
CDS Code: 43-69674-6048920
District: Santa Clara Unified School District
Principal: Robert Moss
Revision Date: March 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Millikin Basics+ Elementary School's Vision and Mission Statements

Millikin's vision was first articulated by the parents and teachers who collaboratively defined this alternative school. The vision includes clear emphasis on a strong foundation of academic skills and high expectations for all students - habits and behaviors that will enable them to be successful when they leave Millikin. This vision is based on the premise that all students can learn and achieve at grade level. The vision defines school expectations at the highest levels for all members of the school community: for student academic effort and progress, behavior, and responsibility; for staff commitment to supporting and meeting the needs of all students; for parent support of their child's educational experience. The clarity and consistency of this vision is a fundamental strength of the Millikin program. Understanding of and commitment to this vision are communicated to all parents and teachers as they enter the school community, and they are continually reinforced.

The mission of Millikin Basics+ School is to provide a safe, caring, engaging academic environment in which all students develop the abilities, skills, and confidence to be successful learners and problem solvers. Interaction and shared commitment between families and the school have always been a priority at Millikin. Parent involvement is a fundamental part of the program. Our PTA boasts over 100% membership. This organization plans, implements, and evaluates an enormous range of programs and activities for children, families, and staff which provide a sense of family to the school. Activities include parent education, new parent orientation, social functions, fundraising, and volunteer help in the computer and science labs and in the library. In line with the District's Master Plan for Parent/School Partnerships, we have implemented the Parent/Student/Teacher Agreement Program. An agreement contract is on file for each student that guarantees each member's commitment to the child's educational program.

School Profile

Millikin Basics+ School is centrally located in the Santa Clara Unified School District (SCUSD) at 615 Hobart Terrace. This became the new location for Millikin Basics+ Elementary School on August 2012. Millikin School is a K-5 alternative school, providing a program which stresses the teaching of basic education fundamentals, using established teaching techniques in a structured environment. The instructional mode for students is through direct group instruction. Extension and remediation activities are provided for students through cooperative parent involvement under teacher direction. The school philosophy is committed to major daily emphasis on reading, math, and language arts taught at grade level. Instruction is sequenced to progress from basic skills knowledge to content and application. Higher level thinking skills are incorporated into all areas of the curriculum. Teachers are committed to quality time on task, and high expectations are reflected in daily class and homework assignments. Students adhere to a dress code and follow a specific discipline plan with rules, rewards, and consequences. Self-esteem of students is high as evidenced by their behavior. Classroom interruptions are kept to a minimum in order to support maximum learning time.

As an alternative program, Millikin does not utilize instructional assistants except to assist special needs students, and pullout programs are kept to a minimum. Teachers differentiate instruction in the classroom to meet the needs of each student. After school clubs such as Math Olympiad and Drama Club also extend and enrich student learning. In accordance with district guidelines, state and federal law, the school provides Special Education and English Language Development programs.

Students are tested, enrolled, serviced and exited from these programs according to district, state, and federal criteria. Identified students receive assistance as needed each week from a resource specialist, a speech and language therapist, and counselor.

Parent visitations are limited. With communication as a central focus of the program, student progress is articulated through formal and informal parent conferencing via phone, written notes or letters, e-mail, or person-to-person on a scheduled basis.

Millikin Basics+ has consistently ranked at the top of our district elementary schools, among the top 5% of schools in the county and top 100 schools in the state. Currently, Millikin School is ranked in the top 10% of schools in the state of California based on SBAC test results. Also, recently Millikin School received the prestigious National Blue Ribbon School Award for 2012. The program is noted for its excellent parent support, consistency, organization, and total staff commitment for student achievement, reporting of student progress, and student/parent/staff responsibility. Student performance is consistently excellent. Students at Millikin have positive attitudes, and they enjoy being at school.

Enrollment in the school is open to all parents in SCUSD wishing to have their children in the program. Millikin has 90 students per grade level. K-3 is a 22.5 to 1 class size ratio. 4th and 5th have a maximum of 30 students in each class. Demand for entrance into the

school is high. Approximately 800 students enter the Millikin lottery every year for a chance to come to Millikin.

Millikin serves a wide range of district students and families from all socio-economic levels. The school is in a middle class residential area. Single parents and families with two working parents are common.

Millikin's staff consists of 22 classroom teachers, a library media assistant, two computer technology assistant, a science lab assistant one-two days a week, an on-site counselor one day a week, a psychologist one day a week, a speech and language therapist one day a week, and a resource specialist. It is our vision that given appropriate instruction and support, our students will be committed to learning, achieve at their full potential, attain a positive self concept, experience consistent academic success, and be responsible school and community members.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

School Site Council solicited feedback from both parents and staff on the results of our SBAC scores and school climate. The results were in favor of continuing our current Alternative program as is and to solidify our program in school board policy so that we may have the materials and support needed to keep this program going over the long term. There is considerable concern that the program may change and not be the same program if the school is not defined in school board policy. Parents and staff were pleased with the first year results on the new SBAC and look forward to continued growth academically. There is a feeling that as a whole the school would like to become more diverse but under the current lottery enrollment there is very little we can do to change who applies for our school and which students are chosen as part of the open enrollment process. There is significant demand for this type of program in our district.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Each classroom is observed on a regular basis.

As per contract:

Probationary teachers - Two formal observations and one evaluation summary each year.

Permanent teachers - One formal observation and one evaluation summary every other year.

Teacher with ten or more years may be placed on a five year formal evaluation cycle.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is designed to support transition to and implement of the California Standards and 21st century teaching and learning practices.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Designated time for teacher collaboration occurs on a regular basis.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every student has access to standards-based instructional materials as required by the Williams Act.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, homework clubs, and core support classes. Supports are based on individual student needs.

14. Research-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, RIS, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, ALEKS, READ 180, target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Programs that support at-risk students include PIP, support classes, SOAR after school intervention, clubs, mentoring programs, tutoring, counseling, LIT, Reading Recovery, Extended Day, State Preschool, Before and After School Programs sports, library, Healthy Play, summer school, alternative and opportunities programs, and educational options.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

18. Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

Description of Barriers and Related School Goals

Having a curriculum, textbooks, and related needed assessments that support our program is the greatest need of our program and can be a barrier for our continued success.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	89	86		88	86		87	86		98.9	100	
Grade 4	98	86		97	85		96	85		99	98.8	
Grade 5	74	89		66	88		66	88		89.2	98.9	
All Grades	261	261		251	259		249	259		96.2	99.2	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2524.7	2518.2		69	68.60		18	20.93		13	4.65		0	5.81	
Grade 4	2570.3	2552.4		81	62.35		9	22.35		7	14.12		2	1.18	
Grade 5	2606.4	2611.0		71	68.18		18	28.41		5	2.27		6	1.14	
All Grades	N/A	N/A	N/A	74	66.41		15	23.94		8	6.95		2	2.70	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	56	65.12		40	27.91		3	6.98	
Grade 4	59	51.76		38	44.71		3	3.53	
Grade 5	67	62.50		26	35.23		8	2.27	
All Grades	60	59.85		35	35.91		4	4.25	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	69	70.93		31	25.58		0	3.49	
Grade 4	84	65.88		13	32.94		3	1.18	
Grade 5	79	80.68		15	19.32		6	0.00	
All Grades	78	72.59		20	25.87		3	1.54	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	48	43.02		49	55.81		2	1.16	
Grade 4	45	36.47		55	57.65		0	5.88	
Grade 5	44	46.59		52	51.14		5	2.27	
All Grades	46	42.08		52	54.83		2	3.09	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	59	52.33		38	39.53		3	8.14	
Grade 4	66	51.76		32	44.71		2	3.53	
Grade 5	77	69.32		21	27.27		2	3.41	
All Grades	66	57.92		31	37.07		2	5.02	

Conclusions based on this data:

1. This program serves the students achievement needs.
2. 10% of students need additional language arts support to make grade level standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	89	86		87	86		87	86		97.8	100	
Grade 4	98	86		97	85		95	85		99	98.8	
Grade 5	74	89		66	88		66	88		89.2	98.9	
All Grades	261	261		250	259		248	259		95.8	99.2	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2518.8	2514.9		64	62.79		24	27.91		10	4.65		1	4.65	
Grade 4	2571.0	2564.6		65	64.71		25	24.71		8	10.59		1	0.00	
Grade 5	2612.5	2611.1		68	68.18		21	20.45		6	11.36		5	0.00	
All Grades	N/A	N/A	N/A	66	65.25		24	24.32		8	8.88		2	1.54	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	79	75.58		17	19.77		3	4.65	
Grade 4	78	80.00		19	20.00		3	0.00	
Grade 5	74	71.59		21	25.00		5	3.41	
All Grades	77	75.68		19	21.62		4	2.70	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	68	72.09		31	23.26		1	4.65	
Grade 4	72	67.06		26	30.59		2	2.35	
Grade 5	76	64.77		20	34.09		5	1.14	
All Grades	71	67.95		26	29.34		2	2.70	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	67	62.79		29	34.88		5	2.33	
Grade 4	73	69.41		24	25.88		3	4.71	
Grade 5	70	57.95		24	39.77		6	2.27	
All Grades	70	63.32		26	33.59		4	3.09	

Conclusions based on this data:

1. This program serves the students achievement needs.
2. 10% of students need additional language arts support to make grade level standard.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K	10			40	***		40	***		10					
1	10	27		55	53		28	17		7				3	
2	21	25		67	58		13	17							
3	9	27		64	73		27								
4		40		100	40			10			10				
5	***	50			50		***								
Total	15	29		58	56		23	13		4	1			1	

Conclusions based on this data:

1. Students are making strong gains in EL acquisition.
2. Current program is very supported of English language development.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K	5	9		30	34		45	45		16	9		5	2	
1	18	29		48	52		27	16		6				3	
2	21	25		67	58		13	17							
3	17	27		58	73		25								
4	20	54		80	31			8			8				
5	75	50			50		25								
Total	16	24		46	44		30	25		7	5		2	2	

Conclusions based on this data:

1. Students are making strong gains in EL acquisition.
2. Current program is very supported of English language development.

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	1	1	*
American Indian or Alaskan Native	1	1	*
Asian	431	4	0.9
Filipino	1	1	*
Hispanic or Latino	13	1	7.7
Did not Report	1	1	*
Pacific Islander	1	1	*
Two or More Races	19	0	0.0
White	48	0	0.0
Male	268	2	0.7
Female	258	3	1.2
English Learners	102	1	1.0
Students with Disabilities	16	0	0.0
Socioeconomically Disadvantaged	1	1	*
Kindergarten	88	0	0.0
Grades 1-3	259	2	0.8
Grades 4-6	179	3	1.7
Grades K-8	526	5	1.0
Total	526	5	1.0

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA/LCAP GOAL:
LEA Goal: 1A, 1C, 1D
LCAP Goal: 1, 2, 3, 5
SCHOOL GOAL #1:
Millikin School will show an increase in students ELA Proficiency in SBAC and Reading/Literacy/Writing Proficiency to 95% for the 18-19 school year who meet or exceed the district and state standards.
Data Used to Form this Goal:
Language arts data is collected from SBAC, CELDT, Fountas and Pinnell Reading PBA, Writing PBA, and site formative and summative assessments scores. Staff will monitor for growth analysis as a school and in comparison to district and state levels of performance.
Findings from the Analysis of this Data:
Currently, Millikin performs well above the district, county, and state levels of literacy as measured by performance based assessments. Each year, Millikin typically ranks in the top ten elementary schools in the state. Approximately 3.7% of the student body are our target students with interventions implemented to increase performance levels. Our students' reading scores on the Fountas and Pinell PBA (with the exception of a few students who are target students) meet or exceed district levels of competency in literacy. All subgroups are performing at or above Proficient levels in literacy. All subgroups consistently meet their AMO targets.
How the School will Evaluate the Progress of this Goal:
Regular testing and review of results. Evaluate data with teacher colleagues, principal, specialists each trimester. Share the results with parents in regular conferencing.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Professional Development and Training of staff: Provide high quality professional development opportunities to staff to increase skills and effectiveness in Reading/Writing/English Language Arts for student learning.	July 1, 2018 to June 30, 2019	Teachers, principal, and staff	Training, consultants, conferences, travel and expenses	Targeted Allocation	12000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2 Collaboration/ Planning/ Assessment Time: Provide opportunities for staff to collaborate or assess students during the school day, after school or when school is not in session in order to increase teacher effectiveness and content knowledge. Staff will work towards aligning Back to Basics instruction and develop assessments to show student mastery for progression to next grade or level for all aspects of literacy.	July 1, 2018 to June 30, 2019	Teachers, principal, and staff	Substitutes, Release Time, Stipends, Per diem Compensation	Targeted Allocation	800
3 Online or Computer Based Programs for ELA: Provide additional learning opportunities for students to increase their reading and literacy skills through online/computer based programs. The programs should be able to give students access to their leaning programs throughout the day and when they are not in school. Programs include but are not limited to: RAZ-Kids, Learning A-Z, and Typing Agent.	July 1, 2018 to June 30, 2019	Teacher, principal, lab instructors and staff	Apps or website access	Targeted Allocation	1000
4 K-2 Literacy Teacher paid for by the district and up to 20% 3-5 paid for by the school based on school need.	July 1, 2018 to June 30, 2019	Teachers, principal, and staff Literacy Teacher	K-2 Lit Teacher	None Specified	0
5 Literacy Materials to support the basics whole class instruction model. Provide literacy program textbooks, workbooks, leveled readers, Literacy support programs, Literacy support materials that will support the whole group class instruction and the support programs that support at risk students knowledge and opportunities to learn at high levels.This may include but not be limited to a basal reading series, spelling workbooks, grammar book/workbooks, phonics materials, leveled readers, LLI kits, Non fiction reading materials, "Time for Kids", writing journals, writing program and other programs that are state adopted or district adopted.	July 1, 2018 to June 30, 2019	Teachers, principal, staff, PTA and School Site Council members.	Literacy Materials as needed	Targeted Allocation	5000
			Literacy Materials as needed	Donations	2000
6 Purchase library materials based on library and curriculum standards, student demographics, circulation and collection data. (Aligned with	July 1, 2018 to June 30, 2019	Librarian, teachers, staff , PTA and Site Council.	Books and supplies for the Library program	Targeted Allocation	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
SCUSD Board Approved Library Plan September 2005)					
7 Provide additional opportunities for students to increase their decoding, phonemic awareness, fluency and comprehension	July 1, 2018 to June 30, 2019	Teachers, principal and staff	Staff or materials as needed	Targeted Allocation	400

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/LCAP GOAL:
LEA Goal: 1B, 1C
LCAP Goal: 1, 2, 3
SCHOOL GOAL #2:
Millikin School will show an annual increase in the percentage of students who meet or exceed SCUSD district and state standards in math as measured by standardized and performance based assessments.
Data Used to Form this Goal:
Data retrieved from SBAC, District PBAs and local results.
Findings from the Analysis of this Data:
Last year's goal to increase the number of students who met or exceed district and state standards in math was met. Millikin's students perform at a 90% meets or exceeds standards in Math on the SBAC and similar on all District assessments.
How the School will Evaluate the Progress of this Goal:
The school will monitor students progress on state and district assessments as well as formative assessments that will drive instructional practices in math.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Professional Development and Training of staff: Provide high quality professional development opportunities to staff to increase skills and effectiveness in Mathematics for student learning.	July 1, 2018 to June 30, 2019	Teachers, principal and staff	Training, consultants, conferences, travel and expenses	Targeted Allocation	1000
2 Collaboration/ Planning/ Assessment Time: Provide opportunities for staff to collaborate or assess students during the school day, after school or when school is not in session in order to increase teacher effectiveness and content	July 1, 2018 to June 30, 2019	Teachers, principal and staff	Substitutes, Release Time, Stipends, Per diem Compensation	Targeted Allocation	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
knowledge. Staff will work towards aligning Back to Basics instruction and develop assessments to show student mastery for progression to next grade or level for all aspects of Mathematics.					
3 Online or Computer Based Programs for Math: Provide additional learning opportunities for students to increase their mathematical skills through online/computer based programs. The programs should be able to give students access to their learning programs throughout the day and when they are not in school. Programs include but are not limited to: ALEKS, More STAR FALL, SUM Dog, Kahn's Academy or IXL.	July 1, 2018 to June 30, 2019	Teachers, principal and staff	Software downloads, and materials to use the programs.	Targeted Allocation	1000
4 Math materials to support the basics whole class instruction model. Provide math program textbooks, workbooks, homework, and math support programs, Math support materials that will support the whole group class instruction and the support programs that support at risk students knowledge and opportunities to learn at high levels. This may include but not be limited to a Math textbook series, workbooks, number facts book/workbooks manipulatives, calculators, apps, books, protractors and other programs that are state adopted or district adopted.	July 1, 2018 to June 30, 2019	Teachers, principal and staff	Textbooks, workbooks, materials needed to support the program	Targeted Allocation	1000
			Textbooks, workbooks, materials needed to support the program	None Specified	0

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA/LCAP GOAL:
LEA Goal: 1A, 1C, 1D, 1E, 2A, 2B, 2D, 2E, 2F
LCAP Goal: 1, 2, 3, 4, 5
SCHOOL GOAL #3:
The goal is to support all students in their English Language Development with a special focus on our low EL students.
Data Used to Form this Goal:
CELDT, ELA, grade level assessments and F & P are used in determining student growth.
Findings from the Analysis of this Data:
Millikin EL students progress quickly through the CELDT test and we have less than 2% of students who need additional help after 2nd grade.
How the School will Evaluate the Progress of this Goal:
The school will monitor students progress on state and district assessments as well as formative assessments that will drive instructional practices in for English Language acquisition..

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Professional Development and Training of staff: Provide high quality professional development opportunities to staff to increase skills and effectiveness in EL instruction for student learning.	July 1, 2018 to June 30, 2019	Teachers, principal and staff	Training, consultants, conferences, travel and expenses	Targeted Allocation	500
2 EL materials to support the basics whole class instruction model. Provide ELL program textbooks, workbooks, homework, and EL support programs, EL support materials that will support the whole group class instruction and the support programs that support at risk students	July 1, 2018 to June 30, 2019	Teachers, principal and staff	Any materials needed to support the EL program and students.	Targeted Allocation	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
knowledge and opportunities to learn at high levels. This may include but not be limited to a EL textbook series, workbooks, number facts book/workbooks manipulatives, calculators, apps, books, protractors and other programs that are state adopted or district adopted					
3 ELSAT: The ELSAT will handle all the necessary paperwork needed to be in legal compliance for our EL students. Including testing CELDT or EL testing of any kind.	July 1, 2018 to June 30, 2019	Teachers, principal and staff	ELSAT position	None Specified	
4 Technology: Increase technology or programs that support English language development.	July 1, 2018 to June 30, 2019	ELSAT, Teachers, principal and staff	Technology or programs/software	Targeted Allocation	500

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Science
LEA/LCAP GOAL:
LEA Goal: 1E LCAP Goal: 1, 2, 3, 4. 5
SCHOOL GOAL #4:
Millikin School will show an annual increase in the percentage of students who are proficient in English as measured by standardized (CELDT) and performance based assessments.
Data Used to Form this Goal:
Data from the CELDT and curriculum/teacher made assessments was collected and analyzed to form our goal for English Learners. Millikin currently has 137 students designated as English Learners. Of these 137 students, approximately 25 students need additional help in learning English. Most students who have another language than English spoken at home, come to school knowing English as well. Most designated English Learners are reclassified at third grade.
Findings from the Analysis of this Data:
The majority of our designated English Learners who need support in learning English are in Kindergarten, First, or Second Grade. There are a few students in the upper grades who need support in learning English. We have structured support systems for those target students to improve their English skills. Teachers use the Language Central and Santillano curriculum materials in addition to the Houghton Mifflin language arts adoption and Curriculum Maps (academic vocabulary) to build the target students' English skills.
How the School will Evaluate the Progress of this Goal:
Teachers will work together in grade level groups regularly to analyze and monitor data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Professional Development and Training of staff: Provide high quality professional development opportunities to staff to increase skills and effectiveness in NGSS for student learning.	July 1, 2018 to June 30, 2019	Teachers, principal and staff	Training, consultants, conferences, travel and expenses	Targeted Allocation	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2 Millikin teachers will use state adopted NGSS Standards content materials and methodologies to teach science.	July 1, 2018 to June 30, 2019	Teachers, principal and staff	Materials needed to support the program. Refurbishment of existing kits or missing materials	Targeted Allocation	500
3 Employ a Science Teacher to set up and teach hands on science for 1 to 3 days a week for all students K-5.	July 1, 2018 to June 30, 2019	Teachers, Science Teacher, parents, principal	Science Teacher salary	Donations	15000

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate and Learning Opportunities
LEA/LCAP GOAL:
LEA Goal: 1E
LCAP Goal: 1, 2, 3, 4, 5
SCHOOL GOAL #5:
All students will continue to interact positively in school activities with one another in a variety of settings. Evidence of teasing, bullying, and using negative culture related comments/comparisons will decrease. Also, students will demonstrate taking responsibility for their actions.
Data Used to Form this Goal:
Data was used from written office referrals, teacher and yard duty observations, parent surveys, and Healthy Kids Survey.
Findings from the Analysis of this Data:
Evidence was found of some bullying and negative culture-related comments/comparisons. Lying and lack of taking responsibility for one's actions was also recorded.
How the School will Evaluate the Progress of this Goal:
The principal and teachers will review the disciplinary data and results from assessments such as the "Healthy Kids Survey."

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Implement a character education program schoolwide that emphasizes strong character traits such as honesty, fairness, and respect.	July 1, 2018 to June 30, 2019	Teachers, principal, support staff, parents, students, yard duty personnel, School Site Council members, assembly presentors	Assemblies, program materials, support staff needed for training or implementation	Targeted Allocation	500
			Incentives, awards, and certificates	Targeted Allocation	500
2 Computer Lab Instructors to teach technology skills, state testing, and classroom learning support.	July 1, 2018 to June 30, 2019	Computer lab instructors, teachers, principal and staff	Salaries and benefits for one lab instructor	Donations	30975

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
			Salaries and benefits for one lab instructor	Targeted Allocation	24675
3 Increase fine arts opportunities at school. Including but not limited to vocal music (chorus) and drama classes before or after school.	July 1, 2018 to June 30, 2019	Arts instructors	Cost of instructors and materials for programs	None Specified	0
4 Field Trips, Assemblies, and Outside Learning Opportunities	July 1, 2018 to June 30, 2019	Field Trips, Assemblies, and Presentors	Cost for Field Trips, assemblies and presentors	Targeted Allocation	8000
			Cost for Field Trips, assemblies and presentors	Donations	9000
5 Learning opportunities for students to include but not limited to Math Olympiad, Spelling Bee, Geography Bee, STEM or STEAM classes, or CODING classes.	July 1, 2018 to June 30, 2019	Teachers, principal and staff	Cost of programs and personel	Targeted Allocation	500
			Cost of programs and personel	Donations	0
6 Health and wellness programs that support students and the learning. Including but not limited to additional counseling, PIP, mindfulness, and yoga.	July 1, 2018 to June 30, 2019	Teachers, principal, staff, wellness coordinator, counselors, school nurse and staff.	Salaries for additional personel	Targeted Allocation	500
			Materials needed to support the program	Targeted Allocation	500
7 Employ a classified support aide to work with at risk students on basics skills work in grades K-5.	July 1, 2018 to June 30, 2019	Teachers, principal, and staff	Salaries and benefits of classified personel	Targeted Allocation	37800

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
LEA Goal:
LCAP Goal:
Not Aligned
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
LEA Goal:
LCAP Goal:
Not Aligned
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Targeted Allocation	98721	46.00
Donations	57000	25.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Donations	56,975.00
None Specified	0.00
Targeted Allocation	98,675.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: English Language Arts	21,700.00
Goal 2: Mathematics	3,000.00
Goal 3: English Language Development	2,000.00
Goal 4: Science	16,000.00
Goal 5: School Climate and Learning Opportunities	112,950.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Robert Moss	X				
Mary Zakai		X			
Kristin Hurst		X			
Melanie Kuntz		X			
Lynn Schworetzky			X		
Don Ellerby				X	
Rebekah Carson				X	
Gouri Putwardhan				X	
Swarna Koneru				X	
Rohit Tirumala				X	
Numbers of members of each category:	1	3	1	5	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. 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.
4. 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.
5. This SPSA was adopted by the SSC at a public meeting on 4/26/2018.
6. This SPSA was revised on March 2018.

Attested:

Robert Moss

Typed Name of School Principal



Signature of School Principal

5/26/2018

Date

Don Ellerby

Typed Name of SSC Chairperson

Signature of SSC Chairperson

5/26/2018

Date

Budget By Expenditures

Millikin Elementary School

Funding Source: Donations

\$57,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Literacy Materials as needed		\$2,000.00	English Language Arts	Literacy Materials to support the basics whole class instruction model. Provide literacy program textbooks, workbooks, leveled readers, Literacy support programs, Literacy support materials that will support the whole group class instruction and the support programs that support at risk students knowledge and opportunities to learn at high levels. This may include but not be limited to a basal reading series, spelling workbooks, grammar book/workbooks, phonics materials, leveled readers, LLI kits, Non fiction reading materials, "Time for Kids", writing journals, writing program and other programs that are state adopted or district adopted.
Science Teacher salary		\$15,000.00	Science	Employ a Science Teacher to set up and teach hands on science for 1 to 3 days a week for all students K-5.
Salaries and benefits for one lab instructor		\$30,975.00	School Climate and Learning Opportunities	Computer Lab Instructors to teach technology skills, state testing, and classroom learning support.
Cost for Field Trips, assemblies and presentors		\$9,000.00	School Climate and Learning Opportunities	Field Trips, Assemblies, and Outside Learning Opportunities
Cost of programs and personnel		\$0.00	School Climate and Learning Opportunities	Learning opportunities for students to include but not limited to Math Olympiad, Spelling Bee, Geography Bee, STEM or STEAM classes, or CODING classes.

Donations Total Expenditures: \$56,975.00

Donations Allocation Balance: \$25.00

Funding Source: None Specified

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Millikin Elementary School

Cost of instructors and materials for programs	\$0.00	School Climate and Learning Opportunities	Increase fine arts opportunities at school. Including but not limited to vocal music (chorus) and drama classes before or after school.
Textbooks, workbooks, materials needed to support the program	\$0.00	Mathematics	Math materials to support the basics whole class instruction model. Provide math program textbooks, workbooks, homework, and math support programs, Math support materials that will support the whole group class instruction and the support programs that support at risk students knowledge and opportunities to learn at high levels. This may include but not be limited to a Math textbook series, workbooks, number facts book/workbooks manipulatives, calculators, apps, books, protractors and other programs that are state adopted or district adopted.
K-2 Lit Teacher	\$0.00	English Language Arts	K-2 Literacy Teacher paid for by the district and up to 20% 3-5 paid for by the school based on school need.
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None Specified Total Expenditures:	\$0.00		
None Specified Allocation Balance:	\$0.00		

Funding Source: Targeted Allocation

\$98,721.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Literacy Materials as needed		\$5,000.00	English Language Arts	Literacy Materials to support the basics whole class instruction model. Provide literacy program textbooks, workbooks, leveled readers, Literacy support programs, Literacy support materials that will support the whole group class instruction and the support programs that support at risk students knowledge and opportunities to learn at high levels. This may include but not be limited to a basal reading series, spelling workbooks, grammar book/workbooks, phonics materials, leveled readers, LLI kits, Non fiction reading materials, "Time for Kids", writing journals, writing program and other programs that are state adopted or district adopted.
Training, consultants, conferences, travel and expenses		\$12,000.00	English Language Arts	Professional Development and Training of staff: Provide high quality professional development opportunities to staff to increase skills and effectiveness in Reading/Writing/English Language Arts for student learning.

Millikin Elementary School

Substitutes, Release Time, Stipends, Per diem Compensation	\$800.00	English Language Arts	Collaboration/ Planning/ Assessment Time: Provide opportunities for staff to collaborate or assess students during the school day, after school or when school is not in session in order to increase teacher effectiveness and content knowledge. Staff will work towards aligning Back to Basics instruction and develop assessments to show student mastery for progression to next grade or level for all aspects of literacy.
Apps or website access	\$1,000.00	English Language Arts	Online or Computer Based Programs for ELA: Provide additional learning opportunities for students to increase their reading and literacy skills through online/computer based programs. The programs should be able to give students access to their leaning programs throughout the day and when they are not in school. Programs include but are not limited to: RAZ-Kids, Learning A-Z, and Typing Agent.
Books and supplies for the Library program	\$500.00	English Language Arts	Purchase library materials based on library and curriculum standards, student demographics, circulation and collection data. (Aligned with SCUSD Board Approved Library Plan September 2005)
Staff or materials as needed	\$400.00	English Language Arts	Provide additional opportunities for students to increase their decoding, phonemic awareness, fluency and comprehension
Training, consultants, conferences, travel and expenses	\$1,000.00	Mathematics	Professional Development and Training of staff: Provide high quality professional development opportunities to staff to increase skills and effectiveness in Mathematics for student learning.
Substitutes, Release Time, Stipends, Per diem Compensation	\$0.00	Mathematics	Collaboration/ Planning/ Assessment Time: Provide opportunities for staff to collaborate or assess students during the school day, after school or when school is not in session in order to increase teacher effectiveness and content knowledge. Staff will work towards aligning Back to Basics instruction and develop assessments to show student mastery for progression to next grade or level for all aspects of Mathematics.
Software downloads, and materials to use the programs.	\$1,000.00	Mathematics	Online or Computer Based Programs for Math: Provide additional learning opportunities for students to increase their mathematical skills through online/computer based programs. The programs should be able to give students access to their leaning programs throughout the day and when they are not in school. Programs include but are not limited to: ALEKS,More STAR FALL, SUM Dog, Kahn's Academy or IXL.

Millikin Elementary School

Textbooks, workbooks, materials needed to support the program	\$1,000.00	Mathematics	Math materials to support the basics whole class instruction model. Provide math program textbooks, workbooks, homework, and math support programs, Math support materials that will support the whole group class instruction and the support programs that support at risk students knowledge and opportunities to learn at high levels. This may include but not be limited to a Math textbook series, workbooks, number facts book/workbooks manipulatives, calculators, apps, books, protractors and other programs that are state adopted or district adopted.
Training, consultants, conferences, travel and expenses	\$500.00	English Language Development	Professional Development and Training of staff: Provide high quality professional development opportunities to staff to increase skills and effectiveness in EL instruction for student learning.
Any materials needed to support the EL program and students.	\$1,000.00	English Language Development	EL materials to support the basics whole class instruction model. Provide ELL program textbooks, workbooks, homework, and EL support programs, EL support materials that will support the whole group class instruction and the support programs that support at risk students knowledge and opportunities to learn at high levels. This may include but not be limited to a EL textbook series, workbooks, number facts book/workbooks manipulatives, calculators, apps, books, protractors and other programs that are state adopted or district adopted
Technology or programs/software	\$500.00	English Language Development	Technology: Increase technology or programs that support English language development.
Training, consultants, conferences, travel and expenses	\$500.00	Science	Professional Development and Training of staff: Provide high quality professional development opportunities to staff to increase skills and effectiveness in NGSS for student learning.
Materials needed to support the program. Refurbishment of existing kits or missing materials	\$500.00	Science	Millikin teachers will use state adopted NGSS Standards content materials and methodologies to teach science.
Salaries and benefits for one lab instructor	\$24,675.00	School Climate and Learning Opportunities	Computer Lab Instructors to teach technology skills, state testing, and classroom learning support.
Assemblies, program materials, support staff needed for training or implementation	\$500.00	School Climate and Learning Opportunities	Implement a character education program schoolwide that emphasizes strong character traits such as honesty, fairness, and respect.
Incentives, awards, and certificates	\$500.00	School Climate and Learning Opportunities	Implement a character education program schoolwide that emphasizes strong character traits such as honesty, fairness, and respect.

Millikin Elementary School

Cost for Field Trips, assemblies and presentors	\$8,000.00	School Climate and Learning Opportunities	Field Trips, Assemblies, and Outside Learning Opportunities
Cost of programs and personnel	\$500.00	School Climate and Learning Opportunities	Learning opportunities for students to include but not limited to Math Olympiad, Spelling Bee, Geography Bee, STEM or STEAM classes, or CODING classes.
Salaries for additional personnel	\$500.00	School Climate and Learning Opportunities	Health and wellness programs that support students and the learning. Including but not limited to additional counseling, PIP, mindfulness, and yoga.
Materials needed to support the program	\$500.00	School Climate and Learning Opportunities	Health and wellness programs that support students and the learning. Including but not limited to additional counseling, PIP, mindfulness, and yoga.
Salaries and benefits of classified personnel	\$37,800.00	School Climate and Learning Opportunities	Employ a classified support aide to work with at risk students on basics skills work in grades K-5.
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Targeted Allocation Total Expenditures:	\$98,675.00		
Targeted Allocation Allocation Balance:	\$46.00		
Millikin Elementary School Total Expenditures:	\$155,650.00		