

The School Plan for Student Achievement

School: Old Mill School
CDS Code: 21653916024442
District: Mill Valley School District
Principal: Jason Deppong
Revision Date: June 5, 2020

The School 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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The District Governing Board approved this revision of the SPSA on June 17, 2020.

School Vision and Mission

Old Mill School's Vision and Mission Statements

Our learning community inspires, engages, and empowers students to become thoughtful, kind, lifelong learners, and productive global citizens.

Our mission is to provide an academic environment that enables our students to achieve academic success as well as social/emotional well being. We prepare our students to be responsible, compassionate, resilient, and contributing members of their community.

School Description

Old Mill School is situated in beautiful fern and redwood canyons at the base of Mt. Tamalpais. As the oldest elementary school in our Mill Valley community (on November 19, 2021 we will celebrate our 100th anniversary!), we have a long and rich tradition that extends back through several generations of students. As a result of the District's 2011 facilities modernization project funded by the proceeds of the November 2009 voter-approved bond "Measure C," Old Mill School benefits from safety and communication improvements, building systems renovations, modernization of the school's lower wing, and exterior site improvements including resurfaced blacktops. The Old Mill PTA funded a turf field on the upper playground replacing a basketball court in 2016 and remodeled our library in 2018.

The school district, parent supported district foundation "Kiddo!," and our PTA sustain a strong commitment to develop and support technology, visual and performing arts, library services, physical education, teaching for global competence, and innovation as integral parts of our school program.

Old Mill School is a wonderful place to work as an educator because of the intense pride the community feels toward the school. We are fortunate that our students come to us prepared and supported by their families for learning. There is a high level of active parental support for all of our educational programs. A corollary to the high level of parent support is a high expectation – for teacher and student performance. We are confident that we consistently live up to those expectations, and the challenge of providing an educational experience that results in our students being life-long learners capable of making significant contributions to our world. We maintain a strong commitment to providing all students with a balanced instructional program that effectively integrates the various academic disciplines through meaningful activities and experiences. Old Mill staff enthusiastically explore best practices in education to meet the needs of our students.

We acknowledge the extensive variety of learning styles in our students and design our instructional program to incorporate a broad range of effective teaching strategies. We constantly monitor student progress and make an effort to provide appropriate support for students who may require remediation or enrichment to fulfill their learning needs. Our staff are committed to developing well-rounded global citizens by encouraging staff, students, and parents to strive for the following ten Old Mill School Learner Profile attributes that make up our Old Mill character education program: Caring, Communicators, Inquirers, Thinkers, Balanced, Reflective, Principled, Open-Minded, Knowledgeable, Courageous, Perseverance, and Collaborative.

School Profile

Old Mill School is situated in the fern and redwood canyons at the base of Mt. Tamalpais - likely a Coastal Miwok word meaning "west hill". During the turn of the century a sulfur spring well was located where the lower playground is today. Many trains that came to Mill Valley brought people carrying bottles to fill from this spring.

Old Mill School is one of six schools in the Mill Valley School District, which is comprised of five elementary schools and one middle school. Old Mill School was selected as a California Distinguished School in 2010, the fourth time since 1986.

Old Mill is the oldest elementary school in Mill Valley, founded in 1921. George Cory, composer of "I Left My Heart in San Francisco," was a student at Old Mill School. In 1925 Helen Keller, through her long-time teacher Anne Sullivan, addressed an audience of 200 at Old Mill School.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	57	57	44	57	57	44	57	57	43	100	100	100
Grade 4	58	49	51	57	49	51	56	49	51	98.3	100	100
Grade 5	56	56	49	56	56	49	56	56	49	100	100	100
All Grades	171	162	144	170	162	144	169	162	143	99.4	100	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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2486.1	2515.1	2500.2	56.14	73.68	53.49	29.82	21.05	32.56	7.02	1.75	9.30	7.02	3.51	4.65
Grade 4	2561.5	2556.1	2593.6	66.07	65.31	82.35	25.00	26.53	13.73	5.36	6.12	0.00	3.57	2.04	3.92
Grade 5	2598.1	2581.4	2588.3	69.64	51.79	55.10	19.64	39.29	32.65	5.36	8.93	10.20	5.36	0.00	2.04
All Grades	N/A	N/A	N/A	63.91	63.58	64.34	24.85	29.01	25.87	5.92	5.56	6.29	5.33	1.85	3.50

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	49.12	73.68	58.14	43.86	24.56	37.21	7.02	1.75	4.65	
Grade 4	57.14	53.06	76.47	39.29	44.90	21.57	3.57	2.04	1.96	
Grade 5	73.21	58.93	53.06	21.43	41.07	46.94	5.36	0.00	0.00	
All Grades	59.76	62.35	62.94	34.91	36.42	34.97	5.33	1.23	2.10	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.61	63.16	41.86	45.61	33.33	48.84	8.77	3.51	9.30
Grade 4	62.50	65.31	70.59	33.93	30.61	25.49	3.57	4.08	3.92
Grade 5	67.86	51.79	51.02	25.00	41.07	46.94	7.14	7.14	2.04
All Grades	58.58	59.88	55.24	34.91	35.19	39.86	6.51	4.94	4.90

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.84	52.63	46.51	57.89	47.37	46.51	5.26	0.00	6.98
Grade 4	47.27	53.06	62.75	49.09	38.78	33.33	3.64	8.16	3.92
Grade 5	58.93	50.00	34.69	37.50	50.00	63.27	3.57	0.00	2.04
All Grades	47.62	51.85	48.25	48.21	45.68	47.55	4.17	2.47	4.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52.63	56.14	53.49	40.35	42.11	37.21	7.02	1.75	9.30
Grade 4	58.18	57.14	66.67	40.00	42.86	31.37	1.82	0.00	1.96
Grade 5	62.50	51.79	55.10	30.36	42.86	40.82	7.14	5.36	4.08
All Grades	57.74	54.94	58.74	36.90	42.59	36.36	5.36	2.47	4.90

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	57	57	44	57	57	43	57	57	43	100	100	97.7
Grade 4	58	49	51	57	49	51	57	49	51	98.3	100	100
Grade 5	56	56	49	55	56	48	55	56	48	98.2	100	98
All Grades	171	162	144	169	162	142	169	162	142	98.8	100	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2504.2	2528.6	2501.2	54.39	68.42	55.81	31.58	24.56	30.23	14.04	7.02	9.30	0.00	0.00	4.65
Grade 4	2576.5	2578.8	2585.1	71.93	71.43	74.51	26.32	24.49	21.57	1.75	4.08	1.96	0.00	0.00	1.96
Grade 5	2585.0	2578.9	2595.3	60.00	57.14	62.50	16.36	23.21	22.92	18.18	17.86	12.50	5.45	1.79	2.08
All Grades	N/A	N/A	N/A	62.13	65.43	64.79	24.85	24.07	24.65	11.24	9.88	7.75	1.78	0.62	2.82

Concepts & Procedures											
Applying mathematical concepts and procedures											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19		
Grade 3	73.68	80.70	69.77	22.81	15.79	20.93	3.51	3.51	9.30		
Grade 4	87.72	85.71	86.27	12.28	14.29	11.76	0.00	0.00	1.96		
Grade 5	63.64	64.29	75.00	23.64	25.00	20.83	12.73	10.71	4.17		
All Grades	75.15	76.54	77.46	19.53	18.52	17.61	5.33	4.94	4.93		

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	61.40	73.68	62.79	36.84	24.56	34.88	1.75	1.75	2.33
Grade 4	77.19	63.27	76.47	21.05	36.73	23.53	1.75	0.00	0.00
Grade 5	63.64	58.93	56.25	30.91	35.71	41.67	5.45	5.36	2.08
All Grades	67.46	65.43	65.49	29.59	32.10	33.10	2.96	2.47	1.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	59.65	73.68	60.47	38.60	26.32	32.56	1.75	0.00	6.98
Grade 4	75.44	77.55	72.55	24.56	22.45	25.49	0.00	0.00	1.96
Grade 5	56.36	44.64	43.75	30.91	44.64	52.08	12.73	10.71	4.17
All Grades	63.91	64.81	59.15	31.36	31.48	36.62	4.73	3.70	4.23

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

School and Student Performance Data

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*		*		*		*	
Grade 1		*		*		*		*
Grade 2	*		*		*		*	
Grade 3		*		*		*		*
All Grades							*	*

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*		*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*		*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	*		*		*	*	*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	*		*	*	*	*	*	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Conclusions based on this data:

1. Continue to work to meet the needs of English Learners

School and Student Performance Data

Chronic Absenteeism Data

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American									
American Indian or Alaskan Native	*			*			*		
Asian	*	1		*	1		*	*	
Filipino									
Hispanic or Latino	13	11		2	0		15.4	0.0	
Did not Report									
Pacific Islander									
Two or More Races	30	30		0	1		0.0	3.3	
White	269	252		10	7		3.7	2.8	
Male	154	146		9	2		5.8	1.4	
Female	167	153		3	6		1.8	3.9	
English Learners	*	1		*	1		*	*	
Students with Disabilities	21	20		1	1		4.8	5.0	
Socioeconomically Disadvantaged	*	1		*	1		*	*	
Migrant									
Foster									
Homeless	*			*			*		
Kindergarten	43	48		1	0		2.3	0.0	
Grades 1-3	164	145		4	2		2.4	1.4	
Grades 4-6	114	106		7	6		6.1	5.7	
Grades 7-8									
Grades K-8	321	299		12	8		3.7	2.7	
Grades 9-12									
Ungraded Elementary/Secondary									
Total	321	299		12	8		3.7	2.7	

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
287	2.1	1.4	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	4	1.4
Socioeconomically Disadvantaged	6	2.1
Students with Disabilities	21	7.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	5	1.7
Hispanic	9	3.1
Two or More Races	34	11.8
White	239	83.3

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Blue

Mathematics



Blue

Academic Engagement

Chronic Absenteeism



Blue

Conditions & Climate

Suspension Rate



Blue

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

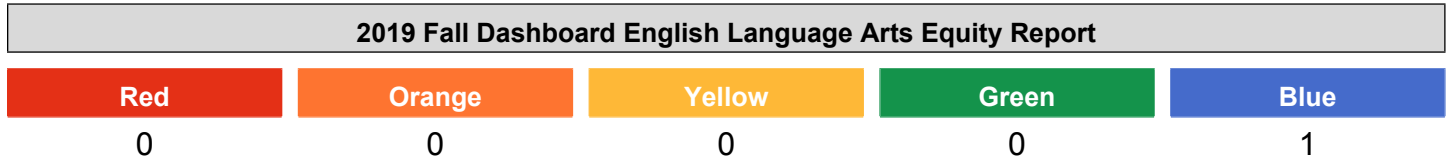
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>90 points above standard</p> <p>Increased ++7.3 points</p> <p>141</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>2.4 points above standard</p> <p>Declined Significantly -39.1 points</p> <p>14</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 77.9 points above standard Increased Significantly ++15.4 points 16	 No Performance Color 0 Students	 Blue 91.9 points above standard Increased ++3.8 points 119

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 3	91.2 points above standard Increased ++8.4 points 133

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

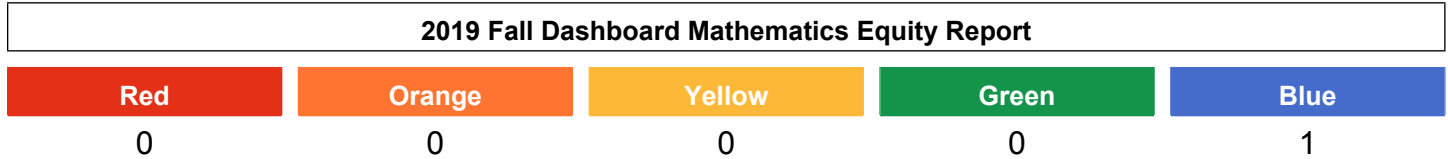
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>78.2 points above standard</p> <p>Maintained -1.2 points</p> <p>139</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>39.8 points above standard</p> <p>Declined -12.7 points</p> <p>13</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 83.6 points above standard Declined -13.2 points 16		 Blue 77.7 points above standard Maintained -2.1 points 117

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 3	79.1 points above standard Maintained -0.1 points 131

Conclusions based on this data:


1. Continue to work to meet the individual needs of students and student groups

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
 No Performance Color making progress towards English language proficiency Number of EL Students: Performance Level: No Data

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.

2019 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
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Conclusions based on this data:

1. Continue to work to meet the needs of English Learners

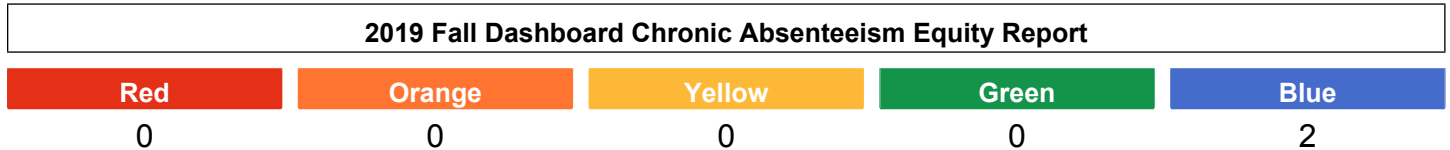
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 2 Declined -0.6 293	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Declined -5 24

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 Blue 0 Declined -3.3 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 2.5 Maintained -0.3 244

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



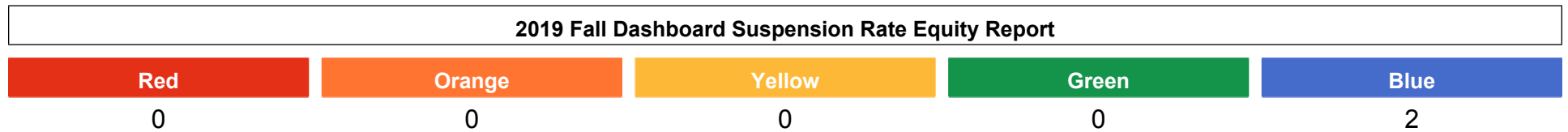
Green



Blue





Highest Performance

This section provides number of student groups in each color.







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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Blue 0.3 Declined -0.7 293	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Maintained 0 24

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data Not 5	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not 9	 Blue 0 Maintained 0 35		 Blue 0.4 Declined -0.8 244

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1	0.3

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

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: Student Achievement
LEA/LCAP GOAL:
LCAP Goal 1: Balanced Learners / Strategic Plan Strategy B: High levels of student achievement
SCHOOL GOAL #1:
Students are offered innovative and differentiated learning experiences to meet diverse learning needs.
Data Used to Form this Goal:
CAASPP, Fountas & Pinnell, local assessments
Findings from the Analysis of this Data:
Continue to work towards meeting the needs of individual students and student groups
How the School will Evaluate the Progress of this Goal:
Ongoing data analysis and reflection on practices

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will collaborate to learn and implement best practices, such as inquiry and concept based teaching, to differentiate learning for their students.	Spring 2020-Spring 2021	Principal, Teachers	Staff meetings, Wednesday meetings		District Funded	
Teachers will share with staff professional development experiences.	Spring 2020-Spring 2021	Principal, Teachers	Staff meetings, Wednesday meetings		District Funded	
Teachers will work together to analyze the effectiveness of various tools and apps to support skilled integration of instructional technologies.	Spring 2020-Spring 2021	Principal, District Tech Staff, Teachers	Staff meetings, Wednesday meetings		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement one staff "Learning Walk" in the fall and one in the spring to reflect and share best teaching practices.	Spring 2020-Spring 2021	Principal, Teachers	Calendar a date in the fall and spring, schedule with principal, and secure substitutes		District Funded	1500
Teachers will review staff survey results to continuously improve the RAMP intervention and Resource programs at Old Mill.	Spring 2020-Spring 2021	Principal, Teachers	Principal creates survey with RAMP/Resource teachers and shares results with Team Leaders and teaching staff		District Funded	

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: Social-Emotional Learning
LEA/LCAP GOAL:
LCAP Goal 1: Balanced Learners / Strategic Plan Strategy A: Integrate social-emotional learning (SEL) into the curriculum
SCHOOL GOAL #2:
The Old Mill Staff will implement SEL practices daily.
Data Used to Form this Goal:
Informal data from staff and parents, current research on well-being
Findings from the Analysis of this Data:
Integrate SEL to create a more positive learning environment
How the School will Evaluate the Progress of this Goal:
Ongoing reflection on practices by staff, 5th grade wellness survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Classroom teachers will commit to integrating SEL (i.e. mindfulness) practices each day.	Spring 2020-Spring 2021	Staff, Counselor, Principal	Staff discussions, counselor in-services, SEL commitment statement for website, create online resource folder		District Funded	
School SOS Manager (student conflict resolution) program will integrate Toolbox SEL program.	Spring 2020-Spring 2021	Principal, SOS Manager, Staff Facilitators, Counselor, Staff	Train students (substitute costs on SOS student training days), educate school staff and parents		Other	360

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to integrate the Old Mill Learner Profile attributes (Character Education program) into the curriculum and introduce language to PTA.	Spring 2020-Spring 2021	Principal, Teachers, Learner Profile Committee	Learner Profile on website, school newsletters, visible throughout school, PTA meeting discussions		District Funded	
Introduce Toolbox SEL curriculum to staff and students through assemblies.	Spring 2020-Spring 2021	Counselor, Teachers	Counselor trains teachers at staff meetings and presents to classrooms		District Funded	
Explore Restorative Justice practices throughout the year.	Spring 2020-Spring 2021	Principal, Trained Teachers, Counselor	Share practices at staff meetings, create online resource folder		District Funded	
Hold one SEL Parent Education event (morning or evening)	Spring 2020-Spring 2021	Principal, Counselor, Interested Staff	Share with parents Old Mill's SEL program		District Funded	
Update Student Discipline Policy	Fall 2020-Spring 2021	Principal, Staff, Parents	Review current policies and update according to best practices		District Funded	

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: Global Mindedness
LEA/LCAP GOAL:
LCAP Goal 1: Balanced Learners / Strategic Plan Strategy C: Develop productive globally-minded citizens
SCHOOL GOAL #3:
Develop globally minded citizens at Old Mill
Data Used to Form this Goal:
Educating for Global Competency: Findings and recommendations from the 2016 California Global Education Summit, District Strategic Plan objectives, staff/parent surveys, ongoing education into best practices for global education
Findings from the Analysis of this Data:
Continue to develop a school program that develops globally minded citizens
How the School will Evaluate the Progress of this Goal:
Ongoing data analysis and reflection on practices and student work

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer professional development opportunities to staff to learn more about and implement teaching for global competence.	Spring 2020-Spring 2021	Principal, Teachers	Training expenses, substitutes, sharing out at staff meetings		Other	1500
Continue to integrate the Old Mill Learner Profile attributes (character education program) throughout the school, and introduce language to PTA.	Fall 2020-Spring 2021	Principal, Teachers, Students, Old Mill Parents	Website, newsletters, school displays		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Encourage global perspectives and awareness throughout the year (i.e. assemblies, field trips, guests, events).	Spring 2020-Spring 2021	Principal, Teachers, Students, Character Education Committee, Old Mill Parents	Teacher leaders, staff meetings, Character Education committee discussions, PTA support		Parent-Teacher Association (PTA)	1000
Continue to develop and encourage the use of a home language library.	Spring 2020-Spring 2021	Principal, Teachers, Librarian, Students, Old Mill Parents	Collect books, purchase books, shelves		Parent-Teacher Association (PTA)	100
Support the Spanish language program and teacher.	Spring 2020-Spring 2021	Principal, Teachers, Students, Old Mill Parents	Scheduling, space, collaboration time		District Funded	
Allow time to collaboratively plan units and lessons that utilize teaching for global competence practices.	Spring 2020-Spring 2021	Principal, Teachers, District Global Studies Coordinator	Schedule time, consider release time, substitute costs		District Funded	1000
Explore local and global opportunities for student action and community service.	Fall 2020-Spring 2021	Principal, PTA, Student Council	Research and share local and global opportunities with the school through newsletters, website, Student Council		District Funded	
Continue to investigate opportunities to become a greener school.	Spring 2020-Spring 2021	Principal, Green Team Leaders, Staff, Parents	Work with local organizations to learn how to produce less waste		District Funded	

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,500.00
Goal 2	360.00
Goal 3	3,600.00

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
Jason Deppong	X				
Aimee Demaret		X			
Talia Kaye		X			
Wendy Hitchcock		X			
Lynn Frazier			X		
Sujatha Sankaran				X	
Tenley Harrison				X	
Geoff Flint				X	
Nicola Livesey				X	
Christie Edwards				X	
Numbers of members of each category:	1	3	1	5	N/A

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.