

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT MILLER ELEMENTARY SCHOOL

2022-23

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
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: *January 24, 2023*

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Miller Elementary PHONE: (858) 221-5200 FAX: _____

SITE CONTACT PERSON: Gina Camacho McGrath E-MAIL ADDRESS: gcamachomegrath@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and 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.

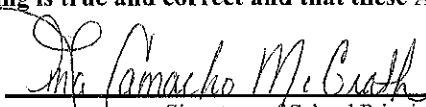
CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|-----------------------------|
| <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: _____ |

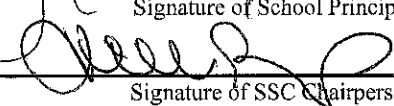
1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/31/2022

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


Signature of School Principal / Date

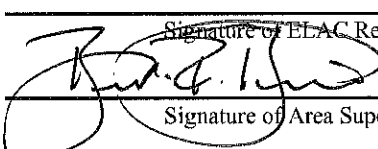
Kelli Reyes
Type/Print Name of SSC Chairperson

 10/31/22
Signature of SSC Chairperson / Date

Type/Print Name of ELAC Representative

Signature of ELAC Representative / Date

Bruce Bivins
Type/Print Name of Area Superintendent

 10/5/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

due October 7th 2022

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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 School wide Program school.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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.

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

Principal involved Instructional Leadership Team and SSC by looking at data and areas of need throughout 2021-2022 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 2022. Principal also will meet with Parent Teacher Association monthly in 2021-2022 and School Site Council monthly in 2021-2022. In January and February of 2021, a focus on school site needs based on data and budget development was the focus of the meetings with various stakeholder groups. For the 2022-23 SPSA, the SSC approved the update on 10/31/2023.

RESOURCE INEQUITIES

- Funded an additional .6 counselor
 - Decline in Office Referrals
 - Increase in attendance percentages
- Funded Reading/Math Intervention Teachers

SCHOOL SITE COUNCIL MEMBERSHIP

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

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

In 2021-2022 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. Miller has also become a Leader In Me school and will begin to fully implement the program. The program focuses on student voice and agency while also support building an inclusive environment for staff and students.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Any changes that occurred during 2020-2021 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.

In 22-23 Miller will once again engage in staff training and implementation of MTSS, PBIS, AVID and Leader In Me strategies and resources. Our counselor will continue the work in engaging students, families and staff along with the Equity Team and other stakeholders.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

The Miller team has seen a need to build student voice and agency as well as focus on our environment for all. Through surveys and screeners we have found some key places to focus our work. From creating student friendly classrooms environments to inviting hallways to using various other strategies learned through Leader in Me the culture and climate of the school will continue to embrace this climate of support for students and staff.

***Identified Need**

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.

Upon review of the 2021-2022 California Healthy Kids Survey (CHKS) data, it was identified that 67% of students surveyed in the 5th grade feel safe on campus. This is an identified need as every student should feel safe at school.

The CHKS report also showed that only 63% 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.

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.

Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 1 - Safe, Collaborative and Inclusive Culture							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	All students TK-5	will increase attendance rates	97.4%	98%	Attendance	Monthly	
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Students with Disabilities	will increase attendance	84%	94%	Attendance	annually
June 2023	TK-5	Students with Disabilities	will decrease chronic absenteeism	18%	9%	Chronic Absenteeism	weekly, monthly
June 2023	TK-5	English Learner	will decrease chronic absenteeism	2.9% (2022 Dashboard)	9%	Chronic Absenteeism	weekly, monthly
June 2023	TK-5	English Learner	will decrease suspension rates	2.9% (2022 Dashboard)	<1%	Suspension	weekly, monthly
June 2023	TK-5	Students with Disabilities	will decrease suspension rates	2.9% (2022 Dashboard)	<1%	Suspension	weekly, monthly
June 2023	TK-5	Socioeconomically Disadvantaged	will decrease suspension rates	1.1% (2022 Dashboard)	<1%	Suspension	weekly, monthly
June 2023	TK-5	White	will decrease suspension rates	1.6% (2022 Dashboard)	<1%	Suspension	weekly, monthly
June 2023	TK-5	Black or African American	will decrease chronic absenteeism	5.5% (2022 Dashboard)	<3%	Chronic Absenteeism	weekly, monthly
Supporting Black Youth - Additional Goals							
<ul style="list-style-type: none"> ✓ 1. Miller's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal. ✓ 2. The staff diversity goal at Miller is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Miller's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4) ✓ 3. In the 2022-23 school year, Miller will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports. 							

- ✓ 4. Miller will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Miller's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Miller will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Miller will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

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 2021-2022 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. However, many students are absent due to the fragility of their health concerns or needs. Many are also absent from school to attend outside appointments due to their disabilities. Due to COVID 19 absence protocols the information may be skewed due to the strict requirements to return to instruction after illness with COVID symptoms.

***Strategy/Activity - Description**

To foster a safer, 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. Our site team will also work with the various district departments that focus on absences.

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.

Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02062W	School Counselor	0.50000	\$44,771.50	\$65,420.66	0206-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		School Counselor provides daily support for students' social emotional learning as well as monitors student absenteeism. Collaborates with community and district resources to support students' social emotional wellbeing.

***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.

Site will implement many of the key strategies from Leader In Me to increase positive relationships with students and staff. We are fully returning to monthly recognition assemblies and other types of incentive programs to continue to build our culture of kindness.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Teachers collaborated to discuss best practices, plan for instruction, and adjust instructional goals. In addition, our resident visiting teacher and extra FTE were available to pull individual and/or small groups of students to provide targeted intervention strategies, such as Reading Recovery. Teachers will use the newly district adopted curriculum of Benchmark Reading and Writing materials, and Leveled Literacy occurs in all classrooms every day.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

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

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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.

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

*Identified Need - English Language Arts							
<p>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 2023.</p>							
*Goal 2 - English Language Arts							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3-5 grade students	will meet or exceed standards	58.3%	68.3%	CAASPP ELA	annually	
June 2023	all 3rd grade students	will meet or exceed standards	58.4%	68.4%	CAASPP ELA	annually	
June 2023	all 4th grade students	will meet or exceed standards	67%	77%	CAASPP ELA	annually	
June 2023	all 5th grade students	will meet or exceed standards	48.9%	58.9%	CAASPP ELA	annually	
June 2023	3-5 grade students	will attain campus pathways	baseline	68.3%	FAST aReading	annually	
*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Students with Disabilities	will meet or exceed standards	22.2%	32.2%	CAASPP ELA	annually
June 2023	3-5	English Learner	will meet or exceed standards	10%	20%	CAASPP ELA	annually
June 2023	3-5	English Learner	Increase the number of students on the FAST aReading scoring at College Pathway	72%	80%	FAST aReading	annually
June 2023	3-5	Black or African American	Increase the number of students on the FAST aReading	60%	70%	FAST aReading	annually

Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			scoring at College Pathway				
June 2023	3-5	Students with Disabilities	Increase the number of students on the FAST aReading scoring at College Pathway	29.8%	60%	FAST aReading	annually

*Identified Need - Math

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 2022.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	will meet or exceed standards	58.3%	68.5%	CAASPP Math	annually
June 2023	3	will meet or exceed standards	63.7%	73.7%	CAASPP Math	annually
June 2023	4	will meet or exceed standards	65.3%	75.3%	CAASPP Math	annually
June 2023	5	will meet or exceed standards	43.7%	53.7%	CAASPP Math	annually
June 2023	3-5	will attain campus pathways	82.3%	90%	DEMI	annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Math

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Students with Disabilities	will meet or exceed standards	27%	37%	CAASPP Math	annually
June 2023	3-5	English Learner	will meet or exceed standards	30%	40%	CAASPP Math	annually
June 2023	3-5	English Learner	Increase the number of	71%	80%	FAST aMath	annually

Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			students on the FAST aMath scoring at College Pathway				
June 2023	3-5	Students with Disabilities	Increase the number of students on the FAST aMath scoring at College Pathway	60%	80%	FAST aMath	annually
June 2023	3-5	Black or African American	Increase the number of students on the FAST aMath scoring at College Pathway	73%	83%	FAST aMath	annually

*Identified Need - English Learners

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.

*Identified Need - Graduation/Promotion Rate

Miller's work over the years has helped us analyze trends and patterns. Considering data from a variety of sources but site-based, district, and state we have determined our needs based on this information. We have begun a site-based resource teacher to support our at-risk students in the area of mathematics and language arts as well as supporting our English language learners. Additional small group instruction will be supplemental to daily groups provided by the teacher of record to bridge gaps in learning and additional gaps brought on by the COVID 19 pandemic and limited accessibility to multi-tiered instruction

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	meet or exceed standards	58.3%	68.3%	CAASPP ELA	annually
June 2023	3-5	meet or exceed standards	58.3%	68.3%	CAASPP Math	annually

Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	meet or exceed standards	37%	50%	CAASPP ELA	annually
June 2023	3-5	English Learner	meet or exceed standards	45%	60%	CAASPP Math	annually
June 2023	3-5	Students with Disabilities	meet or exceed standards	22.2%	32.2%	CAASPP ELA	annually
June 2023	3-5	Students with Disabilities	meet or exceed standards	27%	37%	CAASPP Math	annually
June 2023	3-5	Black or African American	meet or exceed standards	75%	80%	CAASPP ELA	annually
June 2023	3-5	Black or African American	meet or exceed standards	72%	80%	CAASPP Math	annually

Strategy/Activity 1

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

Staff will work together to identify the specific academic needs of our students 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 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. Opportunities to participate in Learning loss programs during the summer are also part of the plan for recovery. 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. Supplemental supplies will enhance learning in whole class and small group for all students to increase academic performance.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N020623	Supplies		\$6,281.00	\$6,281.00	0206-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental supplies to support instruction such as pencils, journals, personal student white boards, markers, etc.
N02062E	Supplies		\$10,491.00	\$10,491.00	0206-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplemental supplies to support instruction such as pencils, journals, personal student white boards, markers, etc.

Strategy/Activity 2

***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.

Our budgeted in school resource teacher will also be supporting students and teachers will additional learning opportunities throughout the day to build and strengthen skills.

***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.

Miller Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02062T	Inschool Resource Tchr	0.30000	\$29,674.80	\$42,747.21	0206-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Resource Teacher provides daily supplemental instruction in math and language arts.
F02062U	Inschool Resource Tchr	0.37500	\$37,093.50	\$53,434.04	0206-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Resource Teacher provides daily supplemental instruction in math and language arts.
F02062V	Inschool Resource Tchr	0.32500	\$32,147.70	\$46,309.49	0206-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Resource Teacher provides daily supplemental instruction in math and language arts.

Strategy/Activity 3

*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.

Strategy/Activity 4

*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.

***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.

Strategy/Activity 5

***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.

Strategy/Activity 6

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

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.

***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.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools**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 2021-22***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

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.

We are also excited to welcome families back on campus this year with hosting parent volunteers in classrooms and across the campus. This will additionally increase parent participation here at Miller.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

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 the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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.

***Identified Need**

Miller families have expressed a desire to feel connected to the school in multiple ways.

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	School encourages me to be an active partner with the school	37%	50%	CAL - SCHLS (CSPS)

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2022	PTA	10 parents will regularly attend PTA meetings	not previously tracked	50%	Meeting Attendance
June 2022	SSC	60% of parents will attend SSC meetings	not previously tracked	60%	Meeting Attendance

Strategy/Activity 1

***Families to be served by this Strategy/Activity**

All families will benefit from being represented by the PTA and School Site Council

***Strategy/Activity - Description**

Parents will be elected to the SSC and PTA Board and will share information. Parents and families will be invited to attend ongoing events and trainings.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02065S	Supplies		\$3,095.00	\$3,095.00	0206-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies to supplement parent meetings, trainings and events with light refreshments such as water and pastries as well as supplies such as duplications for parent handouts and communication.

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)	\$ 127,714
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)	\$ 233,542

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)	\$ 56,800
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 56,800

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)	\$ 49,028
[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): \$ 49,028

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 233,542

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Miller Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.3	\$29,674.80
Miller Elementary			3000 Benefits		0	\$13,072.41
Miller Elementary		Inschool Resource Tchr Total			0.3	\$42,747.21
Miller Elementary		(blank)	4301 Supplies	Supplies	0	\$6,281.00
Miller Elementary		(blank) Total			0	\$6,281.00
Miller Elementary	09800 LCFF Intervention Support Total				0.3	\$49,028.21
Miller Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.375	\$37,093.50
Miller Elementary			3000 Benefits		0	\$16,340.54
Miller Elementary		Inschool Resource Tchr Total			0.375	\$53,434.04
Miller Elementary		School Counselor	1210 Counselor	Counselor	0.5	\$44,771.50
Miller Elementary			3000 Benefits		0	\$20,649.16
Miller Elementary		School Counselor Total			0.5	\$65,420.66
Miller Elementary		(blank)	4301 Supplies	Supplies	0	\$5,764.00
Miller Elementary		(blank) Total			0	\$5,764.00
Miller Elementary	30100 Title I Basic Program Total				0.875	\$124,618.70
Miller Elementary	30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies	0	\$3,095.00
Miller Elementary		(blank) Total			0	\$3,095.00
Miller Elementary	30103 Title I Parent Involvement Total				0	\$3,095.00
Miller Elementary	30106 Title I Supplmnt Prog Imprvmnt	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.325	\$32,147.70
Miller Elementary			3000 Benefits		0	\$14,161.79
Miller Elementary		Inschool Resource Tchr Total			0.325	\$46,309.49
Miller Elementary		(blank)	4301 Supplies	Supplies	0	\$10,491.00
Miller Elementary		(blank) Total			0	\$10,491.00
Miller Elementary	30106 Title I Supplmnt Prog Imprvmnt Total				0.325	\$56,800.49

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Miller Elementary

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, Miller Elementary has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) Policy was sent to parents in the back to school packet during September 2022. The policy is also discussed at our Fall Back to School Night which was held September 15, 2022.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Miller Elementary school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

This meeting is held, this year virtually, during our Back to School Night held on September 15, 2022

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

Miller will be hosting meetings and events at various hours so that as many of our families can participate. We are also offering virtual and in person to support parent needs and schedules as well as enabling our deployed parent to participate in meetings and events.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

Our SSC as well as PTA meetings are devoted to increasing parent voice and agency in supporting the development or refinement of our various plans. These meetings occur in the Spring and are also supported by parent surveys.

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

e) If the schoolwide program (SWP) 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 (LEA). (20 U.S.C. § 6318[c][5])

Our site utilizes parent surveys to gauge parents and families. This information is utilized during meetings when changes and revisions are considered. All input and feedback is welcome to improve our work at Miller.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

Our site also works closely with our military liaisons on how to increase parent participation and will routinely give seminars to parents on how to be active partners with their child's school. Our military site support staff also provide services to our families on how to work with site staff on creating a collaborative partnership with the school.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

All school communication reaches our families as best as possible in the home language indicated on enrollment documents. The site utilizes interpretation and translation services as needed.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Miller Elementary, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022-2023
Miller Elementary

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

Parent and teacher conferences will be held twice a year in the fall and spring.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Parents and teachers will communicate regularly and as often as needed via their electronic platforms, emails, phone calls or in person. Students with IEP's and 504's will have their progress reports for goals provided to them during the regular reporting periods and again at their annual IEP.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

All parents and approved family members have the opportunity to complete and submit a school volunteer application. Families are encouraged to participate in school wide events, district hosted events and classroom activities. Staff will respond to parent inquiries and emails and if necessary schedule meetings to be held virtually or in person.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

Teachers will have media platforms that offer parents a way to engage in the teaching and learning in the classrooms. All teachers have voicemail as well as emails that can be provided to families. School site also has a webpage, weekly family bulletin, email address and opportunities for parents to schedule meetings with various staff members.

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	280	56.4	273	59.3	295	62.0	295	58.3	268	55.6	-0.8	-2.7	278	50.4	272	52.6	296	56.1	295	58.3	269	49.4	-1.0	-8.9
Female	133	57.1	144	58.3	146	70.5	148	62.2	151	57.6	0.5	-4.6	132	48.5	144	47.9	149	56.4	148	56.1	151	45.0	-3.5	-11.1
Male	147	55.8	129	60.5	149	53.7	147	54.4	117	53.0	-2.8	-1.4	146	52.1	128	57.8	147	55.8	147	60.5	118	55.1	3.0	-5.4
African American	30	36.7	38	42.1	33	45.5	27	44.4	15	60.0	23.3	15.6	30	26.7	38	39.5	35	37.1	26	38.5	15	26.7	0.0	-11.8
Asian	3	-	1	-	3	-	4	-	4	-	-	-	3	-	1	-	3	-	4	-	4	-	-	-
Filipino	8	-	7	-	7	-	6	-	8	-	-	-	8	-	7	-	7	-	6	-	8	-	-	-
Hispanic	68	48.5	65	55.4	78	62.8	86	60.5	86	51.2	2.7	-9.3	67	37.3	64	46.9	79	53.2	86	52.3	86	47.7	10.4	-4.6
Native American	1	-	0	-	3	-	1	-	0	-	-	-	1	-	0	-	3	-	1	-	0	-	-	-
Pacific Islander	2	-	1	-	6	-	1	-	5	-	-	-	2	-	1	-	6	-	1	-	5	-	-	-
White	130	64.6	119	65.5	126	64.3	139	56.1	124	57.3	-7.3	1.2	129	62.0	119	58.8	124	62.1	140	60.7	125	50.4	-11.6	-10.3
Multiracial	38	60.5	42	61.9	39	69.2	31	71.0	26	50.0	-10.5	-21.0	38	50.0	42	50.0	39	56.4	31	71.0	26	57.7	7.7	-13.3
English Learner	7	-	7	-	11	27.3	10	10.0	14	28.6	-	18.6	7	-	7	-	11	9.1	10	30.0	14	35.7	-	5.7
English-Speaking	273	57.1	266	60.2	284	63.4	285	60.0	254	57.1	0.0	-2.9	271	50.2	265	52.8	285	57.9	285	59.3	255	50.2	0.0	-9.1
Reclassified†	3	-	3	-	5	-	9	-	5	-	-	-	3	-	3	-	5	-	8	-	5	-	-	-
Initially Eng. Speaking	270	57.0	263	59.7	279	62.7	276	60.1	249	56.2	-0.8	-3.9	268	50.0	262	52.7	280	57.5	277	59.6	250	50.0	0.0	-9.6
Econ. Disadv.*	190	54.7	168	56.0	181	59.1	184	56.0	146	56.2	1.5	0.2	189	45.0	167	48.5	182	53.8	185	55.7	147	46.3	1.3	-9.4
Non-Econ. Disadv.	90	60.0	105	64.8	114	66.7	111	62.2	122	54.9	-5.1	-7.3	89	61.8	105	59.0	114	59.6	110	62.7	122	53.3	-8.5	-9.4
Gifted	70	84.3	42	85.7	16	81.3	29	86.2	3	-	-	-	69	82.6	41	82.9	16	81.3	29	89.7	3	-	-	-
Not Gifted	210	47.1	231	54.5	279	60.9	266	55.3	265	55.1	8.0	-0.2	209	39.7	231	47.2	280	54.6	266	54.9	266	48.9	9.2	-6.0
With Disabilities	37	29.7	37	27.0	34	26.5	35	17.1	48	31.3	1.6	14.2	37	18.9	37	16.2	34	26.5	36	27.8	48	25.0	6.1	-2.8
WO Disabilities	243	60.5	236	64.4	261	66.7	260	63.8	220	60.9	0.4	-2.9	241	55.2	235	58.3	262	59.9	259	62.5	221	54.8	-0.4	-7.7
Homeless	0	-	1	-	0	-	2	-	1	-	-	-	0	-	1	-	0	-	2	-	1	-	-	-
Foster	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Military	271	56.8	264	59.8	287	62.4	288	58.0	255	54.5	-2.3	-3.5	269	49.8	263	52.5	288	56.9	288	58.0	86	41.9	-7.9	-16.1

* 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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	101	59.4	96	65.6	110	61.8	0	-	118	45.8	-13.6	-	101	60.4	96	65.6	109	67.0	113	63.7	119	48.7	-11.7	-15.0
Female	52	53.8	54	64.8	53	73.6	0	-	70	44.3	-9.5	-	52	53.8	54	64.8	53	71.7	57	63.2	70	45.7	-8.1	-17.5
Male	49	65.3	42	66.7	57	50.9	0	-	48	47.9	-17.4	-	49	67.3	42	66.7	56	62.5	56	64.3	49	53.1	-14.2	-11.2
African American	12	33.3	13	46.2	8	-	0	-	6	-	-	-	12	25.0	13	46.2	8	-	8	-	6	-	-	-
Asian	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	1	-	0	-	-	-
Filipino	3	-	1	-	2	-	0	-	2	-	-	-	3	-	1	-	2	-	2	-	2	-	-	-
Hispanic	24	45.8	28	67.9	30	56.7	0	-	39	35.9	-9.9	-	24	41.7	28	67.9	30	63.3	29	58.6	39	41.0	-0.7	-17.6
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	3	-	0	-	3	-	-	-	0	-	0	-	3	-	0	-	3	-	-	-
White	47	74.5	44	68.2	57	64.9	0	-	56	53.6	-20.9	-	47	80.9	44	68.2	56	67.9	58	65.5	57	54.4	-26.5	-11.1
Multiracial	14	57.1	10	80.0	9	-	0	-	12	25.0	-32.1	-	14	57.1	10	70.0	9	-	14	71.4	12	58.3	1.2	-13.1
English Learner	3	-	5	-	4	-	0	-	7	-	-	-	3	-	5	-	4	-	3	-	7	-	-	-
English-Speaking	98	60.2	91	67.0	106	63.2	0	-	111	46.8	-13.4	-	98	61.2	91	67.0	105	69.5	110	65.5	112	50.0	-11.2	-15.5
Reclassified†	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	2	-	0	-	-	-
Initially Eng. Speaking	97	59.8	91	67.0	105	62.9	0	-	111	46.8	-13.0	-	97	60.8	91	67.0	104	69.2	108	65.7	112	50.0	-10.8	-15.7
Econ. Disadv.*	62	53.2	56	62.5	70	60.0	0	-	65	46.2	-7.0	-	62	51.6	56	58.9	69	69.6	76	60.5	66	45.5	-6.1	-15.0
Non-Econ. Disadv.	39	69.2	40	70.0	40	65.0	0	-	53	45.3	-23.9	-	39	74.4	40	75.0	40	62.5	37	70.3	53	52.8	-21.6	-17.5
Gifted	27	81.5	13	100.0	3	-	0	-	3	-	-	-	27	85.2	13	92.3	3	-	15	93.3	3	-	-	-
Not Gifted	74	51.4	83	60.2	107	61.7	0	-	118	45.8	-5.6	-	74	51.4	83	61.4	106	66.0	98	59.2	119	48.7	-2.7	-10.5
With Disabilities	17	47.1	9	-	10	20.0	0	-	20	35.0	-12.1	-	17	41.2	9	-	10	50.0	16	25.0	20	25.0	-16.2	0.0
WO Disabilities	84	61.9	87	70.1	100	66.0	0	-	98	48.0	-13.9	-	84	64.3	87	70.1	99	68.7	97	70.1	99	53.5	-10.8	-16.6
Homeless	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	99	59.6	95	66.3	106	61.3	0	-	113	45.1	-14.5	-	99	60.6	95	65.3	105	67.6	111	63.1	33	36.4	-24.2	-26.7

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

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	96	53.1	98	52.0	90	62.2	0	-	79	60.8	7.7	-	95	42.1	97	46.4	90	57.8	95	65.3	79	59.5	17.4	-5.8
Female	42	64.3	52	46.2	44	65.9	0	-	39	66.7	2.4	-	42	45.2	52	38.5	45	60.0	49	61.2	39	53.8	8.6	-7.4
Male	54	44.4	46	58.7	46	58.7	0	-	40	55.0	10.6	-	53	39.6	45	55.6	45	55.6	46	69.6	40	65.0	25.4	-4.6
African American	11	36.4	14	35.7	14	28.6	0	-	4	-	-	-	11	36.4	14	35.7	14	21.4	9	-	4	-	-	-
Asian	1	-	1	-	1	-	0	-	2	-	-	-	1	-	1	-	1	-	2	-	2	-	-	-
Filipino	4	-	4	-	1	-	0	-	1	-	-	-	4	-	4	-	1	-	2	-	1	-	-	-
Hispanic	23	52.2	19	36.8	29	72.4	0	-	24	58.3	6.1	-	23	30.4	18	33.3	29	62.1	27	66.7	24	70.8	40.4	4.1
Native American	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	2	-	1	-	1	-	0	-	0	-	-	-	2	-	1	-	1	-	1	-	0	-	-	-
White	41	53.7	41	65.9	32	59.4	0	-	36	55.6	1.9	-	40	47.5	41	53.7	32	56.3	45	66.7	36	50.0	2.5	-16.7
Multiracial	14	64.3	18	44.4	11	81.8	0	-	12	75.0	10.7	-	14	42.9	18	44.4	11	90.9	9	-	12	58.3	15.4	-
English Learner	3	-	2	-	5	-	0	-	5	-	-	-	3	-	2	-	5	-	4	-	5	-	-	-
English-Speaking	93	54.8	96	53.1	85	64.7	0	-	74	62.2	7.4	-	92	41.3	95	46.3	85	60.0	91	67.0	74	59.5	18.2	-7.5
Reclassified†	0	-	2	-	1	-	0	-	0	-	-	-	0	-	2	-	1	-	3	-	0	-	-	-
Initially Eng. Speaking	93	54.8	94	52.1	84	64.3	0	-	74	62.2	7.4	-	92	41.3	93	45.2	84	59.5	88	65.9	74	59.5	18.2	-6.4
Econ. Disadv.*	66	54.5	61	47.5	53	60.4	0	-	45	60.0	5.5	-	66	37.9	60	40.0	53	50.9	61	59.0	45	51.1	13.2	-7.9
Non-Econ. Disadv.	30	50.0	37	59.5	37	64.9	0	-	34	61.8	11.8	-	29	51.7	37	56.8	37	67.6	34	76.5	34	70.6	18.9	-5.9
Gifted	23	78.3	15	80.0	5	-	0	-	3	-	-	-	22	72.7	14	92.9	5	-	8	-	3	-	-	-
Not Gifted	73	45.2	83	47.0	85	61.2	0	-	79	60.8	15.6	-	73	32.9	83	38.6	85	57.6	87	62.1	79	59.5	26.6	-2.6
With Disabilities	13	15.4	16	37.5	8	-	0	-	17	41.2	25.8	-	13	0.0	16	25.0	8	-	9	-	17	41.2	41.2	-
WO Disabilities	83	59.0	82	54.9	82	67.1	0	-	62	66.1	7.1	-	82	48.8	81	50.6	82	62.2	86	67.4	62	64.5	15.7	-2.9
Homeless	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	92	53.3	96	52.1	89	62.9	0	-	75	58.7	5.4	-	91	40.7	95	46.3	89	58.4	90	65.6	28	60.7	20.0	-4.9

* 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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	83	56.6	79	60.8	95	62.1	0	-	71	66.2	9.6	-	82	47.6	79	44.3	97	42.3	87	43.7	71	39.4	-8.2	-4.3
Female	39	53.8	38	65.8	49	71.4	0	-	42	71.4	17.6	-	38	44.7	38	36.8	51	37.3	42	40.5	42	35.7	-9.0	-4.8
Male	44	59.1	41	56.1	46	52.2	0	-	29	58.6	-0.5	-	44	50.0	41	51.2	46	47.8	45	46.7	29	44.8	-5.2	-1.9
African American	7	-	11	45.5	11	54.5	0	-	5	-	-	-	7	-	11	36.4	13	38.5	9	-	5	-	-	-
Asian	1	-	0	-	1	-	0	-	2	-	-	-	1	-	0	-	1	-	1	-	2	-	-	-
Filipino	1	-	2	-	4	-	0	-	5	-	-	-	1	-	2	-	4	-	2	-	5	-	-	-
Hispanic	21	47.6	18	55.6	19	57.9	0	-	23	69.6	22.0	-	20	40.0	18	27.8	20	25.0	30	33.3	23	34.8	-5.2	1.5
Native American	1	-	0	-	2	-	0	-	0	-	-	-	1	-	0	-	2	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	2	-	0	-	2	-	-	-	0	-	0	-	2	-	0	-	2	-	-	-
White	42	64.3	34	61.8	37	67.6	0	-	32	65.6	1.3	-	42	54.8	34	52.9	36	58.3	37	45.9	32	43.8	-11.0	-2.1
Multiracial	10	60.0	14	71.4	19	63.2	0	-	2	-	-	-	10	50.0	14	42.9	19	26.3	8	-	2	-	-	-
English Learner	1	-	0	-	2	-	0	-	2	-	-	-	1	-	0	-	2	-	3	-	2	-	-	-
English-Speaking	82	56.1	79	60.8	93	62.4	0	-	69	68.1	12.0	-	81	46.9	79	44.3	95	43.2	84	42.9	69	40.6	-6.3	-2.3
Reclassified†	2	-	1	-	3	-	0	-	5	-	-	-	2	-	1	-	3	-	3	-	5	-	-	-
Initially Eng. Speaking	80	56.3	78	60.3	90	61.1	0	-	64	65.6	9.3	-	79	46.8	78	44.9	92	42.4	81	44.4	64	39.1	-7.7	-5.3
Econ. Disadv.*	62	56.5	51	58.8	58	56.9	0	-	36	69.4	12.9	-	61	45.9	51	47.1	60	38.3	48	43.8	36	41.7	-4.2	-2.1
Non-Econ. Disadv.	21	57.1	28	64.3	37	70.3	0	-	35	62.9	5.8	-	21	52.4	28	39.3	37	48.6	39	43.6	35	37.1	-15.3	-6.5
Gifted	20	95.0	14	78.6	8	-	0	-	3	-	-	-	20	90.0	14	64.3	8	-	6	-	3	-	-	-
Not Gifted	63	44.4	65	56.9	87	59.8	0	-	68	64.7	20.3	-	62	33.9	65	40.0	89	38.2	81	42.0	68	36.8	2.9	-5.2
With Disabilities	7	-	12	16.7	16	37.5	0	-	11	9.1	-	-	7	-	12	0.0	16	18.8	11	18.2	11	0.0	-	-18.2
WO Disabilities	76	60.5	67	68.7	79	67.1	0	-	60	76.7	16.2	-	75	52.0	67	52.2	81	46.9	76	47.4	60	46.7	-5.3	-0.7
Homeless	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	80	57.5	73	61.6	92	63.0	0	-	67	65.7	8.2	-	79	46.8	73	43.8	94	43.6	87	43.7	25	28.0	-18.8	-15.7

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

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

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION



Miller Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: MILLER ELEMENTARY
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2021-2022

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

To foster a safer, 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 .4 VP to connect with parents who have children with a chronically absent record.

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

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion?

If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

Miller Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
School Counselor	0.70000	\$87,191.85	30100-1210	Counselor will work to increase positive relationships and support students social and emotional needs	Highly effective: Teachers noticed improvement in student's tools to help them socially and emotionally	Not working: Counselor being pulled to manage 1 child for many hours which keeps her from helping others	Assistant or delegating incidents/activities, etc. to someone else on admin team or support staff

Miller Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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, and 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. Students in need of additional support will have access to tutoring by teachers.

*Proposed Expenditures for this Strategy/Activity

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion?
If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Miller Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Inschool Resource Tchr	0.20000	\$26,947.57	30100-1109	Small group intervention, Tier II,III supports and identified student groups K-5	Effective. Staff utilizes survey to determine effectiveness of program. Data measures students getting support and assessment results as well as using as a pre-indicator before referrals for other supports and programs		Expenditure to continue
Inschool Resource Tcr	0.40000	\$53,895.14	30106-1109	Small group intervention, Tier II,III supports and identified student groups K-5	Effective. Staff utilizes survey to determine effectiveness of program. Data measures students getting support and assessment results as well as using as a pre-indicator before referrals for other supports and programs		Expenditure to continue
Supplies		\$3,675.00	30106-4301	Supplemental supplies such as classroom books, chart paper, notebooks, journals, dry erase markers, etc.	Effective. Need to streamline ordering at site	Supply chain issues delay many supplies from getting into classrooms	Expenditure to continue Grade level ILT liaison to coordinate grade level orders with ESA

Miller Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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.

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**

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion?
If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Miller Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

<p>Inschool Resource - Tchr</p>			<p>30100-1109</p>	<p>Small group interventions, Tier II,III supports and identified student groups K-5</p>	<p>Effective. Staff utilizes survey to determine effectiveness of program. Data measures students getting support and assessment results as well as using as a pre-indicator before referrals for other supports and programs</p>		<p>Expenditure to continue</p>
<p>Inschool Resource Tchr</p>			<p>30106-1109</p>	<p>Small group interventions, Tier II,III supports and identified student groups K-5</p>	<p>Effective. Staff utilizes survey to determine effectiveness of program. Data measures students getting support and assessment results as well as using as a pre-indicator before referrals for other supports and programs</p>		<p>Expenditure to continue</p>

Miller Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 7 - 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

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion?

If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/Paper		\$500.00	30103-5733	To be able to print newsletters and other parent communication as necessary	Effective	We will continue to work on using technology more to communicate with families and reach more.	No change to expenditure



Miller Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies		\$2,262.00	30103-4301	Supplies for parent room such as chart paper, staplers, paper to support parent engagement activities	Effective		No change to expenditure
Postage Expense		\$100.00	30103-5920	To be able to put postage on parent communication as necessary	Effective	We will continue to work on using technology more to communicate with families and reach more.	No change to expenditure

SCHOOL NAME: MILLER ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

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. Students in need of additional support will have access to tutoring by teachers.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Miller Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
Inschool Resource Tchr	0.40000	\$53,895.14	09800-1109	Small group interventions, Tier II, III supports and identified student groups K-5.	Many students are able to be seen by the resource teacher as additional Tier 2 interventions. Students are seen 4-5x per week and groups are fluid based on individual student need and assessments		
Supplies		\$1,568.00	09800-4301	Supplemental supplies such as classroom books, chart paper, notebooks, journals, dry erase markers, etc.	Supplies support teaching and learning across all grade levels and programs	Supplies out of stock or supply chain issues which prevent materials from being sent to school	

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.

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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	--	--	09800-1109	Small group interventions, Tier	Many students are able to be seen by the resource		

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				II, III supports and identified student groups K-5.	teacher as additional Tier 2 interventions. Students are seen 4-5x per week and groups are fluid based on individual student need and assessments		
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Goal 4- Supporting 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. 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	--	--	09800-1109	Daily small group support for English Learners.	Many students are able to be seen by the resource teacher as additional Tier 2		

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					<p>interventions. Students are seen 4-5x per week and groups are fluid based on individual student need and assessments</p>		
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What are my leadership strategies in service of the goals?

Supporting the resource teacher with the development of how students are referred, assessments during group, scheduling and rotations. To create opportunities for children grades K- 5 to get support in reading, math and writing as a level of support before SST or identification for additional identification.