

Millbrook Elementary School

3200 Millbrook Drive • San Jose CA, 95148 • (408) 270-6767 • Grades K-6

Leila Welch, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Evergreen Elementary School District

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Principal's Message

Millbrook Elementary School opened in September 1985. A portion of our facility, the multipurpose room, is shared with the Parks and Recreation Department for classes and community activities through the City of San Jose. "Camp Rock," an after-school homework and recreation program, is also available to Millbrook students through the City of San Jose. Our campus serves a student population that is ethnically, culturally, and linguistically diverse.

In the 2009-10 school year, the Riverside County Office of Education District and School Success Center named Millbrook Elementary School as one of the Top 50 High Performing Schools for English Learners in the State of CA. Millbrook was listed with at least 15% English Language Learners. Millbrook was one of only eight schools in Santa Clara to receive this distinction. In the 2012-13 school year, Millbrook was selected to add two new programs: Leaders for Success (6th College Readiness Class) and Transitional Kindergarten.

We have many activities that the PTA sponsors throughout the year. Our active School Site Council helps advise and oversee the implementation of Millbrook Elementary School's Improvement Plan.

School Mission Statement

The goal of the staff at Millbrook School is to create a learning environment and provide instruction that enables all children to:

- Learn and reach their potential.
- Learn to make decisions that will contribute to their well being and the well being of others.
- Communicate and understand needs, ideas, and feelings.
- Enjoy their learning and be able to use it as a way to understand their world and to enhance their lives.

Community & School Profile

Evergreen School District, located in the City of San Jose, is comprised of fifteen elementary schools and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s, and is now the third largest city in California. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 973,000 residents.

Millbrook Elementary School is located on the east side of the district's borders. In the 2013-14, school year, the school served 748 students in grades transitional kindergarten (TK) through six on a traditional calendar schedule. The chart displays school enrollment broken down by ethnicity.

The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (408) 270-6767.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	96
Gr. 1	101
Gr. 2	100
Gr. 3	118
Gr. 4	97
Gr. 5	125
Gr. 6	112
Total	749

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.5
Asian	50.6
Filipino	6.5
Hispanic or Latino	31.2
Native Hawaiian/Pacific Islander	1.1
White	4.3
Two or More Races	2.8
Socioeconomically Disadvantaged	40.3
English Learners	29.8
Students with Disabilities	6.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Millbrook Elementary School	12-13	13-14	14-15
Fully Credentialed	29		
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		

Evergreen Elementary School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	29
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Millbrook Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	99.89	0.11
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	99.83	0.17

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Evergreen School District held a Public Hearing on October 9, 2014, and determined that each school within the district has sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. The table displays information collected in September 2014 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The district does not have a formal textbook adoption for Health or for Visual and Performing Arts.

Textbooks and Instructional Materials

Year and month in which data were collected: October 9, 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Adopted in 2009 (Grade K-6): MacMillan/McGraw Hill
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Adopted in 2008 (Grade K): Harcourt Adopted in 2008 (Grade 1-5): Houghton Mifflin Adopted in 2008 (Grade 6): Glencoe (MacMillan/McGraw Hill)
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Adopted in 2007 (Grade K): Pearson Scott Foresman Adopted in 2007 (Grade 1-5): MacMillan/McGraw Hill Adopted in 2007 (Grade 6-8): Holt, Rhinehart, Winston
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Adopted in 2006: (Kinder): Pearson Scott Foresman Adopted in 2006: (Grade 1-6): Houghton Mifflin

School Facility Conditions and Planned Improvements (Most Recent Year)

Millbrook Elementary School, originally constructed in 1985, is currently comprised of 38 permanent classrooms, an SDC room, four Parks & Recreation rooms, a computer lab, a library, a multipurpose room, a staff lounge, and one playground. Major remodeling projects on all facilities were completed between 2005 and 2007. The school recently built a new multipurpose room. Additionally, the district passed a facilities bond measure in 2006 that will allow for future modernization. The chart displays the results of the most recent facilities inspection.

Cleaning Process:

Millbrook Elementary School provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

A scheduled maintenance program is administered by Millbrook Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:

The State School Deferred Maintenance Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the Budget Act of July 2009, the State Legislature provided school districts with flexibility in using these funds to meet general fund needs. In an effort to mitigate the effects of declining state revenues, the Evergreen School District has taken advantage of this flexibility. The district will utilize bond funds and other appropriate sources to ensure its facilities are clean, safe and in good repair.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/20/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	73	75	80	81	79	79	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	69	72	75	71	75	73	54	56	55
Math	78	73	76	76	76	74	49	50	50
HSS				69	73	74	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	8	8	9
Similar Schools	7	7	8

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.8	26.8	37.4

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	79
All Student at the School	80
Male	75
Female	86
Black or African American	
American Indian or Alaska Native	
Asian	93
Filipino	
Hispanic or Latino	47
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	66
English Learners	25
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	9	6	9
Black or African American			
American Indian or Alaska Native			
Asian	24	-4	13
Filipino			
Hispanic or Latino	-10	9	2
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	0	15	-5
English Learners	40	2	10
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents are encouraged to actively participate in school activities. Parent workshops are offered during the school year to better prepare families for the rigors of Millbrook's educational program. The Parent Advisory Committee, Parent Teacher Association (PTA), School Site Council, and English Learner Advisory Committee (ELAC), Project Cornerstone Parent ABC Reading and Funvisor Programs are also worthwhile avenues of opportunity for parent and community involvement. The PTA Newsletter, School Bulletin, Peach Tree Website, Parent Link, Evergreen District Website and School Loop keep the public updated on opportunities for involvement at Millbrook Elementary School.

This is the 4th year of the Project Cornerstone ABC Reading Program and it has been quite successful. Parents are trained to read stories and conduct activities related to character skills once a month in their child's classroom. The Project Cornerstone Funvisor Program had two successful years. It is a program where parents volunteers are trained to provide team-building, fitness, and fun activities for students during lunch recess. This our 2nd year were our Funvisor parents are operating a newscast team of students, which produces news about Millbrook's current events and broadcast to the entire student body. Just as ABC Reading Program, the Funvisor Program will continue as an integral parts of our parent involvement program.

The school also receives support from numerous local businesses and community organizations. Contributions and/or donations from Cross-Culture Community Center, Girl Scouts, Cub Scouts, Evergreen Valley High School, Young Rembrandts, Chess Club of America, City of San Jose Walk-n-Roll, and San Jose Parks & Recreation have greatly added to the quality of instruction and overall school environment.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school at (408) 270-6767.

State Priority: School Climate

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

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

School Safety Plan

The safety of students and staff is a primary concern of Millbrook Elementary School. Students are supervised before school, during recess, and after school by teachers and administrators. Lunch supervision is provided by noon-duty aides and parent volunteers. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds. There is also a designated area for student drop-off and pick-up at the front of the school.

The School Site Safety Plan was last reviewed and updated in February, 2014 by the Emergency Response Team (ERT) and the Safety Committee. Any and all revisions to the plan are immediately communicated to classified and certificated staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year. Millbrook's Safety is available and can be requested to view in the parent's area in the main office.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	1.1	0.4	0.5
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	1.6	0.8	0.8
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		5
Percent of Schools Currently in Program Improvement		83.3

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	.028
Library Media Services Staff (Paraprofessional)	.56
Psychologist	.4
Social Worker	
Nurse	.11
Speech/Language/Hearing Specialist	.4
Resource Specialist	1.0
Other	as needed
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	22	21	24	2	1		2	5	4	0		
Gr. 1	23.3	20	20	0	1	1	4	4	4	0		
Gr. 2	23.3	22	20	1	1	2	3	4	3	0		
Gr. 3	23	20	24	0	1	1	4	4	4	0		
Gr. 4	27.5	29	24	0		1	4	4	3	0		
Gr. 5	29.7	27	25	0	1	1	3	2	4	0	1	
Gr. 6	32	27	28	0	1	1	4	3	3	0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,401	\$41,507
Mid-Range Teacher Salary	\$79,939	\$67,890
Highest Teacher Salary	\$92,975	\$86,174
Average Principal Salary (ES)	\$119,119	\$109,131
Average Principal Salary (MS)	\$126,476	\$111,937
Average Principal Salary (HS)	\$0	\$109,837
Superintendent Salary	\$180,000	\$185,462
Percent of District Budget		
Teacher Salaries	49	42
Administrative Salaries	5	6

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4,706	110	4,596	82,130
District	♦	♦	\$6032	\$80,971
State	♦	♦	\$4,690	\$70,788
Percent Difference: School Site/District			-23.8	1.4
Percent Difference: School Site/ State			-2.0	16.0

Types of Services Funded at Millbrook Elementary School

In addition to general state funding, all schools within Evergreen School District received state and federal categorical funding for the following support programs:

- Economic Impact Aid
- School & Library Improvement Program
- Title I, Targeted Assistance (for these schools: Cadwallader, Dove Hill, Holly Oak, Katherine Smith, Montgomery, and O.B. Whaley)
- Title II, Staff Development
- Title III, Limited English Proficient

Professional Development provided for Teachers at Millbrook Elementary School

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. In addition, we meet as Professional Learning Teams (PLC's) to improve our implementation CA Common Core State Standards and 21st Century Learning. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. This years those three days have been given to the site to continue the work. In addition, staff meetings, grade level meetings, and site in-service days are utilized for professional development. This year we have an 50% Instructional Coach, teacher on special assignment, who meets and collaborates with staff members to provide resources that support and encourage best practices and instructional strategies for 21st century learning.