



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT MILLER ELEMENTARY SCHOOL

2018-19

37-68338-6093256
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Oconnor, Jennifer

Contact Person: Oconnor, Jennifer

Position: Principal

Telephone Number: 858-496-8319

Address: 4343 Shields St, Miller Elementary, San Diego, CA, 92124-2933,

E-mail Address: joconnor@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Miller Elementary
SITE CONTACT PERSON: Jenni Per O'Connor

**DUE: April 6, 2018 (Traditional)
May 2, 2018 (year Round)**

PHONE: 858-496-8319 FAX: 858-278-1649 E-MAIL ADDRESS: jocconnor@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>4/4/18</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4/4/18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Jennifer O'Connor
Type/Print Name of School Principal

J Per O'Connor
Signature of School Principal

5/21/18
Date

Tammy Stas-Kearney
Type/Print Name of SSC Chairperson

Tammy Stas-Kearney
Signature of SSC Chairperson

5.21.18
Date

Bruce Bivins
Type/Print Name of Area Superintendent

Bruce Bivins
Signature of Area Superintendent

05/23/18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

Teachers believe that it is our job to prepare our students for the 21st century with the skills and strategies to engage positively in a global society. As a staff, we must provide a Multi-Tiered System of Support for ALL students in order to achieve this. Parents are beginning to understand that learning is different for children than was for them and students need to have a rigorous education that focuses on critical thinking, problem solving and collaborative learning. Current Evidence:

- Teachers are continuing to ask questions to know their learners and take responsibility for their learning.
- Teachers are moving from what a student can't do to what they can do and need next in their learning.
- It is continually stated that their teaching is the most important variable for student learning, they are what makes a difference. They are beginning to believe this.
- A variety of assessments are being used to learn about students and their achievement.
- Students are continuing to do group work collaboratively with rigorous tasks.
- Innovative practices have been developed to support of our Students with Disabilities and how to move them to grade level standards.
- Teachers meet with the Principal, to discuss students who are struggling meeting grade level standards. From these meetings remediation and support plans are developed.
- Teachers meet as grade level teams to review instructional practices.
- Staff understand what we do and say matters.
- Mobility is high at Miller and parents shop schools before they even arrive. We continue to do positive outreach with the community.

SCHOOL VISION AND REALITY

Teachers understand that it is our job to prepare our students for the 21st century with the skills and strategies to engage positively in a global society. As a staff, we must provide a Multi-Tiered System of Support for ALL students in order to achieve this. Parents are beginning to understand that learning is different for children than was for them and students need to have a rigorous education that focuses on critical thinking, problem solving and collaborative learning. Current Evidence:

- Teachers are beginning to ask questions to know their learners and take responsibility for their learning.
- Teachers are moving from what a student can't do to what they can do and need next in their learning.
- It is continually stated that their teaching is the most important variable for student learning, they are what makes a difference. They are beginning to believe this.
- A variety of assessments are being used to learn about students and their achievement. Including:
 - Teacher Developed exit slips that use the student computer and Illuminate question banks
 - Site developed assessments
 - SBAC Interim exams

Students are beginning to do group work collaboratively with rigorous tasks.

Teachers continue to work with student talk in the room

Implementation of the Lucy Calkins Reading and Writing Units in Grades K-5 has brought a focus on vertical alignment on the teaching of reading and writing

Implementation of Project Lead the Way in Science

School wide implementation of AVID

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3: 1:24

Grade 4-5: 1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592 = 1 day per week

593-1,185 = 2 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment Days Per Week

1-374 1

375-1511 2

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided via release time for teachers to attend district professional development opportunities, within the developing structure of Professional Learning Teams and Professional Learning Communities. Analysis of student data is through the lens of a Multi-Tiered System of Support, directly supporting the belief that "All Means All," and directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The ILT is working to refine the work of PLCs and SSTs to best support student growth.

Professional Learning Communities (PLCs) are at various stages of analyzing student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC 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 AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

The SSC, ILT, and the staff provided input in the development of the SBB/SPSA for the 2018-2019 school year. Revisions were made based on feedback.

Principal reviewed expenditure plans and listened to input from the parents and staff. Plan was developed based on site priorities, alignment with District goals, and student needs.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Sunshine Hafner	Parent Rep
Elizabeth Millias	Parent Rep
Lisa McFaul	Classroom Teacher
Dorian Wilson	Parent Rep
Jennifer O'Connor	Principal
Boyd Frumkin	Classroom Teacher
Bree Holmes	Other School Personnel
Stephanie Calvao	Classroom Teacher
Suzanne Krebs	Parent Rep
Rebecca Filbert	Parent Rep

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 67% (approx. 88 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 67% (approx. 66 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 46% (approx. 6 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 46% (approx. 13 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 65% (approx. 14 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 68% (approx. 19 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 45% (approx. 9 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 36% (approx. 5 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department at least 3 times per year to analyze data. Teachers will meet with the administrator 3 times per year to discuss data and analyze progress. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:
 By June 2019, 67% (approx. 88 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 67% (approx. 66 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:
 Subgroup: African American students
 By June 2019, 47% (approx. 6 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 47% (approx. 13 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Hispanic/Latino students
 By June 2019, 65% (approx. 14 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 68% (approx. 19 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Students with Disabilities
 By June 2019, 45% (approx. 9 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 36% (approx. 5 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?
 Teachers will meet by grade level/department at least 3 times per year to analyze data. Teachers will meet with the administrator 3 times per year to discuss data and analyze progress. Analysis will inform subsequent instruction.

Area 3: English Learner**English Learner SMART Goal:**

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

Teachers will meet by grade level/department 4 times per year to analyze data. Teachers will meet with the administrator 3 times per year to discuss data and analyze progress. Analysis will inform subsequent instruction.

Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 67% (approx. 88 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 67% (approx. 66 5th graders) will meet or exceed level 44 in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

DRA

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI 3 times per year. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% (approx. 700 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 30% (approx. 350 families) will attend training on topics geared toward preparing students for meaningful graduation (PowerSchool, etc.) to increase the milestones necessary for meaningful graduation.

Targeted Population:

All grades K-5 due to the significant need to improve student achievement--especially in English Language Arts.

What data did you use to form these goals?

Sign-in Sheets and/or Parent Surveys: E.g., Parent Conferences, Family Fridays, Curriculum Nights, SSC/SGT, GATE meetings, etc.

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet 3 times per year to analyze student progress using site developed criteria. Families are contacted 3 times per year based on progress.

Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals**Core Program:*****Universal Access to Strong Core Instructional Program (Tier 1)***

- All teachers will use, Lucy Calkin's Reading and Writing Program, SDUSD's Critical Concepts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading/ and or small group instruction.
- Staff will use multiple measures of assessment (i.e., pre and post assessments, Illuminate Interim Assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.) Staff will utilize a pre- and post- assessments to engage in a teach, assess, re-teach, re-assess cycle.
- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- All English learners will be assessed using ELPAC and placed accordingly.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of Interim Assessments and other common formative assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on-site and district professional development to strengthen literacy and math instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy and mathematics
- Teachers will make a home contact i.e. progress report, phone call to discuss the progress of their at risk students. This is logged by teacher.
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts in both literacy and math.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction.

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor will provide monthly check in with at risk students
- Support by Support staff to address literacy needs of students who are two or more years below proficiency.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

To maximize the instruction in the classroom, Miller Elementary will employ the following strategies:

- Retired Teachers to staff our SOAR program to provide targeted intervention instruction to students in reading
- Creating an aligned schedule for all grade levels
- Coordination of SAI support and the instruction in the classroom
- Integration of the math standards and the science standards
- Integration of the English standards and the Social Science standards
- Monthly Grade level pull out meetings.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Interprogram Svcs/Paper		\$1,000.00	\$1,000.00	0206-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02	Paper for writing supports and math curriculum
Equipment Non Capitalized		\$1,135.00	\$1,135.00	0206-30100-00-4491-1000-1110-01000-0000	Title I Basic Program	01, 02, LCFF 2	Additional computers to support programs

How will you monitor these strategies/activities?

Teachers will pre/posttest students within the SOAR program. SOAR teachers will meet with classroom teachers to share results and compare gains within the classroom. Schedules will be monitored via walkthroughs by administration and submission at the beginning of the year by each teacher. SAI support will be monitored by monitoring ESL students and how they are showing gains. These conversations will happen within the monthly monitoring meetings with classroom teachers and the Principal. All Standards will be monitored by the administration through walk throughs and monthly PD. The monthly PD will have agendas and be monitored by administration.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

Miller Staff will employ the following strategies to close the Achievement Gap

- Retired Teachers to staff our SOAR program to provide targeted intervention instruction to students in reading
- Creating an aligned schedule for all grade levels
- Coordination of SAI support and the instruction in the classroom
- Funding for a Retired teacher to coordinate the ELPAC
- Funding for a Retired teacher to work with ELLs
- Grade Level Meetings
- Problem Solving Meetings

Miller Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Teacher Hrly		\$15,000.00	\$18,058.50	0206-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, LCFF 1	SOAR reading and math program to support literacy gains for EL and far below grade level learners

How will you monitor these strategies/activities?

Teachers will pre/posttest students within the SOAR program. SOAR teachers will meet with classroom teachers to share results and compare gains within the classroom. Schedules will be monitored via walkthroughs by administration and submission at the beginning of the year by each teacher. SAI support will be monitored by monitoring ESL/ELL students and how they are showing gains. ELPAC coordinator will have meetings with the administration to ensure appropriate support for ELL students. This same teacher will work in small groups with the ELL students These conversations will happen within the monthly monitoring meetings with classroom teachers and the Principal. All Standards will be monitored by the administration through walk throughs and monthly PD. The monthly PD will have agendas and be monitored by administration. Problem Solving meetings will be monitored by Administration.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

Miller staff will employ the following professional development opportunities

- PLC Meetings (Grade Level, Several Grade Levels, Whole Staff)
- Monthly Staff Meetings
- Monthly Grade Level Meetings
- Problem Solving meetings

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$12,871.00	\$15,495.40	0206-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, LCFF 1, LCFF 2	Release time for teachers to meet in PLCs and monitoring meetings

How will you monitor these strategies/activities?

All meetings will be monitored by the Administration and the ILT. Agendas will be co-developed by the ILT, Grade Level teachers, and the Administration. Content will be aligned with site and district curricular focus and will be reviewed by Administration and ILT.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

Miller Staff will employ the following strategies for Graduation/Promotion awareness:

- Fund the balance of a full time counselor to support:
 - PBIS program
 - Attendance Awareness
 - Graduation (UC a-g) requirements
 - Second Step Lessons in the classroom

Miller Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.6000	\$47,658.60	\$68,426.29	0206-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	04, 05	Full time counselor to support MTSS, PBIS Program, academic supports, and graduation awareness. Will also support our Attendance Improvement Program

How will you monitor these strategies/activities?

Activities will be monitored and reviewed by the PBLT, counseling, and the administration. The results will be shared with District Staff within the counseling department

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

Miller staff will employ the following strategies to support parent engagement:

- Family Fridays
- ELAC
- Parent Cafe
- Curriculum Nights
- Back To School Night
- Weekly dialer updates
- Open House

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Postage Expense		\$100.00	\$100.00	0206-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Parent Mailers and Communication
Equipment Non Capitalized		\$1,000.00	\$1,000.00	0206-30103-00-4491-2495-0000-01000-0000	Title I Parent Involvement	05	Laptop computers to support parents in assisting them to access district programs including but not limited to Free/Reduced Lunch programs
Interprogram Svcs/Paper		\$500.00	\$500.00	0206-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	05	District Printing for back to school information for parents and students
Inservice supplies		\$1,200.00	\$1,200.00	0206-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies for our parent outreach programs to support attendance and family Friday
Supplies		\$229.00	\$229.00	0206-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies for Family Friday outreach program

How will you monitor these strategies/activities?

Parent sign in sheets, activity logs, video records, parent survey

Local Control Funding Formula Goals and Budget
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal:: Teachers and staff will identify at-risk students in Reading and will provide targeted small group instruction within our SOAR Program. Students will be monitored for progress and instruction will be aligned to the classroom.</p> <p>Identified Need:: Students who have shown through multiple assessments a need for improvement in Reading. Typically these students are significantly below grade level.</p> <p>Target Group:: Students significantly below grade level in grades K-5.</p> <p>Monitoring:: Students will be assessed by multiple measures within the small group and by their classroom teacher. These assessments will vary in approach and allow for a full picture of the student's ability.</p> <p>Personnel Responsible:: Classroom Teacher, Retired Teacher (Pull Out Specialist), and site Administration.</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: To support the classroom, whole group instruction in social skills and conflict resolution.</p> <p>Identified Need:: To address site culture, a Positive Behavior Support Plan has been developed to address situations of student behavior.</p> <p>Target Group:: All students will be impacted by the Bucket Filler program and the Second Step instruction (weekly) for 4th and 5th grade. Points of emphasis for the second step program are on emotional wellbeing, problem solving, empathy, and academic success.</p> <p>Monitoring:: Student referrals will be monitored monthly by the Positive Behavior Learning Team (a group of teachers, admin, and chaired by the counselor), and reflective adaptations will be implemented on a needs basis.</p> <p>Personnel Responsible:: PBIS (Positive Behavior Team), Counselor, Admin.</p>

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

To support the development of the Common Core Standards in Mathematics and ELA, and to focus on the Critical Concepts.

Identified Need::

Student test scores on the interim assessments and observational data indicate a large portion of the students at Miller are not at mastery in ELA, Mathematics, and Science.

Target Group::

All Students

Monitoring::

Classroom observations, Interim Assessments, Site Based Monitoring tools, PLC meetings.

Personnel Responsible::

Classroom Teacher, Administrators.

LCFF Intervention Support

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst	0.2375	\$5,924.68	\$12,072.04	0206-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	LCFF 2	Provide for additional literacy enrichment
Supplies		\$4,686.00	\$4,686.00	0206-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, LCFF 1, LCFF 2, LCFF 3	These funds cover classroom materials necessary to enhance or supplement instruction
Non Clsrn Tchr Hrly		\$1,000.00	\$1,203.90	0206-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	01, LCFF 1, LCFF 2	To administer the ELPAC
Retired Clsrn Teacher Hrly		\$28,110.00	\$33,841.64	0206-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	01, 03, LCFF 1	To support grade level supports in ELA, Mathematics
Non Clsrn Tchr Hrly		\$4,000.00	\$4,815.60	0206-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	01, LCFF 2	To support grade level supports in reading
Travel Conference		\$1,000.00	\$1,000.00	0206-09800-00-5207-1000-1110-01000-0000	LCFF Intervention Support	01, 02, LCFF 3	These funds will allow teachers additional training around systematic MTSS
Interprogram Svcs/Duplicating		\$2,000.00	\$2,000.00	0206-09800-00-5721-1000-1110-01000-0000	LCFF Intervention Support	01, LCFF 2	Duplicating to support writing, math, and PLTW instruction

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Miller
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	279	52.3	280	56.4	273	59.3	7.0	2.9	279	44.8	278	50.4	272	52.6	7.8	2.2
Female	133	55.6	133	57.1	144	58.3	2.7	1.2	132	37.9	132	48.5	144	47.9	10.0	-0.6
Male	146	49.3	147	55.8	129	60.5	11.2	4.7	147	51.0	146	52.1	128	57.8	6.8	5.7
African American	30	43.3	30	36.7	38	42.1	-1.2	5.4	30	26.7	30	26.7	38	39.5	12.8	12.8
Asian	1	-	3	-	1	-	-	-	1	-	3	-	1	-	-	-
Filipino	12	75.0	8	-	7	-	-	-	12	66.7	8	-	7	-	-	-
Hispanic	67	50.7	68	48.5	65	55.4	4.7	6.9	68	45.6	67	37.3	64	46.9	1.3	9.6
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Pacific Islander	1	-	2	-	1	-	-	-	1	-	2	-	1	-	-	-
White	131	53.4	130	64.6	119	65.5	12.1	0.9	130	45.4	129	62.0	119	58.8	13.4	-3.2
Multiracial	36	55.6	38	60.5	42	61.9	6.3	1.4	36	50.0	38	50.0	42	50.0	0.0	0.0
English Learner	5	-	7	-	7	-	-	-	5	-	7	-	7	-	-	-
English-Speaking	274	52.2	273	57.1	266	60.2	8.0	3.1	274	44.9	271	50.2	265	52.8	7.9	2.6
Reclassified†	4	-	3	-	3	-	-	-	4	-	3	-	3	-	-	-
Initially Eng. Speaking	270	51.5	270	57.0	263	59.7	8.2	2.7	270	44.4	268	50.0	262	52.7	8.3	2.7
Econ. Disadv.*	200	51.0	190	54.7	168	56.0	5.0	1.3	199	46.2	189	45.0	167	48.5	2.3	3.5
Non-Econ. Disadv.	79	55.7	90	60.0	105	64.8	9.1	4.8	80	41.3	89	61.8	105	59.0	17.7	-2.8
Gifted	63	77.8	70	84.3	42	85.7	7.9	1.4	64	75.0	69	82.6	41	82.9	7.9	0.3
Not Gifted	216	44.9	210	47.1	231	54.5	9.6	7.4	215	35.8	209	39.7	231	47.2	11.4	7.5
With Disabilities	34	17.6	37	29.7	37	27.0	9.4	-2.7	33	27.3	37	18.9	37	16.2	-11.1	-2.7
WO Disabilities	245	57.1	243	60.5	236	64.4	7.3	3.9	246	47.2	241	55.2	235	58.3	11.1	3.1
Homeless	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	265	53.2	271	56.8	264	59.8	6.6	3.0	265	45.3	269	49.8	263	52.5	7.2	2.7

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Miller
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	98	55.1	101	59.4	96	65.6	10.5	6.2	99	48.5	101	60.4	96	65.6	17.1	5.2
Female	39	66.7	52	53.8	54	64.8	-1.9	11.0	40	45.0	52	53.8	54	64.8	19.8	11.0
Male	59	47.5	49	65.3	42	66.7	19.2	1.4	59	50.8	49	67.3	42	66.7	15.9	-0.6
African American	9	-	12	33.3	13	46.2	-	12.9	9	-	12	25.0	13	46.2	-	21.2
Asian	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Filipino	4	-	3	-	1	-	-	-	4	-	3	-	1	-	-	-
Hispanic	22	63.6	24	45.8	28	67.9	4.3	22.1	23	56.5	24	41.7	28	67.9	11.4	26.2
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	51	52.9	47	74.5	44	68.2	15.3	-6.3	51	43.1	47	80.9	44	68.2	25.1	-12.7
Multiracial	11	72.7	14	57.1	10	80.0	7.3	22.9	11	72.7	14	57.1	10	70.0	-2.7	12.9
English Learner	1	-	3	-	5	-	-	-	1	-	3	-	5	-	-	-
English-Speaking	97	54.6	98	60.2	91	67.0	12.4	6.8	98	49.0	98	61.2	91	67.0	18.0	5.8
Reclassified†	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Initially Eng. Speaking	97	54.6	97	59.8	91	67.0	12.4	7.2	98	49.0	97	60.8	91	67.0	18.0	6.2
Econ. Disadv.*	71	52.1	62	53.2	56	62.5	10.4	9.3	72	48.6	62	51.6	56	58.9	10.3	7.3
Non-Econ. Disadv.	27	63.0	39	69.2	40	70.0	7.0	0.8	27	48.1	39	74.4	40	75.0	26.9	0.6
Gifted	29	82.8	27	81.5	13	100.0	17.2	18.5	29	79.3	27	85.2	13	92.3	13.0	7.1
Not Gifted	69	43.5	74	51.4	83	60.2	16.7	8.8	70	35.7	74	51.4	83	61.4	25.7	10.0
With Disabilities	14	21.4	17	47.1	9	-	-	-	14	21.4	17	41.2	9	-	-	-
WO Disabilities	84	60.7	84	61.9	87	70.1	9.4	8.2	85	52.9	84	64.3	87	70.1	17.2	5.8
Homeless	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	93	57.0	99	59.6	95	66.3	9.3	6.7	94	48.9	99	60.6	95	65.3	16.4	4.7

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Miller
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	87	40.2	96	53.1	98	52.0	11.8	-1.1	86	37.2	95	42.1	97	46.4	9.2	4.3
Female	43	39.5	42	64.3	52	46.2	6.7	-18.1	42	28.6	42	45.2	52	38.5	9.9	-6.7
Male	44	40.9	54	44.4	46	58.7	17.8	14.3	44	45.5	53	39.6	45	55.6	10.1	16.0
African American	8	-	11	36.4	14	35.7	-	-0.7	8	-	11	36.4	14	35.7	-	-0.7
Asian	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Filipino	3	-	4	-	4	-	-	-	3	-	4	-	4	-	-	-
Hispanic	21	38.1	23	52.2	19	36.8	-1.3	-15.4	21	38.1	23	30.4	18	33.3	-4.8	2.9
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	2	-	1	-	-	-	0	-	2	-	1	-	-	-
White	42	42.9	41	53.7	41	65.9	23.0	12.2	41	43.9	40	47.5	41	53.7	9.8	6.2
Multiracial	11	36.4	14	64.3	18	44.4	8.0	-19.9	11	27.3	14	42.9	18	44.4	17.1	1.5
English Learner	2	-	3	-	2	-	-	-	2	-	3	-	2	-	-	-
English-Speaking	85	40.0	93	54.8	96	53.1	13.1	-1.7	84	36.9	92	41.3	95	46.3	9.4	5.0
Reclassified†	1	-	0	-	2	-	-	-	1	-	0	-	2	-	-	-
Initially Eng. Speaking	84	39.3	93	54.8	94	52.1	12.8	-2.7	83	37.3	92	41.3	93	45.2	7.9	3.9
Econ. Disadv.*	65	43.1	66	54.5	61	47.5	4.4	-7.0	64	45.3	66	37.9	60	40.0	-5.3	2.1
Non-Econ. Disadv.	22	31.8	30	50.0	37	59.5	27.7	9.5	22	13.6	29	51.7	37	56.8	43.2	5.1
Gifted	16	81.3	23	78.3	15	80.0	-1.3	1.7	16	75.0	22	72.7	14	92.9	17.9	20.2
Not Gifted	71	31.0	73	45.2	83	47.0	16.0	1.8	70	28.6	73	32.9	83	38.6	10.0	5.7
With Disabilities	6	-	13	15.4	16	37.5	-	22.1	5	-	37	18.9	16	25.0	-	6.1
WO Disabilities	81	43.2	83	59.0	82	54.9	11.7	-4.1	81	37.0	82	48.8	81	50.6	13.6	1.8
Homeless	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	83	41.0	92	53.3	96	52.1	11.1	-1.2	82	39.0	91	40.7	95	46.3	7.3	5.6

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Miller
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	94	60.6	83	56.6	79	60.8	0.2	4.2	94	47.9	82	47.6	79	44.3	-3.6	-3.3
Female	51	60.8	39	53.8	38	65.8	5.0	12.0	50	40.0	38	44.7	38	36.8	-3.2	-7.9
Male	43	60.5	44	59.1	41	56.1	-4.4	-3.0	44	56.8	44	50.0	41	51.2	-5.6	1.2
African American	13	53.8	7	-	11	45.5	-8.3	-	13	38.5	7	-	11	36.4	-2.1	-
Asian	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Filipino	5	-	1	-	2	-	-	-	5	-	1	-	2	-	-	-
Hispanic	24	50.0	21	47.6	18	55.6	5.6	8.0	24	41.7	20	40.0	18	27.8	-13.9	-12.2
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	38	65.8	42	64.3	34	61.8	-4.0	-2.5	38	50.0	42	54.8	34	52.9	2.9	-1.9
Multiracial	14	57.1	10	60.0	14	71.4	14.3	11.4	14	50.0	10	50.0	14	42.9	-7.1	-7.1
English Learner	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
English-Speaking	92	60.9	82	56.1	79	60.8	-0.1	4.7	92	47.8	81	46.9	79	44.3	-3.5	-2.6
Reclassified†	3	-	2	-	1	-	-	-	3	-	2	-	0	-	-	-
Initially Eng. Speaking	89	59.6	80	56.3	78	60.3	0.7	4.0	89	46.1	79	46.8	78	44.9	-1.2	-1.9
Econ. Disadv.*	64	57.8	62	56.5	51	58.8	1.0	2.3	63	44.4	61	45.9	51	47.1	2.7	1.2
Non-Econ. Disadv.	30	66.7	21	57.1	28	64.3	-2.4	7.2	31	54.8	21	52.4	28	39.3	-15.5	-13.1
Gifted	18	66.7	20	95.0	14	78.6	11.9	-16.4	19	68.4	20	90.0	14	64.3	-4.1	-25.7
Not Gifted	76	59.2	63	44.4	65	56.9	-2.3	12.5	75	42.7	62	33.9	65	40.0	-2.7	6.1
With Disabilities	14	21.4	7	-	12	16.7	-4.7	-	14	28.6	37	18.9	37	16.2	-12.4	-2.7
WO Disabilities	80	67.5	76	60.5	67	68.7	1.2	8.2	80	51.3	75	52.0	67	52.2	0.9	0.2
Homeless	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	89	60.7	80	57.5	73	61.6	0.9	4.1	89	47.2	79	46.8	73	43.8	-3.4	-3.0

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



San Diego Unified School District

MILLER ELEMENTARY SCHOOL

4343 Shields St., San Diego, CA 92124 Fax (858) 278-1649

(858) 496-8319

MILLER ELEMENTARY SCHOOL TITLE I PARENT INVOLVEMENT POLICY

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements. Miller Elementary School has developed a written Title I parental involvement policy with input from Title I parents. The parent involvement policy was developed by the Miller Elementary SSC and SGT committees which are comprised of teachers, school staff members, and parents.

Miller Elementary has distributed the policy to parents of Title I students. This policy is distributed to parents electronically and it has been posted on the Miller Elementary website.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Miller Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - Each fall we hold an annual Title One meeting for all parents to learn how parents can support their child's education and how the school supports their child daily.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - At Miller Elementary School, we are committed to provide a flexible number of meetings to engage parents in order to increase student achievement. In order to build the bridge between home and school, we have a variety of opportunities for parents to become involved with their student's education. We also have several committees to encourage parent involvement such as School Site Council (SSC), Site Governance Team (SGT), Parent and Community Engagement, and the Miller PTA.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
 - At Miller Elementary, we have monthly meetings scheduled for the parent groups such as School Site Council (SSC), Site Governance Team (SGT), and Miller PTA. Topics covered during the meetings will include, but are not limited to:
 - Improving communication between school and home
 - Providing strategies for parents to assist students with projects and homework

- Discussing current student assessment data and student progress
 - Providing information about school and District resources for student academic improvement
 - Evaluating the effectiveness of the school's parent involvement policy to increase parent involvement
 - Evaluating the instructional program at Miller
 - Reviewing the Single Plan for Student Achievement (SPSA)
 - Conferencing with teachers
 - Providing training programs to help parents support and work with their student at home and at school
 - Understanding Miller and District budgets
 - Incorporating more parent volunteers at school and in the classroom
 - Finding fundraisers to help support Miller
- The school provides parents of Title I students with timely information about Title I programs. Information about Miller Elementary is distributed in the following ways:
 - Miller Elementary website
 - PTA Facebook
 - PTA Cafe
 - Family Fridays
 - Parent meetings such as Back to School Night, and Open House
 - Informational sessions offered for parents throughout the school year in conjunction with the Miller PTA
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. During various parent meetings such as SSC, SGT, Miller PTA, parent tours, informational meetings, principal chats and parent/teacher conferences, we discuss curriculum and student progress. We distribute student progress reports every trimester in order to inform parents of their student's progress towards academic achievement.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Miller Elementary supports students and parents by providing individualized meetings *by request* such as:
 - Parent/Teacher conferences;
 - Student Study Team Meetings;
 - 504 meetings;
 - Individualized Educational Plans.

School-Parent Compact

Miller Elementary School distributes to parents of Title I students a home-school compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the

school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, parent-teacher conferences, as needed; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The School-Parent Compact is developed by the Miller Elementary SSC committee which is comprised of teachers, school staff members, and parents. This compact is distributed to parents in the opening of school packets and it is posted on the Miller Elementary website.

Building Capacity for Involvement

Miller Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. During various parent meetings such as SSC, Miller PTA, informational meetings, and parent/teacher conferences, we discuss curriculum and student progress.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. We have various tools and materials to support parents to improve their children's achievement such as:
 - Student planners;
 - Progress Reports.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. We encourage having positive relationships with parents in order to best support our students.
 - Staff members are committed to returning phone calls and emails in a timely fashion;
 - We encourage parent volunteers;
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. We have various opportunities that we promote to support our parents such as:
 - Family Fridays;
 - Kindergarten Orientation Meetings;
 - Principal chats;
 - Informational sessions will be offered for parents throughout the school year on a variety of technical and instructional topics.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - We distribute materials in English and Spanish. We also distribute materials in other languages upon request;
 - We provide translators at individualized meetings as necessary.
- The school provides support for parental involvement activities requested by Title I parents. If parents are unaware of programs or support that we offer, we will provide them with the needed information. We believe we provide information in a number of ways so parents can learn about all the opportunities we provide for our families and students.

Accessibility

Miller Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- We provide materials in both English and Spanish. We also provide materials in languages other than English/Spanish upon request;
- We provide translators at individualized meetings as necessary.

APPENDIX C

HOME/SCHOOL COMPACT

Miller Home/School Compact

Miller Elementary School and the parents of the students participating in activities, services and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA c):

This compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during the 2018-2019 school year.

School Responsibilities

1. We will create a welcoming environment for students, families and community members.
2. We will set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all of our students
3. We will provide an enriching academic program based on State Standards
4. We will give our students timely feedback on their work.
5. We will provide a safe and positive atmosphere for learning consistent with our site discipline plan.
6. We will seek out additional resources, such as individual instruction, peer coaching/tutoring, etc., to meet our students' special academic needs.
7. We will advocate for our students' non-academic needs.
8. We will suggest ways that parents can support their child's learning at home, including the importance of reading daily with their child and limiting television viewing.

Teacher Commitments

1. Conduct Parent Conferences on November 12, 13, 14, 15, 16 2017 and March 18, 19 20, 21, 22 2018.
2. Standards Based report cards will be sent home three times a year. The first two progress reports align with parent conference dates. Progress reports will be sent home in November, March and June. Informal reporting will be done on an ongoing basis according to student need.
3. We will communicate with parents of our students through frequent reports on their child's progress and will notify parents of any concerns or problems in a timely manner.
4. We will schedule parent-teacher conferences, return parent calls, and be reasonably available to parents during mutually agreed upon times.
5. We will provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities. These opportunities include:

- Invitation to:
 - Back to School Night
 - Open House
 - Classroom Celebrations
 - Join PTA
 - Student Recognitions
 - Family Fridays
 - Field Day
- Invitation to volunteer in classroom:
 - By teacher
 - Parent Newsletter “Dolphin Days”
 - Content Nights
 - Field Trips
- Attend PTA events such as:
 - Book Fair
 - Fundraising events
 - Spring Festival
 - Monthly General Meetings

Parent Responsibilities

1. I will ensure that my child attends school daily, on time, prepared and ready to work and learn.
2. I will hold high expectations for my child and regularly monitor my child’s progress, including homework and home reading.
3. I will participate in my child’s education by volunteering in the classroom, joining PTA, attending Back to School and Open House nights, doing projects at home, or joining other school advisory committees.
4. I will stay informed about my child’s education and communicate with the school by reading all notices from school and responding in a timely manner.
5. I will work collaboratively with school staff by attending at least one parent-teacher conference a year. Additionally, I will contact the appropriate school staff about concerns or problems as needed.

Student Responsibilities

1. I will attend school daily, on time, prepared and ready to work and learn.
2. I will complete all assignments on time, do my homework when assigned, and ask for help when needed.
3. I will take responsibility for my learning by being involved in all classroom activities.
4. I will be responsible for giving all notices and information to my parents or guardians.
5. I will follow all school rules and be a good citizen within the school community.

For Further questions please contact the Principal at (858)496-8319

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Miller Elementary	09800	1189	Retired Clsrm Teacher Hrly			\$ 28,110.00
		1957	Non Clsrm Tchr Hrly			\$ 5,000.00
		2231	Other Support Prsnl PARAS	Library Asst	0.2375	\$ 5,924.68
		3000	Employee Benefits			\$ 12,898.50
		4301	Supplies			\$ 4,686.00
		5207	Travel Conference			\$ 1,000.00
		5721	Interprogram Svcs/Duplicating			\$ 2,000.00
	09800 Total				0.2375	\$ 59,619.18
	30100	1157	Classroom Teacher Hrly			\$ 15,000.00
		1192	Prof&Curriclm Dev Vist Tchr			\$ 12,871.00
		1210	Counselor	School Counselor	0.6000	\$ 47,658.60
		3000	Employee Benefits			\$ 26,450.59
		4491	Equipment Non Capitalized			\$ 1,135.00
		5733	Interprogram Svcs/Paper			\$ 1,000.00
	30100 Total				0.6000	\$ 104,115.19
	30103	4301	Supplies			\$ 229.00
		4304	Inservice supplies			\$ 1,200.00
		4491	Equipment Non Capitalized			\$ 1,000.00
		5733	Interprogram Svcs/Paper			\$ 500.00
		5920	Postage Expense			\$ 100.00
	30103 Total					\$ 3,029.00

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Miller Elementary

 TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	After reviewing the evaluation surveys, Miller staff and SSC members graded us at Substantially. The areas of strength include interventions in ELA and the alignment of instructional times within grade levels. We need to improve our interventions for mathematics.
CLOSING THE ACHIEVEMENT GAP	After reviewing the evaluation surveys, Miller staff and SSC members graded us at Substantially. The strength of Miller is the Specialized Academic Instruction for our students with IEPs. We need to continue to support our English Learners even though they are a significantly small population
PROFESSIONAL DEVELOPMENT	After reviewing the evaluation surveys, Miller staff and SSC graded us between Partially and Substantially. Areas of strength include our PBIS program and grade level meetings. PD in Critical Concepts, Lucy Calkins, AVID and PLTW need to continue. PLC work needs to be more focused on data analysis.
GRADUATION/PROMOTION	After reviewing the evaluation surveys, Miller staff and SSC members graded us between Substantially and Partially. Miller staff have continued cross grade level and vertical work with our Middle School through the lens of AVID. This work has strengthened an aligned curricular path. Programs to encourage attendance continue to produce some results.
PARENT ENGAGEMENT	After reviewing the evaluation surveys, Miller staff and SSC members graded us at Partially. The sunset of the SAY San Diego Grant limited parent workshop opportunities. However, close collaboration with the PTA and the work of the Parent Engagement group to coordinate Family Fridays and other community events continues to support our parent connections.