

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT MILLER ELEMENTARY SCHOOL

**2020-21**

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:** Camacho, Gina

**Contact Person:** Camacho, Gina

**Position:** Principal

**Telephone Number:** 858-221-5200

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

**E-mail Address:** gcamacho-mcgrath@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- Parent&Family Engagement Policy
- School Parent Compact

**Board Approval: 12/15/2020**

**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.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

**SCHOOL NAME:** Miller Elementary

**DUE: October 5, 2020**

**SITE CONTACT PERSON:** Gina Camacho McGrath

**PHONE:** (858) 221-5200

**FAX:** (858) 278-1649

**E-MAIL ADDRESS:** gcamachomcgrath@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)     CSI School

**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 type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: _____ |
| <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: October 2, 2020

**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.**

\_\_\_\_\_  
Gina Camacho McGrath  
Type/Print Name of School Principal

\_\_\_\_\_  
/Gina Camacho McGrath/ October 2, 2020  
Signature of School Principal / Date

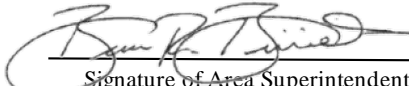
\_\_\_\_\_  
Tammy Sias Kearney  
Type/Print Name of SSC Chairperson

\_\_\_\_\_  
/Tammy Sias Kearney/ October 2, 2020  
Signature of SSC Chairperson / Date

\_\_\_\_\_  
Type/Print Name of ELAC Chairperson

\_\_\_\_\_  
Signature of ELAC Chairperson / Date

**Bruce Bivins**  
\_\_\_\_\_  
Type/Print Name of Area Superintendent

 **10/6/2020**  
\_\_\_\_\_  
Signature of Area Superintendent / Date

**Submit Document With Electronic Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, **Room 3126**

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of the Title I Schoolwide Program school.

**PURPOSE AND DESCRIPTION**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

**STAKEHOLDER INVOLVEMENT (REQUIRED)**

Principal involved Instructional Leadership Team by looking at data and areas of need throughout 2019-2020 school year and especially in January and February while developing the budget. Principal sent out a survey to stakeholders for feedback on budget priorities in January 2020. Principal also will meet with Parent Teacher Association monthly in 2019-2020 and School Site Council monthly in 2019-20. In January and February of 2020, a focus on school site needs based on data and budget development was the focus of the meetings with various stakeholder groups. The SSC reviewed the 2020-21 SPSA on October 2, 2020.

**RESOURCE INEQUITIES**

- Funded an additional .6 counselor

- Decline in Office Referrals

- Increase in attendance percentages

Funded Reading/Math Intervention Teachers

- 4.8% increase in 4th grade ELA and 7.5% decrease in 4th grade Math SBAC scores

- 3.4% decrease in 3rd grade ELA and 3.3% decrease in 3rd grade Math SBAC scores

- 13.2% decrease in 5th grade ELA and 1.4% increase in 5th grade Math SBAC scores

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Donna Kemp	Classroom Teacher
Kelli Reyes	Classroom Teacher
Tammy Sias-Kearney	Classroom Teacher
Shannon Avery	Parent Rep
Jesus Chavez	Parent Rep
Kathryn Fowler	Parent Rep
Erika Parker	Parent Rep
Bree Holmes	Other Personnel
Marlene Martin Del Campo	Parent Rep
Gina Camacho McGrath	Principal

## GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

### Goal 1 - Safe, Collaborative and Inclusive Culture

#### Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

#### District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In 2019-20 Miller fully implemented PBIS, district coordinated and supported MTSS site-wide and allocated additional funds and resources for a counselor. SPSA evaluation shows that data was in a positive upward trend.

#### \*Major Differences

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

Any changes that occurred during 2019-20 are difficult to understand the effectiveness due to COVID-19 and school closures. It affected our ability to continue to do the supports as envisioned in the online setting.

Prior to the school closures, Miller was fully engaged in staff training and implementation of the MTSS, PBIS, and AVID strategies and resources. Our counselor was able to engage the children, families, and staff.

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The Miller team continues to use the strategies in the online setting and are currently preparing for activities that can be done once we return to in person instruction. The team is also creating innovative ways to create opportunities during the online learning.

## Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Goal 1 - Safe, Collaborative and Inclusive Culture</b>						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	All students TK-5	will increase attendance rates	96.4%	97.4%	Attendance	Monthly
<b>*Identified Need</b>						
<p>Based on a review of the cumulative attendance percentages by month for Miller, we still have room for growth. Students must be in school daily to meet their maximum potential.</p> <p>Upon review of the 2018-2019 California Healthy Kids Survey (CHKS) data, it was identified that 52% of students surveyed in the 5th grade feel safe on campus. This is an identified need as every student should feel safe at school.</p> <p>The CHKS report also showed that only 57% of the surveyed 5th-grade students feel as though they have a caring adult they can identify at school. We believe that by providing a safe connection on campus, students will attend school more frequently.</p> <p>Also considering the data from the most recent Dashboard information available we see there is room for growth in our subgroups on the campus and we will be working with our site equity team, ILT, counseling department and our student outreach team to ensure that we are maximizing areas of growth.</p>						
<b>*Online Learning Implications</b>						
<p>-Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.</p> <p>-Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.</p> <p>-SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.</p> <p>-Social-Emotional Learning and Restorative Justice Practices</p> <p>-Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.</p> <p>-Schools will continue wellness efforts via school wellness coordinators.</p> <p>-Our District will continue to provide Trauma Informed Care &amp; Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.</p> <p>-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.</p> <p><b>Attendance/Chronic Absenteeism related</b></p> <p>-Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.</p> <p>-Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.</p>						

## Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

-Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.

-Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	will increase attendance	84%	94%	Attendance	annually
June 2021	TK-5	Students with Disabilities	will decrease chronic absenteeism	18%	9%	Chronic Absenteeism	weekly, monthly
June 2021	TK-5	English Learner	will decrease chronic absenteeism	2.9% (2019 Dashboard)	9%	Chronic Absenteeism	weekly, monthly
June 2021	TK-5	English Learner	will decrease suspension rates	2.9% (2019 Dashboard)	<1%	Suspension	weekly, monthly
June 2021	TK-5	Students with Disabilities	will decrease suspension rates	2.9% (2019 Dashboard)	<1%	Suspension	weekly, monthly
June 2021	TK-5	Socioeconomically Disadvantaged	will decrease suspension rates	1.1% (2019 Dashboard)	<1%	Suspension	weekly, monthly
June 2021	TK-5	White	will decrease suspension rates	1.6% (2019 Dashboard)	<1%	Suspension	weekly, monthly
June 2021	TK-5	Black or African American	will decrease chronic absenteeism	5.5% (2019 Dashboard)	<3%	Chronic Absenteeism	weekly, monthly

### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

Teachers and staff at Miller want all students to attend school regularly. It has been identified that 16% of Students with Disabilities were chronically absent during the 2018-19 school year. Students who miss school tend to do poorly in school because they miss instruction. Students with Disabilities who miss school are at a greater disadvantage because they need additional support to access their learning.

#### \*Strategy/Activity - Description

To foster a more safe, collaborative, and inclusive school culture, teachers and staff at Miller will continue to adjust practices to increase positive relationships between teachers, staff, and students.



## Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

We believe that students are more likely to attend school when they feel that they have trusting adults they can count on at their school site both in their classrooms and around campus. Adults hold a large responsibility to ensure this happens. We will ensure that we listen to students when they approach us and ensure that every child is checked on at least once a day by an adult. Knowing there are adults they can count on also helps students to feel safe while they are at school. Our School Counselor and Positive Behavior Leadership Team will continue to refine our PBIS strategies and promote a positive school culture.

To ensure all individuals are held responsible for attendance, the principal will work with the Clerk, Nurse, Counselor, and .4 VP to connect with parents who have children with a chronically absent record.

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02062N	School Counselor	0.60000	\$52,243.20	\$75,326.07	0206-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Runs our PBIS program and promotes a safe and inclusive school
N02067T	Supplies		\$16,452.00	\$16,452.00	0206-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		To support the counselor needs
N0206B5	Counselor Hrly		\$12,000.00	\$14,674.80	0206-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]		Support the extra programs of outreach

### \*Additional Supports for this Strategy/Activity

As a staff, we will highlight positive behaviors that students exhibit through our bucket filler cards, our bucket filler of the week program, and our Recognition Assemblies. In addition, we will continue to grow our Kindness Crew program which encourages students to find safe and collaborative activities to participate in at recess. Our goal is to increase positive relationships among students and staff and recognize students for their continued efforts and excellent behavior.

## Goal 2 - English Language Arts

### Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers collaborated to discuss best practices, plan for instruction, and adjust instructional goals. In addition, retired teachers were available to pull individual and/or small groups of students to provide targeted intervention strategies, such as Reading Recovery.

Teachers use the Lucy Calkins Reading and Writing materials, and Leveled Literacy occurs in all classrooms every day.

#### \*Major Differences

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

Staff uses this time to discuss student achievement, however, due to budgetary limitations, consistent and regular school days can not be provided to support Professional Learning Community teacher needs.

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

PLCs will track student data through monitoring forms and use that data to identify target students, determine areas of need, and develop a comprehensive plan to meet learning goals of identified students.

## Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

In addition to the previous Intervention Teachers, a full time In-School Resource teacher is available to provide small group and individual targeted interventions.

### \*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5 grade students	will meet or exceed standards	58.3%	68.3%	CAASPP ELA	annually
June 2021	all 3rd grade students	will meet or exceed standards	58.4%	68.4%	CAASPP ELA	annually
June 2021	all 4th grade students	will meet or exceed standards	67%	77%	CAASPP ELA	annually
June 2021	all 5th grade students	will meet or exceed standards	48.9%	58.9%	CAASPP ELA	annually
June 2021	3-5 grade students	will attain campus pathways	baseline	68.3%	FAST aReading	annually

### \*Identified Need

Only 58.3% of 3-5th-grade students at Miller Elementary have met or exceeded standards on the CAASPP ELA for their identified grade level. As a collective team, teachers, students, intervention teachers, and parents will work to ensure that at least 68.3% of students at Miller are "meeting or exceeding standard" on the CAASPP ELA by June of 2021.

### \*Online Learning Implications

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

## Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3-5	Students with Disabilities	will meet or exceed standards	22.2%	32.2%	CAASPP ELA	annually
June 2021	3-5	English Learner	will meet or exceed standards	10%	20%	CAASPP ELA	annually
June 2021	3-5	English Learner	Increase the number of students on the FAST aReading scoring at College Pathway	*Incomplete data	70%	FAST aReading	annually
June 2021	3-5	Black or African American	Increase the number of students on the FAST aReading scoring at College Pathway	*Incomplete data	70%	FAST aReading	annually
June 2021	3-5	Students with Disabilities	Increase the number of students on the FAST aReading scoring at College Pathway	*Incomplete data	70%	FAST aReading	annually

### **Strategy/Activity 1**

#### **\*Students to be served by this Strategy/Activity**

Staff will work together to identify the specific academic needs of their English Learners and Students with Disabilities including their strengths and areas of growth. This will allow classroom teachers, Education Specialists, and English Language Support Teachers to work on targeted skills during push-in or small group instruction. Our call to action is to move lower-performing English Learners and Students with Disabilities into the "Meets and or Exceeds" band of learners as measured by CAASPP ELA.

#### **\*Strategy/Activity - Description**

Students identified as English Learners and Students with Disabilities who performed below standard will receive intensive support during the school day. This support includes small group instruction, SST monitoring (if necessary), IEP goal monitoring, goal setting and recognition

## Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

opportunities. Classroom teachers alongside our Ed Specialists will meet to target Critical Concepts in ELA to meet the needs of students. Data that is determined by the PLC will be used to increase overall grade-level achievement. Focused ELD instruction will take place during Leveled Literacy. In PLC meetings, teachers address gaps in learning for children in small groups. Data is discussed and alternate interventions are developed during these meeting times. Students in need of additional support will have access to tutoring by teachers.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02062W	Prof&Curriclm Dev Vist Tchr		\$4,907.00	\$6,000.77	0206-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Allows for teachers to meet to plan and analyze data for student achievement
N020661	Interprogram Svcs/Duplicating		\$1,500.00	\$1,500.00	0206-09800-00-5721-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies purchased are to enhance the teaching and learning in the classrooms
N02069C	Supplies		\$4,305.00	\$4,305.00	0206-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies purchased are to enhance the teaching and learning in classrooms
N0206B2	Prof&Curriclm Dev Vist Tchr		\$1,636.00	\$2,000.66	0206-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Allows for teachers to meet to plan and analyze data for student achievement
N0206B4	Retired NonClstrm Tchr Hrly		\$24,532.00	\$30,000.18	0206-09800-00-1986-2490-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Allows for additional small group and 1:1 for students accessing the various levels of RtI. This does not supplant the daily small group or 1:1 instruction from the classroom teacher.
N0206B6	Classroom Teacher Hrly		\$2,863.00	\$3,501.16	0206-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Additional tutoring support for identified students.
N0206BA	Interprogram Svcs/VAPA		\$35,000.00	\$35,000.00	0206-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]		Allows for teacher release time to meet, analyze data and plan for student achievement
N0206BG	Software License		\$1.00	\$1.00	0206-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Subscriptions for various online learning platforms that supplement teaching and learning

## Goal 3 - Mathematics

### Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers collaborated to discuss best practices, monitor student data, and adjust instructional goals. In addition, teachers spent time identifying instructional learning gaps for students. Teachers were provided access to a guaranteed-viable curriculum to closely monitor student growth, strategically pull small groups, and monitor goals set by students.

#### \*Major Differences

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

Budgetary cuts have reduced the number of Professional Learning Community (PLC) days Miller's teachers receive every year. With a limited amount of PLC opportunities during the school year, teachers are only able to meet on a limited basis to discuss student achievement and develop detailed goals to meet gaps in student learning. To maximize student growth, consistent and regular meeting days must be provided to teams of teachers.

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

PLCs will track student data through monitoring forms and use that data to identify target students, determine areas of need, and develop a comprehensive plan to meet learning goals of identified students.

<b>*Goal 3 - Mathematics</b>							
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>	
June 2021	3-5	will meet or exceed standards	58.3%	68.5%	CAASPP Math	annually	
June 2021	3	will meet or exceed standards	63.7%	73.7%	CAASPP Math	annually	
June 2021	4	will meet or exceed standards	65.3%	75.3%	CAASPP Math	annually	
June 2021	5	will meet or exceed standards	43.7%	53.7%	CAASPP Math	annually	
June 2021	3-5	will attain campus pathways	58.3%	68.5%	FAST aMath	annually	
<b>*Identified Need</b>							
<p>Only 58.3% of 3-5 grade students at Miller Elementary have met or exceeded standard for their identified grade level. As a collective team, teachers, students, and parents will work to ensure that at least 68.3% of students at Miller, including English Learners and Students with Disabilities are "meeting standard" on the CAASPP Math by June of 2021.</p>							
<b>*Online Learning Implications</b>							
<p>-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.</p> <p>-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.</p> <p>- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.</p> <p>-Structures and digital tools to support student collaboration</p> <p>-Flexibility for teachers to provide both whole group, small group and individual instruction</p> <p>-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery</p> <p>-Professional development for educators</p> <p>-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners</p> <p>-Standards-Based Grading</p>							
<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3-5	Students with Disabilities	will meet or exceed standards	27%	37%	CAASPP Math	annually
June 2021	3-5	English Learner	will meet or exceed standards	30%	40%	CAASPP Math	annually
June 2021	3-5	English Learner	Increase the number of students on the FAST	*Incomplete data	80%	FAST aMath	annually



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			aMath scoring at College Pathway				
June 2021	3-5	Students with Disabilities	Increase the number of students on the FAST aMath scoring at College Pathway	*Incomplete data	80%	FAST aMath	annually
June 2021	3-5	Black or African American	Increase the number of students on the FAST aMath scoring at College Pathway	*Incomplete data	80%	FAST aMath	annually

### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

Staff will work together to identify the specific academic needs of their English Learners and Students with Disabilities including their strengths and areas of growth. This will allow classroom teachers, Education Specialists, and English Language Support Teachers (district) to work on targeted skills during push-in or small group instruction. Our call to action is to move lower-performing English Learners and Students with Disabilities into the "Meets and or Exceeds" band of learners as measured by CAASPP Math.

#### \*Strategy/Activity - Description

Students identified as English Learners and Students with Disabilities who performed below standard will receive intensive support during the school day. This support includes small group instruction, SST monitoring (if necessary), IEP goal monitoring, goal setting, and recognition opportunities. Classroom teachers alongside our Ed Specialists will meet to target Critical Concepts in Math to meet the needs of students. Data that is determined by the PLC will be used to increase overall grade-level achievement.

In PLC meetings, teachers address gaps in learning for children in small groups. Data is discussed and alternate interventions are developed during these meeting times. Students identified in need of additional support will have the opportunity to receive tutoring in Math.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0206K	Supplies		\$2,183.00	\$2,183.00	0206-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies used will enhance and supplement curriculum in the area of math
N0206B7	Retired NonClstrm Tchr Hrly		\$1,227.00	\$1,500.50	0206-30100-00-1986-2490-0000-01000-0000	Title I Basic Program	[no data]		Retired teachers will be able to come in to classrooms for push in small group services to ensure that students are getting additional support and instruction



## Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0206B8	Classroom Teacher Hrly		\$9,813.00	\$12,000.32	0206-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		teachers will be able to plan and hold additional small groups. Teachers will be able to analyze data, collaborate and plan for meaningful student engagement
N0206B9	Retired NonClstrm Tchr Hrly		\$4,907.00	\$6,000.77	0206-30106-00-1986-2490-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Retired teachers will be able to come in to classrooms for push in small group services to ensure that students are getting additional support and instruction
	Interprogram Svcs/VAPA				0206-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts   Ref Id : N0206BA	This time will allow for additional PLC and ILT time to collaborate, plan, analyze student data and create common formative assessments
	Prof&Curriclm Dev Vist Tchr				0206-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N02062W	This time will allow for additional PLC and ILT time to collaborate, plan, analyze student data and create common formative assessments
	Prof&Curriclm Dev Vist Tchr				0206-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts   Ref Id : N0206B2	This time will allow for additional PLC and ILT time to collaborate, plan, analyze student data and create common formative assessments

## Goal 4- Supporting English Learners

### Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers collaborated to discuss best practices, plan for instruction, and adjust instructional goals. In addition, retired teachers were available to pull individual and/or small groups of students to provide targeted intervention strategies, such as Reading Recovery.

Teachers use the Lucy Calkins Reading and Writing materials, and Leveled Literacy occurs in all classrooms every day.

Teachers are now using the district created Benchmark literacy curriculum

#### \*Major Differences

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

Staff uses planning time to discuss student achievement, however due to budgetary limitations, consistent and regular school days can not be provided to support Professional Learning Community teacher needs.

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

## Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Strategic goals will be asked of each Professional Learning Community during preparation time to identify targeted English Learners, determine areas of need, and develop a highly comprehensive plan to meet learning goals of mentioned students with the support of Designated and Integrated ELD. Teachers will use the designated ELD curriculum during Leveled Literacy. Teachers will collaborate with the District English Learner Resource Teacher to participate in coaching cycles.

### \*Integrated English Language Development

Our EL students will be serviced daily with integrated support during our Leveled Literacy time. Teachers will work with the District EL Resource Teacher through a coaching cycle to strengthen their instruction.

### \*Designated English Language Development

Teachers will be trained to provide designated ELD instruction to students. Classroom walkthroughs will be used to ensure our English Learners are being supported on a regular basis. Teachers will work with the District EL Resource Teacher through a coaching cycle to strengthen their instruction.

### \*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	will meet or exceed standards	10%	20%	CAASPP ELA	annually
June 2021	3-5	English Learner	will meet or exceed standards	30%	40%	CAASPP Math	annually

### \*Identified Need

Miller has identified the need to have a strong and robust dELD learning time for our English Language Learners. Having consistent planning and expectations for success will assist in the students making annual yearly progress.

### \*Online Learning Implications

- District will provide students with targeted small group support through a push-in integrated model.
- The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
- Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.
- Online professional development modules with iELD (integrated English Language)
- The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)
  - These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.
  - Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.

## Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Formative assessment data will be collected, analyzed and feedback given to students.  
 Professional development will also be offered to teachers across the district serving this English Learner group  
 The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.  
 This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	reclassify all students who are eligible for reclassification	25%	100%	Summative ELPAC	annually

**Strategy/Activity 1**

**\*Students to be served by this Strategy/Activity**

English Learners who are performing below grade level or who are new to the country, must be provided with regular and consistent designated and integrated English Language instruction.

**\*Strategy/Activity - Description**

During Professional Learning Community planning, teachers will identify English Learners who are performing below standard. Key areas of instruction, including small groups, vocabulary development, and language frames will be created for student access. In addition, language proficiency will be monitored and discussed. Teachers will collaborate with the District EL Resource teacher to support this work. English Learners identified as needing additional support will have access to tutoring to improve English Language development or academics.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0206AE	Supplies		\$1,624.00	\$1,624.00	0206-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		supplies will support, enhance and supplement curriculum
N0206B3	Retired NonClrm Tch Hrly		\$6,542.00	\$8,000.21	0206-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners		ELPAC Assessments
	Classroom Teacher Hrly				0206-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 3 - Mathematics   Ref Id : N0206B8	Tutoring support for ELs.

## Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Prof&Curriclm Dev Vist Tchr				0206-30100-00- 1192-1000-1110- 01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N02062W	This allows for additional teacher release time for planning, collaborating, analyzing student data and the creation of common formative assessments
	Retired NonClstrm Tchr Hrly				0206-09800-00- 1986-2490-0000- 01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts   Ref Id : N0206B4	Additional push in support for students in need
	Supplies				0206-09800-00- 4301-1000-1110- 01000-0000	LCFF Intervention Support	English Learners	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N02067T	supplies will enhance and supplement current curriculum

## Goal 5 - Supporting Students with Disabilities

### Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.  
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.  
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In 2019-2020 Miller was not able to fully realize the previous set of goals for our students due to a variety of reasons. Assessments were not being completed in a timely manner, IEP team meetings were not occurring as often as they should to coordinate efforts and tighten practice, and also due to COVID-19 we were not able to access the children for intense service in person. We have learned how to strengthen practice online and are preparing for in-person services and the return to campus

#### \*Major Differences

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

In 2019-2020 Miller was not able to fully realize the previous set of goals for our students due to a variety of reasons. Assessments were not being completed in a timely manner, IEP team meetings were not occurring as often as they should to coordinate efforts, and tighten practice and also due to COVID-19 we were not able to access the children for intense service in person. We have learned how to strengthen practice online and are preparing for in person services and the return to campus

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

## Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Our special education team is collaborating more on how to best service goals and increase progress on goals. The team is going to work more in concert with all service providers to offer a strong continuum of services to all our children. We will collaborate more on goals and connect with previous service provider teams to provide a more seamless transition to our students that join us from other districts.

### \*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	will make progress or meet IEP goals	not previously tracked	80%	Progress Reports on IEP Goals	annually

### \*Identified Need

Only 22.2% of students with disabilities met or exceeded standards on ELA SBAC, and only 27% met or exceeded standards on the math SBAC. As a collective team, teachers, education specialists, and support providers, and parents will work to ensure that at least 32.2% are meeting or exceeding standards in ELA, and 37% are meeting or exceeding standards in Math.

### \*Online Learning Implications

- Implementation of IEP Services in Online Learning Setting
- Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).
- All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
- The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.
- All staff will be working as a team to support all students to accelerate their learning.

### \*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	will meet or exceed standards in ELA	22.2%	32.2%	Other (Describe in Objective)	annually
June 2021	3-5	Students with Disabilities	will meet or exceed standards in mathematics	27%	37%	Other (Describe in Objective)	annually

### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

Staff will work together to identify the specific academic needs of their Students with Disabilities including their strengths, areas of growth, and progress towards IEP goals. This will allow classroom teachers, Education Specialists, and Support Providers to work on targeted skills during push-in or small group instruction. Our call to action is to move lower-performing Students with Disabilities into the "Meets and or Exceeds" band of learners as measured by CAASPP ELA and Mathematics.

## Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

**\*Strategy/Activity - Description**

Students with Disabilities who performed below standard will receive intensive support during the school day. This support includes push-in support, small group pull-out instruction, IEP goal monitoring, goal setting and recognition opportunities. Classroom teachers alongside our Ed Specialists will meet to target Critical Concepts in ELA and Mathematics to meet the needs of students. Data that is determined by the PLC, in addition to IEP goal monitoring will be used to increase overall grade-level achievement.

In PLC meetings, teachers address gaps in learning for children in small groups. Data is discussed and alternate interventions are developed during these meeting times.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0206-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N02062W	Allows for planning time and time to meet as a team
	Supplies				0206-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N02067T	Supplies to enhance and supplement classroom curriculum



## Goal 6 - Supporting Black Youth

### Call to Action Belief Statement

Developing antiracist and restorative school communities.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### \*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	Black youth	Will increase the number of students meeting or exceeding grade level standards	Baseline	75%	Grades	Trimester

### \*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Miller Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Miller Elementary will develop and implement a site-specific system for tracking classroom referrals.
3. Miller Elementary will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Miller Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Miller Elementary will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Miller Elementary is to maintain or increase the percentage of diverse educators from current year to the following year.

### \*Identified Need

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

## Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

districts to measure pupil achievement.

School will compile data to review academic progress for black youth.

### \*Online Learning Implications

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

All students will benefit but our target group is African American children

#### \*Strategy/Activity - Description

Miller will work closely with the district personnel when we develop our site equity team to ensure we are aligning our resources in a concerted effort to support students. We will work with our community resources to maximize program potential to ensure black youth and how we address the changes that need to be made as a site and as a community. We will meet regularly to ensure that our students are exceeding standards in all areas of their academic day and if there is a struggle determine as a team and alongside the family how we will address it.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Counselor Hrly				0206-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N0206B5	Support in creating a safe and inclusive school community and experience.

## Goal 7 - Family Engagement

### Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We worked on increasing parental involvement last year. Parents at Miller were provided with various opportunities to get involved. This includes PTA membership drives, volunteering, and family engagement opportunities including "Family Friday's" for our families, Family Art and Literacy Night, various involvement opportunities, Miller Cafe with the Principal, and parent meetings.

#### \*Major Differences

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

Despite our efforts, we have found that many parents do not participate regularly. We find that we consistently have the same parents offering to support events. We have changed our communication platform to inform families regarding events at Miller, to recruit families for involvement, and we continue to work with the PTA to support these efforts.

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Miller is comprised of 97% military dependent students. Our military families are far from home, on a limited income, and most often have at least one deployed parent. We are working on increasing positive relationships with our families so everyone feels comfortable attending events at Miller Elementary. We have a new newsletter platform that will provide information as well as highlight our programs on site. We are working to expand family enrichment activities, and continue to collaborate with the PTA to provide volunteer opportunities for families. We are also exploring the options provided by our district Family Engagement Department.

## Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Goal 7- Family Engagement</b>					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	School encourages me to be an active partner with the school	37%	50%	CAL - SCHLS (CSPS)
<b>*Identified Need</b>					
Miller families have expressed a desire to feel connected to the school in multiple ways.					
<b>*Online Learning Implications</b>					
<p>-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.</p> <p>-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.</p> <p>-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.</p> <p>-District is also supplying families with training on SEL, Wellness, Health and Safety.</p> <p style="padding-left: 20px;">-These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.</p> <p style="padding-left: 20px;">-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.</p> <p>For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.</p> <p style="padding-left: 20px;">-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.</p> <p>Training for parents and other caregivers Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise</p>					
<b>*Annual Measurable Outcomes</b>					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	PTA	10 parents will regularly attend PTA meetings	not previously tracked	50%	Meeting Attendance
June 2021	SSC	60% of parents will attend SSC meetings	not previously tracked	60%	Meeting Attendance
<b>Strategy/Activity 1</b>					
<b>*Families to be served by this Strategy/Activity</b>					
All families will benefit from being represented by the PTA and School Site Council					

## Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

**\*Strategy/Activity - Description**

Parents will be elected to the SSC and PTA Board and will share information.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02061Z	Interprogram Svcs/Paper		\$500.00	\$500.00	0206-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	[no data]		To be able to print newsletters and other parent communication as necessary
N02063G	Interprogram Svcs/Duplicating		\$300.00	\$300.00	0206-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	[no data]		To be able to print and distribute parent communication as necessary
N02068U	Postage Expense		\$120.00	\$120.00	0206-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		To be able to put postage on parent communication as necessary

## Goal 8- Graduation/Promotion Rate

### Call to Action Belief Statement

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.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

## Annual Review of This Goal: SPSA Reviewed 2019-20

### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Miller is an AVID school and encourages a college-ready mindset in all of our students. Miller's ELA instruction is implemented by credentialed teachers who participate in PLC collaboration and planning meetings. Lucy Calkins Reading and Writing curriculum is used across all grade levels. After school tutoring is limited and funded for students who struggle with reading and attend Primetime. Miller uses Title I funds to fund reading interventions with retired teachers in all grade levels except Transitional Kindergarten. All teachers TK-1 administer the DRA, and all teachers 2-5 administer the FAST and DRA.

### \*Major Differences

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

Miller teachers will consistently use, track, and monitor reading assessments and discuss this data in PLC meetings to make adjustments to instruction.

### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes for 2020-21.

## Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Goal 8- Graduation/Promotion Rate</b>							
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>	
June 2021	3-5	meet or exceed standards	58.3%	68.3%	CAASPP ELA	annually	
June 2021	35	meet or exceed standards	58.3%	68.3%	CAASPP Math	annually	
<b>*Identified Need</b>							
<b>*Online Learning Implications</b>							
-The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.							
<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3-5	English Learner	meet or exceed standards	10%	20%	CAASPP ELA	annually
June 2021	3-5	English Learner	meet or exceed standards	30%	40%	CAASPP Math	annually
June 2021	3-5	Students with Disabilities	meet or exceed standards	22.2%	32.2%	CAASPP ELA	annually
June 2021	3-5	Students with Disabilities	meet or exceed standards	27%	37%	CAASPP Math	annually
June 2021	3-5	Black or African American	meet or exceed standards	data not previously available	80%	CAASPP ELA	annually
June 2021	3-5	Black or African American	meet or exceed standards	data not previously available	80%	CAASPP Math	annually
<b>Strategy/Activity 1</b>							
<b>*Students to be served by this Strategy/Activity</b>							
We will collect and analyze assessment data for all Students with Disabilities and English Learners. This will allow classroom teachers, Education Specialists, and intervention teachers to work on targeted skills during push-in or small group instruction to move lower performing students into the meets and exceeds band of learners as measured by CAASPP.							
<b>*Strategy/Activity - Description</b>							
Students identified as English Learners and Students with Disabilities who performed below standard will receive intensive support during the school day. This support includes, small group instruction, SST monitoring (if necessary), goal setting and recognition opportunities. Classroom teachers							

## Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

alongside our Ed Specialists will meet monthly to target Critical Concepts in ELA and Mathematics to meet the needs of students. Data that is determined by the PLC will be used to increase overall grade level achievement.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0206-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N0206B6	Tutoring support for identified students
	Prof&Curriclm Dev Vist Tchr				0206-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N02062W	Allows for teachers to meet to plan and analyze data for student achievement
	Retired NonClstrm Tchr Hrly				0206-09800-00-1986-2490-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N0206B4	Allows for additional small group and 1:1 for students accessing the various levels of RtI. This does not supplant the daily small group or 1:1 instruction from the classroom teacher.



## **STEAM**

### **Our Vision**

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

### **STEAM Belief Statement**

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

### **Leading, Implementing, Monitoring, and Actualizing a Coherent Plan**

Miller is committed to implementing STEAM for the next 5 years in line with the district's support. This year, we started rolling out STEAM lessons an hour daily four days a week in Transitional Kindergarten and Kindergarten classrooms. The principal and all TK/K teachers attended training in the summer of 2019 and 2020. STEAM block is being implemented in TK/K and 1st grade during the 2020-2021 school year.

The teachers and principal are being provided ongoing professional development by the district and will be STEAM will be part of their PLC work. The principal will monitor and provide feedback during STEAM block.

## School Leadership Actions

### Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

### Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

The administrator will conduct monthly data monitoring meetings with a focus on ELs and SWDs by visiting teacher's classrooms to learn about their students with the ability to converse with the student(s) we are discussing.

#### Site Based Professional Development:

The administrator and ILT will plan, lead and participate in professional development that aligns with school goals including creating a culture of data use, use of clear learning targets, assessment alignment, and Trauma-Informed Care. Additionally, our focus will be on utilizing our resources to best support our students.

*Monthly operational staff meetings* will focus on creating a safe, inclusive, and collaborative school environment for all students, families, and staff. Topics: PBIS implementation, school safety plan, utilizing data collection tools, SST process, and MTSS systems and structures.

Professional Learning Community opportunities will focus on creating a culture of data use to ensure the success of all students

The administrator will support and participate in coaching cycles hosted by the Office of Language Acquisition focused on supporting English Learners with dELD.

#### Online Learning

Miller is working closely with our district provided Student Outreach team to re-engage families. We are currently servicing 100% of our families now due to the outreach from site team and district team.

Teachers were trained by district staff prior to the school year starting on how to engage and maintain student connections. Our team is also working alongside our various community partners on ways to connect and build digital relationships with families. ILT and grade level teams are meeting daily and discussing strategies. Our counselor visits classroom lessons daily and communicates with families. School has set up office hours to support families and teachers in need of additional strategies on connecting. We hold daily meal distribution and ongoing materials distribution which allows the teachers and site staff to connect with families as safe as possible for in-person services.

Our Student Outreach team is working in concert with our office staff to ensure accurate attendance measures are taking place across all school settings. Attendance is monitored throughout the day and the attendance clerk is in regular communication with teachers, counselor, admin team, and parents to ensure attendance is accurate.

We have developed a site protocol for materials distribution, new families requiring assistance, and other ongoing needs to ensure all families have access to needed items. Our newsletter is quickly translated into the language a family needs so there is no lag time in waiting for interpreters.

Ongoing presence in classrooms, committee meetings, and ongoing meetings with colleagues to collaborate and problem solve as a community rather than in isolation will continue during online learning.

## **APPENDICES**

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

**APPENDIX A**

**BUDGET SUMMARY**

# Miller Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 108,412
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 220,990

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$54,625
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$54,625

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$57,953
[List state or local program here]	[\$Enter amount here]
[List state or local program here]	[\$Enter amount here]

Subtotal of state or local funds included for this school (09800): \$ 57,953

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$220,990

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Miller Elementary	09800 LCFF Intervention Support		1192	Prof&Curriclm Dev Vist Tchr		\$ 1,636.00	
			1986	Retired NonClsrm Tchr Hrly		\$ 31,074.00	
			3000				\$ 7,291.05
			4301	Supplies		\$ 16,452.00	
			5721	Interprogram Svcs/Duplicating		\$ 1,500.00	
		<b>09800 LCFF Intervention Support Total</b>				<b>\$ 57,953.05</b>	
		30100 Title I Basic Program	School Counselor	1210	Counselor	0.6000	\$ 52,243.20
			School Counselor	3000			\$ 23,082.87
				1157	Classroom Teacher Hrly		\$ 2,863.00
				1192	Prof&Curriclm Dev Vist Tchr		\$ 4,907.00
				1260	Counselor Hrly		\$ 12,000.00
				1986	Retired NonClsrm Tchr Hrly		\$ 1,227.00
				3000			\$ 4,680.23
				4301	Supplies		\$ 4,305.00
				5841	Software License		\$ 1.00
			<b>30100 Title I Basic Program Support Total</b>			<b>0.6000</b>	<b>\$ 105,309.30</b>
		30103 Title I Parent Involvement		4301	Supplies		\$ 2,183.00
				5721	Interprogram Svcs/Duplicating		\$ 300.00
				5733	Interprogram Svcs/Paper		\$ 500.00
				5920	Postage Expense		\$ 120.00
	<b>30103 Title I Parent Involvement Total</b>				<b>\$ 3,103.00</b>		
	30106 Title I Supplmnt Prog Imprvmnt		1157	Classroom Teacher Hrly		\$ 9,813.00	
			1986	Retired NonClsrm Tchr Hrly		\$ 4,907.00	
			3000			\$ 3,281.09	
			4301	Supplies		\$ 1,624.00	
			5738	Interprogram Svcs/VAPA		\$ 35,000.00	
	<b>30106 Title I Supplmnt Prog Imprvmnt Total</b>				<b>\$ 54,625.09</b>		
<b>Grand Total</b>					<b>0.6000</b>	<b>\$ 220,990.44</b>	

**APPENDIX B**

**PARENT & FAMILY ENGAGEMENT POLICY**





San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

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*Miller Elementary School*  
**TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021**

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 has developed a written Title I parent & family engagement policy with input from Title I parents. Last fall an annual meeting was held to share with parents a description of the Title I program and its requirements. An open invitation was extended to parents to meet with the Principal to develop the Title 1 Parent Involvement Policy for Miller Elementary School. Parents in attendance studied the template for the Policy and discussed the specifics regarding what should be included in the Policy. Through open discussion, parents and principal reached consensus as to the information to be included in the answer to each item.

It has distributed the policy to parents of Title I students.

- 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.
- Added to the Family Friday once a month.
- Voice messages to all homes through School Messenger alerting parents that document will be sent home.
- Email message sent home through School Messenger alerting parents that the document will be sent home.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- 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.
- Monthly SSC meeting is scheduled at a time convenient for parents to attend.
- Input on Title 1 Policy and programming main topic on SSC agenda.
- The School provides parents with timely information through the school bulletin boards, school calendar, flyers, phone calls, marquee and website to advertise parent meetings.

To involve parents in the Title I, Part A programs, 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.

- Monthly SSC meeting is scheduled at a time convenient for parents to attend.
- Input on Title 1 Policy and programming main topic on SSC agenda.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- School Site Council Meetings
- Site Governance Team (SGT) meetings
- PTA Meetings
- Coffee with the principal

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning and evenings. Meetings at Miller are held on various days of the week. Some meetings are held during the school day or after school. Meeting times and days are based on parent input.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- The school provides opportunities for parents to be a part of various advisory groups such as School Site Council Meetings, Site Governance Team (SGT) meetings, English Learner Advisory Council, PTA Meetings. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting the school administration. All parents are notified and encouraged to participate and provide input at these meetings. However, only members of the SSC are allowed to vote.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)[A]). How does the school provide the information?

- The school provide parents of Title I students with timely information about Title I programs.
- The School provides parents with timely information through the school bulletin boards, school newsletters, flyers, phone calls, marquee and website to advertise parent meetings.

The school provides parents of Title I, Part A 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 (ESSA Section 1116[c][4][B]). How does the school provide the information?

- The school provides parents of Title I students with an explanation of the curriculum used at school, the assessments used to measure progress, and the proficiency levels students are expected to meet. Back to School Night, Parent/Teacher conferences and report cards are a few ways in which our school informs parents.

- The school provides parents with assistance in understanding the State’s academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- 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. These parent meetings will be offered with opportunities for the formulation of parent suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.
- The school offers a flexible number of meetings for Title I Parents, such as meetings in the morning or after school.
- All assemblies for students are open to all families.
- SSC meetings are scheduled to accommodate parent schedules.
- Monthly Family Fridays
- Monthly Miller Calendars with meeting announcements and information.
- School Messenger calls and emails with meeting announcements and information.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact 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, Part A parents with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- The school provides parents with assistance in understanding the State’s academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.
- The school promotes the importance of ongoing communication between parents and teachers though, at a minimum, annual parent-teacher conferences, 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 provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Parents are provided parent workshops to support student achievement.
- Teachers adhere to the District’s at-risk, identification, intervention and support timelines
- The principal and teachers meet with parents when students are in severe academic jeopardy.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- The school distributes a School Parent Compact to all parents outlining how parents, the entire school, and students will share the responsibility for improved student academic achievement.

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]).

- Parents are provided parent workshops to support student achievement.
- When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students’ needs cannot be appropriately addressed at this time.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- The school offers a flexible number of meetings for Title I Parents, such as meetings in the morning or after school.
- All Student assemblies open to all families.
- SSC meetings are scheduled to accommodate parent schedules.
- Monthly Family Fridays
- Monthly Chollas Mead Calendars with meeting announcements and information.
- School Messenger calls and emails with meeting announcements and information.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students’ needs cannot be appropriately addressed at this time. The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]).

- Funds were included in our Parent Involvement Budget (30100) for translation services to accommodate parents who do not speak or understand English or Spanish.
- Funds were included in our Parent Involvement Budget for child care during parent workshops.

- When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time.

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- The principal maintains a policy for all parents. Parents can schedule appointments, stop by the office to schedule an appointment, or call.

This policy was adopted by Miller Elementary on October 2, 2020 and will be in effect for the period of 2020-2021

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 29, 2020.

Gina Camacho McGrath

September 30, 2020

**APPENDIX C**

**SCHOOL PARENT COMPACT**



San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

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MILLER ELEMENTARY

**SCHOOL PARENT COMPACT**

This School Parent Compact is in effect year 2020-2021.

*Miller Elementary* distributes to parents and family members a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

**REQUIRED SCHOOL PARENT COMPACT PROVISIONS**

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

- The school convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School night parent meeting and monthly Family Fridays.
- Back to School Night and Parent Teacher Conferences and report cards are a few ways in which our school informs our parents.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff,

parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

- During Back to School Night, during the first month of school, school staff provide an in-depth outline of what students will be learning during the year and what standards students will be focusing on. They also demonstrate different assessments that will be administered during the year and explain that there will be multiple opportunities during the year to discuss student progress.

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

- During the school year, school staff will provide parent training to discuss how to support students with academic progress. We will provide sessions that target culture and climate, homework, literacy, math, and understanding of assessments that are administered during the year such as CAASP, ELPAC, GATE, and DRA.

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

- During the school year, school staff work together to support how to work with families who are economically disadvantaged and have students with special needs, and explain academic progress in parent friendly language.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

- The school convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School night parent meeting. The school bulletin boards, school monthly calendars, flyers, phone calls, marquee, website are used to advertise parent meetings and training sessions offered at our school and off site such as:
- The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?



- The school provides written and oral information to families in both Spanish and English. Translation is also provided to better service our families.
- The school bulletin boards, school newsletters, flyers, phone calls, marquee, website are used to advertise parent meetings and training sessions offered at our school and off site such as:

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

- The school convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School night parent meeting and Monthly Principal Chats.
- With the support of the District's Family Engagement Department, the school administered a needs-assessment to survey parents on topics and activities that would support their child.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

- During the school year, school staff work together to support how to work with families who are economically disadvantaged and have students with special needs, and explain academic progress in parent friendly language through Principal Chats, Back to School Night, Parent Conferences and communications sent home to parents.

This Compact was adopted by Miller Elementary on October 2, 2020 and will be in effect for the period of 2020-2021.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 31, 2020.

Gina Camacho McGrath

September 30, 2020

## APPENDIX D

### DATA REPORTS

Data Reports can be retrieved from

[https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school)

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

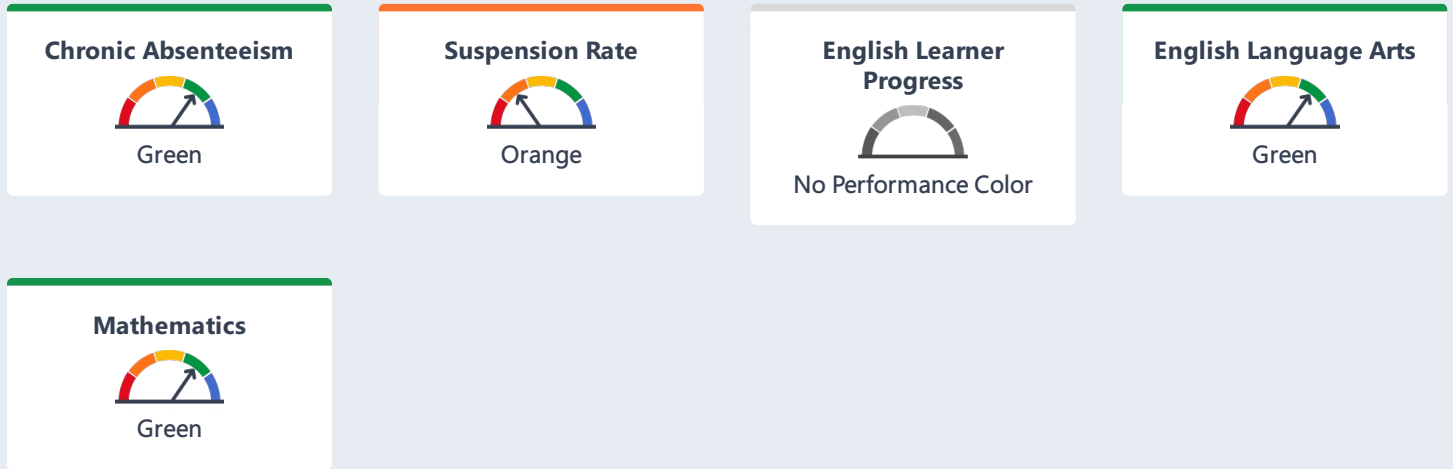
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

# Miller Elementary

Explore the performance of Miller Elementary under California's Accountability System.

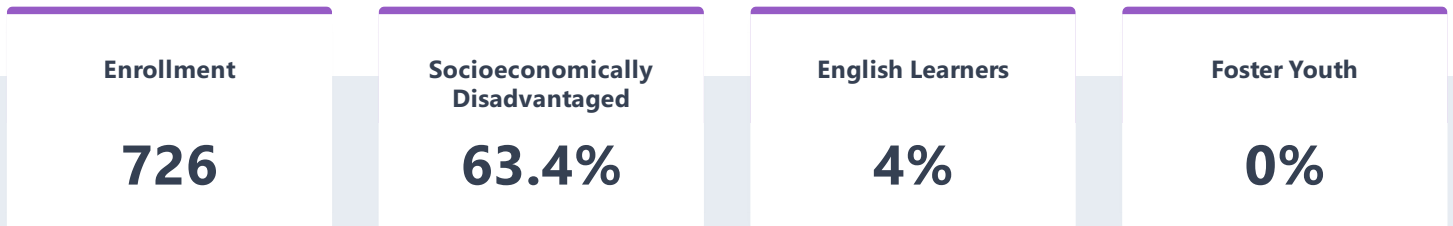


## School Details

<b>NAME</b> Miller Elementary	<b>ADDRESS</b> 4343 Shields Street San Diego, CA 92124-2933	<b>WEBSITE</b> <a href="http://sandi.net/miller">http://sandi.net/miller</a>	<b>GRADES SERVED</b> K-5
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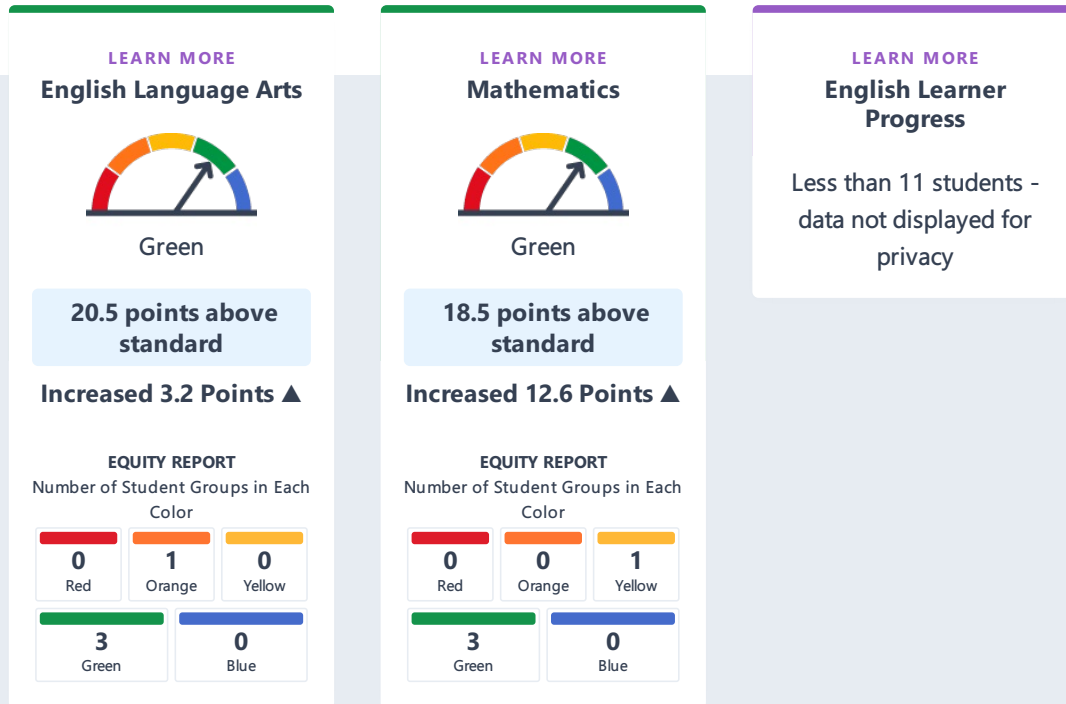
## Student Population

Explore information about this school's student population.



# Academic Performance

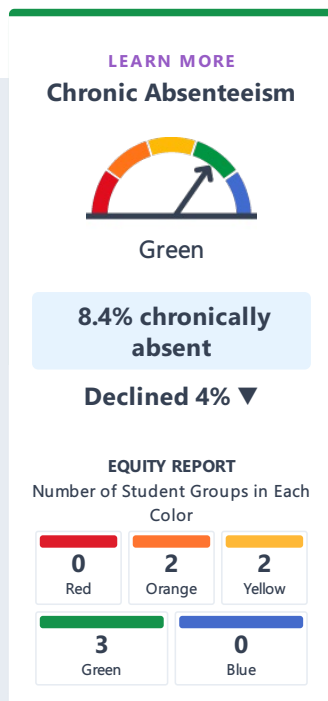
View Student Assessment Results and other aspects of school performance.



## MILLER ELEMENTARY

# Academic Engagement

See information that shows how well schools are engaging students in their learning.




# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

## Suspension Rate



Orange

**1.2% suspended at least once**

**Increased 0.8% ▲**

**EQUITY REPORT**  
Number of Student Groups in Each Color

<b>0</b> Red	<b>4</b> Orange	<b>1</b> Yellow
<b>0</b> Green	<b>2</b> Blue	

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Green

20.5 points above standard

Increased 3.2 Points ▲

Number of Students: 254

### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

Students with Disabilities



Yellow

No Students



Green

Hispanic

Socioeconomically Disadvantaged

White



Blue

No Students



No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Two or More Races

Pacific Islander

### African American



No Performance Color

16.2 points below standard

Declined 3.2 Points ▼

Number of Students: 21

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### English Learners



No Performance Color

32 points below standard

Declined 21.1 Points ▼

Number of Students: 15

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Two or More Races



No Performance Color

57 points above standard

Increased 39.8 Points ▲

Number of Students: 21

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



Orange

51.9 points below standard

Declined 4.3 Points ▼

Number of Students: 37

### Hispanic



Green

20.9 points above standard

Increased 5.8 Points ▲

Number of Students: 72

### Socioeconomically Disadvantaged



Green

17.6 points above standard

Increased 4.6 Points ▲

Number of Students: 161

### White



Green

22.2 points above standard

Declined 9.6 Points ▼

Number of Students: 123

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 15.2 points above standard

17.4 points above standard

20.5 points above standard

## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.


Current English Learners	Reclassified English Learners	English Only
No Data	No Data	23.5 points above standard
No Data	No Data	Increased 5 Points ▲
Number of Students: 6	Number of Students: 9	Number of Students: 236

## Mathematics

### All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**All Students**

  
Green

---

18.5 points above standard







Increased 12.6 Points ▲

Number of Students: 251

### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups

 Red No Students	 Orange No Students	 Yellow Students with Disabilities
 Green Hispanic Socioeconomically Disadvantaged White	 Blue No Students	 No Performance Color African American American Indian Asian English Learners Filipino



**African American**

No Performance Color

8.3 points above standard

Increased 30.2 Points ▲

Number of Students: 20

**American Indian**

No Performance Color

Less than 11 students - data not  
displayed for privacy

Number of Students: 1

**Asian**

No Performance Color

Less than 11 students - data not  
displayed for privacy

Number of Students: 3

**English Learners**

No Performance Color

23.7 points below standard

Declined 15.9 Points ▼

Number of Students: 14

**Filipino**

No Performance Color

Less than 11 students - data not  
displayed for privacy

Number of Students: 7

**Two or More Races**

No Performance Color

48.8 points above standard

Increased 50.4 Points ▲

Number of Students: 21

**Pacific Islander**

No Performance Color

Less than 11 students - data not  
displayed for privacy

Number of Students: 1

**Students with Disabilities**

Yellow

39.7 points below standard

Increased 8.6 Points ▲

Number of Students: 35

**Hispanic**

Green

12.3 points above standard

Maintained 2.5 Points

Number of Students: 71

**Socioeconomically Disadvantaged**

Green

16.8 points above standard

Increased 14.7 Points ▲

Number of Students: 160

**White**

Green

17.5 points above standard

Maintained 0.8 Points

Number of Students: 123

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	5 points above standard	5.8 points above standard	18.5 points above standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
No Data	No Data	20.5 points above standard
No Data	No Data	Increased 14.8 Points ▲
Number of Students: 6	Number of Students: 8	Number of Students: 234

## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)  
**English Learner Progress**

Less than 11 students - data not displayed for privacy

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

Explore 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.

#### All Students



Green

8.4% chronically absent

Declined 4% ▼

Number of Students: 838

### Student Group Details

#### All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

Students with Disabilities

English Learners



Yellow

Hispanic

Two or More Races



Green

African American

Socioeconomically Disadvantaged

White



Blue

No Students



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander



### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Asian



No Performance Color

9.1% chronically absent

No Data

Number of Students: 11

### Filipino



No Performance Color

0% chronically absent

Declined 6.7% ▼

Number of Students: 12

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### Students with Disabilities



Orange

18% chronically absent

Increased 2% ▲

Number of Students: 161

### English Learners



Orange

17.6% chronically absent

Increased 8.3% ▲

Number of Students: 34

### Hispanic



Yellow

10.7% chronically absent

Declined 4.4% ▼

Number of Students: 206

### Two or More Races



Yellow

9.9% chronically absent

Maintained 0%

Number of Students: 101

### African American



Green

5.5% chronically absent

Declined 4.5% ▼

Number of Students: 73

### Socioeconomically Disadvantaged



Green

9.5% chronically absent

Declined 2.8% ▼

Number of Students: 537

### White



Green

7.3% chronically absent

Declined 5.1% ▼

Number of Students: 424

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

Explore 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.

#### All Students



Orange

1.2% suspended at least once

Increased 0.8% ▲

Number of Students: 869

### Student Group Details

#### All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

English Learners

Socioeconomically Disadvantaged

Students with Disabilities

White



Yellow

Hispanic



Green

No Students



Blue

African American

Two or More Races



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Asian



No Performance Color

0% suspended at least once

No Data

Number of Students: 11

### Filipino



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 12

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### English Learners



Orange

2.9% suspended at least once

Increased 2.9% ▲

Number of Students: 34

### Socioeconomically Disadvantaged



Orange

1.1% suspended at least once

Increased 0.9% ▲

Number of Students: 561

### Students with Disabilities



Orange

2.9% suspended at least once

Increased 1.7% ▲

Number of Students: 171

### White



Orange

1.6% suspended at least once

Increased 1.6% ▲

Number of Students: 440

### Hispanic



Yellow

0.9% suspended at least once

Increased 0.5% ▲

Number of Students: 212

### African American



Blue

0% suspended at least once

Maintained 0%

Number of Students: 75

### Two or More Races



Blue

0% suspended at least once

Declined 1.8% ▼

Number of Students: 108

## Suspension Rate By Year

Percentage of students who were suspended.

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	2017	2018	2019
Suspension Rate	0.5%	0.3%	1.2%

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**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	279	52.3	280	56.4	273	59.3	295	62.0	295	58.3	6.0	-3.7	279	44.8	278	50.4	272	52.6	296	56.1	295	58.3	13.5	2.2
Female	133	55.6	133	57.1	144	58.3	146	70.5	148	62.2	6.6	-8.3	132	37.9	132	48.5	144	47.9	149	56.4	148	56.1	18.2	-0.3
Male	146	49.3	147	55.8	129	60.5	149	53.7	147	54.4	5.1	0.7	147	51.0	146	52.1	128	57.8	147	55.8	147	60.5	9.5	4.7
African American	30	43.3	30	36.7	38	42.1	33	45.5	26	42.3	-1.0	-3.2	30	26.7	30	26.7	38	39.5	35	37.1	25	36.0	9.3	-1.1
Asian**	1	-	3	82.4	1	-	3	-	4	-	-	-	1	-	3	-	1	-	3	-	4	-	-	-
Filipino	12	75.0	8	88.9	7	-	7	-	6	-	-	-	12	66.7	8	-	7	-	7	-	6	-	-	-
Hispanic	67	50.7	68	48.5	65	55.4	78	62.8	86	59.3	8.6	-3.5	68	45.6	67	37.3	64	46.9	79	53.2	86	51.2	5.6	-2.0
Indochinese**	0	-	0	50.0	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	1	-	1	64.7	0	-	3	-	1	-	-	-	1	-	1	-	0	-	3	-	1	-	-	-
Pacific Islander	1	-	2	47.6	1	-	6	-	1	-	-	-	1	-	2	-	1	-	6	-	1	-	-	-
White	131	53.4	130	64.6	119	65.5	126	64.3	139	56.8	3.4	-7.5	130	45.4	129	62.0	119	58.8	124	62.1	140	61.4	16.0	-0.7
Multiracial	36	55.6	38	60.5	42	61.9	39	69.2	32	71.9	16.3	2.7	36	50.0	38	50.0	42	50.0	39	56.4	32	71.9	21.9	15.5
English Learner	5	-	7	20.0	7	-	11	27.3	10	10.0	-	-17.3	5	-	7	-	7	-	11	9.1	10	30.0	-	20.9
English-Speaking	274	52.2	273	57.1	266	60.2	284	63.4	285	60.0	7.8	-3.4	274	44.9	271	50.2	265	52.8	285	57.9	285	59.3	14.4	1.4
Reclassified†	4	-	3	28.6	3	-	5	-	9	-	-	-	4	-	3	-	3	-	5	-	8	-	-	-
Initially Eng. Speaking	270	51.5	270	57.0	263	59.7	279	62.7	276	60.1	8.6	-2.6	270	44.4	268	50.0	262	52.7	280	57.5	277	59.6	15.2	2.1
Econ. Disadv.*	200	51.0	190	54.7	168	56.0	181	59.1	184	56.0	5.0	-3.1	199	46.2	189	45.0	167	48.5	182	53.8	185	55.7	9.5	1.9
Non-Econ. Disadv.	79	55.7	90	60.0	105	64.8	114	66.7	111	62.2	6.5	-4.5	80	41.3	89	61.8	105	59.0	114	59.6	110	62.7	21.4	3.1
Gifted	63	77.8	70	84.3	42	85.7	16	81.3	29	86.2	8.4	4.9	64	75.0	69	82.6	41	82.9	16	81.3	29	89.7	14.7	8.4
Not Gifted	216	44.9	210	47.1	231	54.5	279	60.9	266	55.3	10.4	-5.6	215	35.8	209	39.7	231	47.2	280	54.6	266	54.9	19.1	0.3
With Disabilities	34	17.6	37	29.7	37	27.0	34	26.5	36	22.2	4.6	-4.3	33	27.3	37	18.9	37	16.2	34	26.5	37	27.0	-0.3	0.5
WO Disabilities	245	57.1	243	60.5	236	64.4	261	66.7	259	63.3	6.2	-3.4	246	47.2	241	55.2	235	58.3	262	59.9	258	62.8	15.6	2.9
Homeless	1	-	0	20.0	1	-	0	-	2	-	-	-	1	-	0	-	1	-	0	-	2	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	265	53.2	271	56.8	264	59.8	287	62.4	288	58.0	4.8	-4.4	265	45.3	269	49.8	263	52.5	288	56.9	288	58.0	12.7	1.1

\* 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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.





**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	98	55.1	101	59.4	96	65.6	110	61.8	113	58.4	3.3	-3.4	99	48.5	101	60.4	96	65.6	109	67.0	113	63.7	15.2	-3.3
Female	39	66.7	52	53.8	54	64.8	53	73.6	57	57.9	-8.8	-15.7	40	45.0	52	53.8	54	64.8	53	71.7	57	63.2	18.2	-8.5
Male	59	47.5	49	65.3	42	66.7	57	50.9	56	58.9	11.4	8.0	59	50.8	49	67.3	42	66.7	56	62.5	56	64.3	13.5	1.8
African American	9	-	12	33.3	13	46.2	8	-	7	-	-	-	9	-	12	25.0	13	46.2	8	-	7	-	-	-
Asian**	0	-	1	82.4	0	-	1	-	1	-	-	-	0	-	1	-	0	-	1	-	1	-	-	-
Filipino	4	-	3	88.9	1	-	2	-	2	-	-	-	4	-	3	-	1	-	2	-	2	-	-	-
Hispanic	22	63.6	24	45.8	28	67.9	30	56.7	30	66.7	3.1	10.0	23	56.5	24	41.7	28	67.9	30	63.3	30	56.7	0.2	-6.6
Indochinese**	0	-	0	50.0	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	1	-	0	47.6	0	-	3	-	0	-	-	-	1	-	0	-	0	-	3	-	0	-	-	-
White	51	52.9	47	74.5	44	68.2	57	64.9	57	56.1	3.2	-8.8	51	43.1	47	80.9	44	68.2	56	67.9	57	66.7	23.6	-1.2
Multiracial	11	72.7	14	57.1	10	80.0	9	-	15	66.7	-6.0	-	11	72.7	14	57.1	10	70.0	9	-	15	73.3	0.6	-
English Learner	1	-	3	20.0	5	-	4	-	3	-	-	-	1	-	3	-	5	-	4	-	3	-	-	-
English-Speaking	97	54.6	98	60.2	91	67.0	106	63.2	110	60.0	5.4	-3.2	98	49.0	98	61.2	91	67.0	105	69.5	110	65.5	16.5	-4.0
Reclassified†	0	-	1	28.6	0	-	1	-	0	-	-	-	0	-	1	-	0	-	1	-	2	-	-	-
Initially Eng. Speaking	97	54.6	97	59.8	91	67.0	105	62.9	108	61.1	6.5	-1.8	98	49.0	97	60.8	91	67.0	104	69.2	108	65.7	16.7	-3.5
Econ. Disadv.*	71	52.1	62	53.2	56	62.5	70	60.0	76	55.3	3.2	-4.7	72	48.6	62	51.6	56	58.9	69	69.6	76	60.5	11.9	-9.1
Non-Econ. Disadv.	27	63.0	39	69.2	40	70.0	40	65.0	37	64.9	1.9	-0.1	27	48.1	39	74.4	40	75.0	40	62.5	37	70.3	22.2	7.8
Gifted	29	82.8	27	81.5	13	100.0	3	-	15	86.7	3.9	-	29	79.3	27	85.2	13	92.3	3	-	15	93.3	14.0	-
Not Gifted	69	43.5	74	51.4	83	60.2	107	61.7	98	54.1	10.6	-7.6	70	35.7	74	51.4	83	61.4	106	66.0	98	59.2	23.5	-6.8
With Disabilities	14	21.4	17	47.1	9	-	10	20.0	17	29.4	8.0	9.4	14	21.4	17	41.2	9	-	10	50.0	17	29.4	8.0	-20.6
WO Disabilities	84	60.7	84	61.9	87	70.1	100	66.0	96	63.5	2.8	-2.5	85	52.9	84	64.3	87	70.1	99	68.7	96	69.8	16.9	1.1
Homeless	0	-	0	20.0	1	-	0	-	2	-	-	-	0	-	0	-	1	-	0	-	2	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	93	57.0	99	59.6	95	66.3	106	61.3	111	57.7	0.7	-3.6	94	48.9	99	60.6	95	65.3	105	67.6	111	63.1	14.2	-4.5

\* 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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	87	40.2	96	53.1	98	52.0	90	62.2	94	67.0	26.8	4.8	86	37.2	95	42.1	97	46.4	90	57.8	95	65.3	28.1	7.5
Female	43	39.5	42	64.3	52	46.2	44	65.9	49	73.5	34.0	7.6	42	28.6	42	45.2	52	38.5	45	60.0	49	61.2	32.6	1.2
Male	44	40.9	54	44.4	46	58.7	46	58.7	45	60.0	19.1	1.3	44	45.5	53	39.6	45	55.6	45	55.6	46	69.6	24.1	14.0
African American	8	-	11	36.4	14	35.7	14	28.6	9	-	-	-	8	-	11	36.4	14	35.7	14	21.4	9	-	-	-
Asian**	1	-	1	82.4	1	-	1	-	2	-	-	-	1	-	1	-	1	-	1	-	2	-	-	-
Filipino	3	-	4	88.9	4	-	1	-	2	-	-	-	3	-	4	-	4	-	1	-	2	-	-	-
Hispanic	21	38.1	23	52.2	19	36.8	29	72.4	27	63.0	24.9	-9.4	21	38.1	23	30.4	18	33.3	29	62.1	27	66.7	28.6	4.6
Indochinese**	0	-	0	50.0	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	1	-	0	64.7	0	-	1	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	2	47.6	1	-	1	-	1	-	-	-	0	-	2	-	1	-	1	-	1	-	-	-
White	42	42.9	41	53.7	41	65.9	32	59.4	44	68.2	25.3	8.8	41	43.9	40	47.5	41	53.7	32	56.3	45	66.7	22.8	10.4
Multiracial	11	36.4	14	64.3	18	44.4	11	81.8	9	-	-	-	11	27.3	14	42.9	18	44.4	11	90.9	9	-	-	-
English Learner	2	-	3	20.0	2	-	5	-	4	-	-	-	2	-	3	-	2	-	5	-	4	-	-	-
English-Speaking	85	40.0	93	54.8	96	53.1	85	64.7	90	68.9	28.9	4.2	84	36.9	92	41.3	95	46.3	85	60.0	91	67.0	30.1	7.0
Reclassified†	1	-	0	28.6	2	-	1	-	3	-	-	-	1	-	0	-	2	-	1	-	3	-	-	-
Initially Eng. Speaking	84	39.3	93	54.8	94	52.1	84	64.3	87	67.8	28.5	3.5	83	37.3	92	41.3	93	45.2	84	59.5	88	65.9	28.6	6.4
Econ. Disadv.*	65	43.1	66	54.5	61	47.5	53	60.4	60	65.0	21.9	4.6	64	45.3	66	37.9	60	40.0	53	50.9	61	59.0	13.7	8.1
Non-Econ. Disadv.	22	31.8	30	50.0	37	59.5	37	64.9	34	70.6	38.8	5.7	22	13.6	29	51.7	37	56.8	37	67.6	34	76.5	62.9	8.9
Gifted	16	81.3	23	78.3	15	80.0	5	-	8	-	-	-	16	75.0	22	72.7	14	92.9	5	-	8	-	-	-
Not Gifted	71	31.0	73	45.2	83	47.0	85	61.2	86	65.1	34.1	3.9	70	28.6	73	32.9	83	38.6	85	57.6	87	62.1	33.5	4.5
With Disabilities	6	-	13	15.4	16	37.5	8	-	7	-	-	-	5	-	13	0.0	16	25.0	8	-	8	-	-	-
WO Disabilities	81	43.2	83	59.0	82	54.9	82	67.1	87	71.3	28.1	4.2	81	37.0	82	48.8	81	50.6	82	62.2	87	67.8	30.8	5.6
Homeless	0	-	0	20.0	1	-	0	-	2	-	-	-	0	-	0	-	1	-	0	-	2	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	83	41.0	92	53.3	96	52.1	89	62.9	89	67.4	26.4	4.5	82	39.0	91	40.7	95	46.3	89	58.4	90	65.6	26.6	7.2

\* 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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	<b>94</b>	<b>60.6</b>	<b>83</b>	<b>56.6</b>	<b>79</b>	<b>60.8</b>	<b>95</b>	<b>62.1</b>	<b>88</b>	<b>48.9</b>	<b>-11.7</b>	<b>-13.2</b>	<b>94</b>	<b>47.9</b>	<b>82</b>	<b>47.6</b>	<b>79</b>	<b>44.3</b>	<b>97</b>	<b>42.3</b>	<b>87</b>	<b>43.7</b>	<b>-4.2</b>	<b>1.4</b>
<b>Female</b>	<b>51</b>	<b>60.8</b>	<b>39</b>	<b>53.8</b>	<b>38</b>	<b>65.8</b>	<b>49</b>	<b>71.4</b>	<b>42</b>	<b>54.8</b>	<b>-6.0</b>	<b>-16.6</b>	<b>50</b>	<b>40.0</b>	<b>38</b>	<b>44.7</b>	<b>38</b>	<b>36.8</b>	<b>51</b>	<b>37.3</b>	<b>42</b>	<b>40.5</b>	<b>0.5</b>	<b>3.2</b>
<b>Male</b>	<b>43</b>	<b>60.5</b>	<b>44</b>	<b>59.1</b>	<b>41</b>	<b>56.1</b>	<b>46</b>	<b>52.2</b>	<b>46</b>	<b>43.5</b>	<b>-17.0</b>	<b>-8.7</b>	<b>44</b>	<b>56.8</b>	<b>44</b>	<b>50.0</b>	<b>41</b>	<b>51.2</b>	<b>46</b>	<b>47.8</b>	<b>45</b>	<b>46.7</b>	<b>-10.1</b>	<b>-1.1</b>
<b>African American</b>	<b>13</b>	<b>53.8</b>	<b>7</b>	<b>36.4</b>	<b>11</b>	<b>45.5</b>	<b>11</b>	<b>54.5</b>	<b>10</b>	<b>40.0</b>	<b>-13.8</b>	<b>-14.5</b>	<b>13</b>	<b>38.5</b>	<b>7</b>	<b>-</b>	<b>11</b>	<b>36.4</b>	<b>13</b>	<b>38.5</b>	<b>9</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Asian**</b>	<b>0</b>	<b>-</b>	<b>1</b>	<b>82.4</b>	<b>0</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Filipino</b>	<b>5</b>	<b>-</b>	<b>1</b>	<b>88.9</b>	<b>2</b>	<b>-</b>	<b>4</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>4</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Hispanic</b>	<b>24</b>	<b>50.0</b>	<b>21</b>	<b>47.6</b>	<b>18</b>	<b>55.6</b>	<b>19</b>	<b>57.9</b>	<b>29</b>	<b>48.3</b>	<b>-1.7</b>	<b>-9.6</b>	<b>24</b>	<b>41.7</b>	<b>20</b>	<b>40.0</b>	<b>18</b>	<b>27.8</b>	<b>20</b>	<b>25.0</b>	<b>29</b>	<b>31.0</b>	<b>-10.7</b>	<b>6.0</b>
<b>Indochinese**</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>50.0</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Native American</b>	<b>0</b>	<b>-</b>	<b>1</b>	<b>64.7</b>	<b>0</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Pacific Islander</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>47.6</b>	<b>0</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>White</b>	<b>38</b>	<b>65.8</b>	<b>42</b>	<b>64.3</b>	<b>34</b>	<b>61.8</b>	<b>37</b>	<b>67.6</b>	<b>38</b>	<b>44.7</b>	<b>-21.1</b>	<b>-22.9</b>	<b>38</b>	<b>50.0</b>	<b>42</b>	<b>54.8</b>	<b>34</b>	<b>52.9</b>	<b>36</b>	<b>58.3</b>	<b>38</b>	<b>47.4</b>	<b>-2.6</b>	<b>-10.9</b>
<b>Multiracial</b>	<b>14</b>	<b>57.1</b>	<b>10</b>	<b>60.0</b>	<b>14</b>	<b>71.4</b>	<b>19</b>	<b>63.2</b>	<b>8</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>14</b>	<b>50.0</b>	<b>10</b>	<b>50.0</b>	<b>14</b>	<b>42.9</b>	<b>19</b>	<b>26.3</b>	<b>8</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>English Learner</b>	<b>2</b>	<b>-</b>	<b>1</b>	<b>20.0</b>	<b>0</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>English-Speaking</b>	<b>92</b>	<b>60.9</b>	<b>82</b>	<b>56.1</b>	<b>79</b>	<b>60.8</b>	<b>93</b>	<b>62.4</b>	<b>85</b>	<b>50.6</b>	<b>-10.3</b>	<b>-11.8</b>	<b>92</b>	<b>47.8</b>	<b>81</b>	<b>46.9</b>	<b>79</b>	<b>44.3</b>	<b>95</b>	<b>43.2</b>	<b>84</b>	<b>42.9</b>	<b>-4.9</b>	<b>-0.3</b>
<b>Reclassified†</b>	<b>3</b>	<b>-</b>	<b>2</b>	<b>28.6</b>	<b>1</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Initially Eng. Speaking</b>	<b>89</b>	<b>59.6</b>	<b>80</b>	<b>56.3</b>	<b>78</b>	<b>60.3</b>	<b>90</b>	<b>61.1</b>	<b>81</b>	<b>50.6</b>	<b>-9.0</b>	<b>-10.5</b>	<b>89</b>	<b>46.1</b>	<b>79</b>	<b>46.8</b>	<b>78</b>	<b>44.9</b>	<b>92</b>	<b>42.4</b>	<b>81</b>	<b>44.4</b>	<b>-1.7</b>	<b>2.0</b>
<b>Econ. Disadv.*</b>	<b>64</b>	<b>57.8</b>	<b>62</b>	<b>56.5</b>	<b>51</b>	<b>58.8</b>	<b>58</b>	<b>56.9</b>	<b>48</b>	<b>45.8</b>	<b>-12.0</b>	<b>-11.1</b>	<b>63</b>	<b>44.4</b>	<b>61</b>	<b>45.9</b>	<b>51</b>	<b>47.1</b>	<b>60</b>	<b>38.3</b>	<b>48</b>	<b>43.8</b>	<b>-0.6</b>	<b>5.5</b>
<b>Non-Econ. Disadv.</b>	<b>30</b>	<b>66.7</b>	<b>21</b>	<b>57.1</b>	<b>28</b>	<b>64.3</b>	<b>37</b>	<b>70.3</b>	<b>40</b>	<b>52.5</b>	<b>-14.2</b>	<b>-17.8</b>	<b>31</b>	<b>54.8</b>	<b>21</b>	<b>52.4</b>	<b>28</b>	<b>39.3</b>	<b>37</b>	<b>48.6</b>	<b>39</b>	<b>43.6</b>	<b>-11.2</b>	<b>-5.0</b>
<b>Gifted</b>	<b>18</b>	<b>66.7</b>	<b>20</b>	<b>95.0</b>	<b>14</b>	<b>78.6</b>	<b>8</b>	<b>-</b>	<b>6</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>19</b>	<b>68.4</b>	<b>20</b>	<b>90.0</b>	<b>14</b>	<b>64.3</b>	<b>8</b>	<b>-</b>	<b>6</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Not Gifted</b>	<b>76</b>	<b>59.2</b>	<b>63</b>	<b>44.4</b>	<b>65</b>	<b>56.9</b>	<b>87</b>	<b>59.8</b>	<b>82</b>	<b>46.3</b>	<b>-12.9</b>	<b>-13.5</b>	<b>75</b>	<b>42.7</b>	<b>62</b>	<b>33.9</b>	<b>65</b>	<b>40.0</b>	<b>89</b>	<b>38.2</b>	<b>81</b>	<b>42.0</b>	<b>-0.7</b>	<b>3.8</b>
<b>With Disabilities</b>	<b>14</b>	<b>21.4</b>	<b>7</b>	<b>15.4</b>	<b>12</b>	<b>16.7</b>	<b>16</b>	<b>37.5</b>	<b>12</b>	<b>16.7</b>	<b>-4.7</b>	<b>-20.8</b>	<b>14</b>	<b>28.6</b>	<b>7</b>	<b>-</b>	<b>37</b>	<b>16.2</b>	<b>16</b>	<b>18.8</b>	<b>12</b>	<b>16.7</b>	<b>-11.9</b>	<b>-2.1</b>
<b>WO Disabilities</b>	<b>80</b>	<b>67.5</b>	<b>76</b>	<b>60.5</b>	<b>67</b>	<b>68.7</b>	<b>79</b>	<b>67.1</b>	<b>76</b>	<b>53.9</b>	<b>-13.6</b>	<b>-13.2</b>	<b>80</b>	<b>51.3</b>	<b>75</b>	<b>52.0</b>	<b>67</b>	<b>52.2</b>	<b>81</b>	<b>46.9</b>	<b>75</b>	<b>48.0</b>	<b>-3.3</b>	<b>1.1</b>
<b>Homeless</b>	<b>1</b>	<b>-</b>	<b>0</b>	<b>20.0</b>	<b>1</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Foster</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>50.0</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Military</b>	<b>89</b>	<b>60.7</b>	<b>80</b>	<b>57.5</b>	<b>73</b>	<b>61.6</b>	<b>92</b>	<b>63.0</b>	<b>88</b>	<b>48.9</b>	<b>-11.8</b>	<b>-14.1</b>	<b>89</b>	<b>47.2</b>	<b>79</b>	<b>46.8</b>	<b>73</b>	<b>43.8</b>	<b>94</b>	<b>43.6</b>	<b>87</b>	<b>43.7</b>	<b>-3.5</b>	<b>0.1</b>

\* 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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.

**APPENDIX E****2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS  
AND ACTIVITIES**

**SCHOOL NAME: MILLER ELEMENTARY**

**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820**

**SCHOOL YEAR: 2019-20**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

To foster a more safe, collaborative, and inclusive school culture, teachers and staff at Miller will continue to adjust practices to increase positive relationships between teachers, staff, and students.

We believe that students are more likely to attend school when they feel that they have trusting adults they can count on at their school site both in their classrooms and around campus. Adults hold a large responsibility to ensure this happens. We will ensure that we listen to students when they approach us and ensure that every child is checked on at least once a day by an adult. Knowing there are adults they can count on also helps students to feel safe while they are at school. Our School Counselor and Positive Behavior Leadership Team will continue to refine our PBIS strategies and promote a positive school culture.

To ensure all individuals are held responsible for attendance, the principal will work with the Clerk, Nurse, Counselor and .3 VP to connect with parents who have children with a chronically absent record.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor	0.60000	\$71,670.27	30100-1210	Runs our PBIS program and promotes a safe and inclusive school	The ability to consistently do outreach, coordinate programs, work alongside teachers and parents is invaluable		No changes

**Miller Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Postage Expense		\$100.00	30103-5920	home-school communication			No changes
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Note/Reminders (optional):

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Students identified as English Learners and Students with Disabilities who performed below standard will receive intensive support during the school day. This support includes small group instruction, SST monitoring (if necessary), IEP goal monitoring, goal setting and recognition opportunities. Classroom teachers alongside our Ed Specialists will meet to target Critical Concepts in ELA to meet the needs of students. Data that is determined by the PLC will be used to increase overall grade-level achievement. Focused ELD instruction will take place during Leveled Literacy. In PLC meetings, teachers address gaps in learning for children in small groups. Data is discussed and alternate interventions are developed during these meeting times.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired Clsrm Teacher Hrly		\$20,457.88	30100-1189	provide push-in and pull-out support	Small group instruction is at the core of RtI and providing support		No changes
Prof&Curriclm Dev Vist Tchr		\$6,999.07	30100-1192	collaboration time	Teachers need consistent release time to meet and analyze data trends, collaborate and plan for student success		No changes
Supplies		\$5,853.85	30100-4301	curricular and classroom supplies			No changes

**Miller Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies		\$1,922.00	30106-4301	curricular and other program supplies			No changes
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Note/Reminders (optional):



**Goal 3 - Mathematics**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Students identified as English Learners and Students with Disabilities who performed below standard will receive intensive support during the school day. This support includes small group instruction, SST monitoring (if necessary), IEP goal monitoring, goal setting and recognition opportunities. Classroom teachers alongside our Ed Specialists will meet to target Critical Concepts in Math to meet the needs of students. Data that is determined by the PLC will be used to increase overall grade-level achievement. Focused ELD instruction will take place during Leveled Literacy. In PLC meetings, teachers address gaps in learning for children in small groups. Data is discussed and alternate interventions are developed during these meeting times.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	0.02000	\$2,635.66	30100-1109	Provides push-in and pull-out support			Money amount no longer available and is being shifted to other resources
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	collaboration time	Teachers need consistent release time to meet and analyze data trends, collaborate and plan for student success		
Retired Clsrm Teacher Hrly	--	--	30100-1189	push-in and pull-out support	Small group instruction is at the core of Rtl and providing support		

## Miller Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Inschool Resource Tchr - NEW POSN, SBB2512704	--	--	30106-1109	push-in and pull- out support			Money amount no longer available and is being shifted to other resources
Supplies	--	--	30100-4301	curricular and other program needs			

Note/Reminders (optional):

**Goal 4- English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

During Professional Learning Community planning, teachers will identify English Learners who are performing below standard. Key areas of instruction, including small groups, vocabulary development, and language frames will be created for student access. In addition, language proficiency will be monitored and discussed. Teachers will collaborate with the District EL Resource teacher to support this work.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	collaboration time	Additional small group instruction is a critical need		No change
Retired Clsrm Teacher Hrly	--	--	30100-1189	push-in and pull-out support	Additional small group instruction is a critical need		No change

Note/Reminders (optional):

**Goal 6 - Family Engagement**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Parents will be elected to the SSC and PTA Board and will share information.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$2,309.00	30103-4301	supplies for various parent events			No change
Interprogram Svcs/Duplicating		\$300.00	30103-5721	duplicating for programs and event			No change
Interprogram Svcs/Paper		\$300.00	30103-5733	paper for parent programs, information, and events			No change
School Counselor - Hayashigawa, Kyunghee	--	--	30100-1210	Runs our PBIS program, makes family connections, runs students groups, supports restorative practices	Critical need to provide outreach to our students and families		No change

Note/Reminders (optional):

<b>Goal 7- Graduation/Promotion Rate</b>							
<b>Strategy/Activity 1</b>							
<b>*Strategy/Activity - Description</b>							
Students identified as English Learners and Students with Disabilities who performed below standard will receive intensive support during the school day. This support includes, small group instruction, SST monitoring (if necessary), goal setting and recognition opportunities. Classroom teachers alongside our Ed Specialists will meet monthly to target Critical Concepts in ELA and Mathematics to meet the needs of students. Data that is determined by the PLC will be used to increase overall grade level achievement.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Analysis:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u>							
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr -	0.38000	\$50,077.73	30106-1109	push-in and pull-out support			Money amount no longer available and is being shifted to other resources
Inschool Resource Tchr	--	--	30100-1109	push-in and pull-out support			Money amount no longer available and is being shifted to other resources
School Counselor	--	--	30100-1210	promote a safe and collaborative culture	Critical need to provide outreach to our students and families		No change
Note/Reminders (optional):							
What are my leadership strategies in service of the goals?							

**SCHOOL NAME: MILLER ELEMENTARY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2019-20**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

To foster a more safe, collaborative, and inclusive school culture, teachers and staff at Miller will continue to adjust practices to increase positive relationships between teachers, staff, and students.

We believe that students are more likely to attend school when they feel that they have trusting adults they can count on at their school site both in their classrooms and around campus. Adults hold a large responsibility to ensure this happens. We will ensure that we listen to students when they approach us and ensure that every child is checked on at least once a day by an adult. Knowing there are adults they can count on also helps students to feel safe while they are at school. Our School Counselor and Positive Behavior Leadership Team will continue to refine our PBIS strategies and promote a positive school culture.

To ensure all individuals are held responsible for attendance, the principal will work with the Clerk, Nurse, Counselor and .3 VP to connect with parents who have children with a chronically absent record.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$3,049.00	09800-4301	supplies to ensure a safe and collaborative culture	Effective. Supplies purchased has enhanced programs		To continue as is

Note/Reminders (optional):

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Students identified as English Learners and Students with Disabilities who performed below standard will receive intensive support during the school day. This support includes small group instruction, SST monitoring (if necessary), IEP goal monitoring, goal setting and recognition opportunities. Classroom teachers alongside our Ed Specialists will meet to target Critical Concepts in ELA to meet the needs of students. Data that is determined by the PLC will be used to increase overall grade-level achievement. Focused ELD instruction will take place during Leveled Literacy. In PLC meetings, teachers address gaps in learning for children in small groups. Data is discussed and alternate interventions are developed during these meeting times.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	0.40000	\$52,713.42	09800-1109	Provides push-in and pull out services for ELA and Math	Ability to run small group instruction was a huge benefit.		Shifting finances to be used in other ways due to decrease in funding

Note/Reminders (optional):

Monies in this area decreased where school was no longer able to fund this position. Funds to be shifted

**Goal 3 - Mathematics**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Students identified as English Learners and Students with Disabilities who performed below standard will receive intensive support during the school day. This support includes small group instruction, SST monitoring (if necessary), IEP goal monitoring, goal setting and recognition opportunities. Classroom teachers alongside our Ed Specialists will meet to target Critical Concepts in Math to meet the needs of students. Data that is determined by the PLC will be used to increase overall grade-level achievement. Focused ELD instruction will take place during Leveled Literacy. In PLC meetings, teachers address gaps in learning for children in small groups. Data is discussed and alternate interventions are developed during these meeting times.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	--	--	09800-1109	push-in and pull-out support	Ability to run small group instruction was a huge benefit.		Shifting finances to be used in other ways due to decrease in funding
Supplies	--	--	09800-4301	curricular and other program needs			

Note/Reminders (optional):

Monies in this area decreased where school was no longer able to fund this position. Funds to be shifted



**Goal 4- English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

During Professional Learning Community planning, teachers will identify English Learners who are performing below standard. Key areas of instruction, including small groups, vocabulary development, and language frames will be created for student access. In addition, language proficiency will be monitored and discussed. Teachers will collaborate with the District EL Resource teacher to support this work.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Non Clsrm Tchr Hrly		\$3,499.54	09800-1957	ELPAC Testing and Reclassification Support	Personnel able to test promptly to assist school remaining in compliance with state and district needs. Support to teachers to track and monitor EL students and their progress		

Note/Reminders (optional):

**Goal 7- Graduation/Promotion Rate**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Students identified as English Learners and Students with Disabilities who performed below standard will receive intensive support during the school day. This support includes, small group instruction, SST monitoring (if necessary), goal setting and recognition opportunities. Classroom teachers alongside our Ed Specialists will meet monthly to target Critical Concepts in ELA and Mathematics to meet the needs of students. Data that is determined by the PLC will be used to increase overall grade level achievement.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	--	--	09800-1109	push-in and pull-out support	Huge benefit to students		Shifting finances to be used in other ways due to decrease in funding

Note/Reminders (optional):

What are my leadership strategies in service of the goals?