

Miller Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Jennifer O'Connor, Principal

Principal, Miller Elementary

About Our School

Contact

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

Phone: 858-496-8319
E-mail: jconnor@sandi.net

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)		School Contact Information (School Year 2018—19)	
District Name	San Diego Unified	School Name	Miller Elementary
Phone Number	(619) 725-8000	Street	4343 Shields St.
Superintendent	Cindy Marten	City, State, Zip	San Diego, Ca, 92124-2933
E-mail Address	cmarten@sandi.net	Phone Number	858-496-8319
Web Site	www.sandi.net	Principal	Jennifer O'Connor, Principal
		E-mail Address	joconnor@sandi.net
		Web Site	http://sandi.net/miller
		County-District-School (CDS) Code	37683386093256

Last updated: 1/17/2019

School Description and Mission Statement (School Year 2018—19)

Business and Community Partners

Commander Navy Region Southwest Transient Personnel Unit

Fleet and Family Services

Tierrasanta Kiwanis

Murphy Canyon Healthy Start

Heart of America Foundation

Operation Learn and Thrive

United Way

Farmers Insurance

SDMFC

Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.

Welcome to Doris Miller Elementary School! We proudly serve students from military housing and other areas in the Tierrasanta/Murphy Canyon community. A few nonresident students attend through our district's School Choice or special education programs. The dedicated staff in the Miller Elementary learning community places great emphasis on ensuring all students will leave Miller with the skills, motivation, and curiosity to succeed in middle and high school, as well as in their college and career choices. The Miller Way (respectful, responsible, and safety) is modeled and practiced by our staff and students. This schoolwide system of positive behavior interventions and supports fosters character and life skills. Miller has been approved as an AVID (Advancement via Individual Determination) school for all grades. All our teachers participate in regular professional development and collaborative planning focused on improving instruction and learning for all students.

Highlights of the past years include being recognized as a California Distinguished School, continuation of the Gifted and Talented Education (GATE) program, a comprehensive special education program, the integration of technology into every classroom, literacy and mathematics intervention support, instrumental music, PrimeTime Extended Day Program, Blessings in a Backpack program, and the Operation Learn and Thrive grant from the Department of Defense.

As a result of the high success we have achieved in serving our students at all levels, Miller was selected to participate in the Multi-Tiered System of Support (MTSS) as a Knowledge Development Site. This program supports teachers so they are able to meet the needs of all students in their classrooms. Inclusion in this program is a direct response to Miller increasing test scores across the board for all students. Miller's whole campus modernization is in the final stages, and we continue with the implementation of our science/technology program, Project Lead the Way.

Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted academic standards and curriculum frameworks approved by the California State Board of Education for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

The Miller staff places great emphasis on literacy, math, science, and critical thinking skills. Teachers regularly participate in grade-level planning sessions and staff development. The principal and teachers are involved in the development, coordination, and facilitation of staff development to ensure high-quality, standards-based instruction for our diverse learners. Each grade level has a specified, leveled literacy hour and a math focus hour in order to maximize learning through small-group instruction and intervention support. All classrooms incorporate supplemental web-based programs throughout the instructional day. Students may also access these programs at home. Miller continues the implementation of Project Lead the Way to meet the new science standards.

Visual and Performing Arts

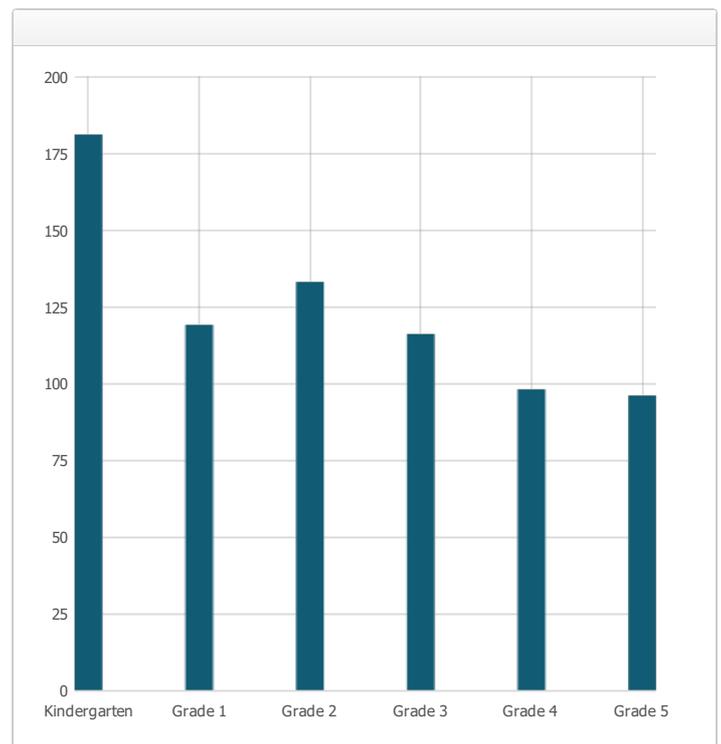
The Visual and Performing Arts (VAPA) course of study includes standards-based sequential TK-12 pathways in dance, music, theatre, and visual arts, guided by the San Diego Unified Board-approved Strategic Arts Education Plan. The California Education Code requires the arts as part of the course of study in grades 1-12, and the arts are listed among the core subjects of a well-rounded education as defined by the Every Student Succeeds Act (ESSA, 2015). The new California Arts Standards place emphasis on artistic literacy and mastery of 21st Century Skills – collaboration, critical thinking, creativity, and communication – essential areas for workplace success.

Last updated: 1/28/2019

Student Enrollment by Grade Level (School Year 2017–18)

Most of the data in this SARC are from the 2017–18 school year or the two preceding years (2015–16 and 2016–17). Graduation, dropout, and fiscal data are from 2016–17. Contact information and data on facilities, curriculum and instructional materials, and certain teacher information are from the 2018–19 school year. When no year is specified, data are from the most recent year available. Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education website: www.cde.ca.gov/ta/ac/sa/.

Grade Level	Number of Students
Kindergarten	181
Grade 1	119
Grade 2	133
Grade 3	116
Grade 4	98
Grade 5	96
Total Enrollment	743



Last updated: 1/17/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	8.6 %
American Indian or Alaska Native	0.7 %
Asian	1.1 %
Filipino	1.7 %
Hispanic or Latino	22.9 %
Native Hawaiian or Pacific Islander	0.7 %
White	51.5 %
Two or More Races	11.6 %
Other	1.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	64.2 %
English Learners	3.9 %
Students with Disabilities	14.7 %
Foster Youth	0.1 %

A. Conditions of Learning

State Priority: Basic

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

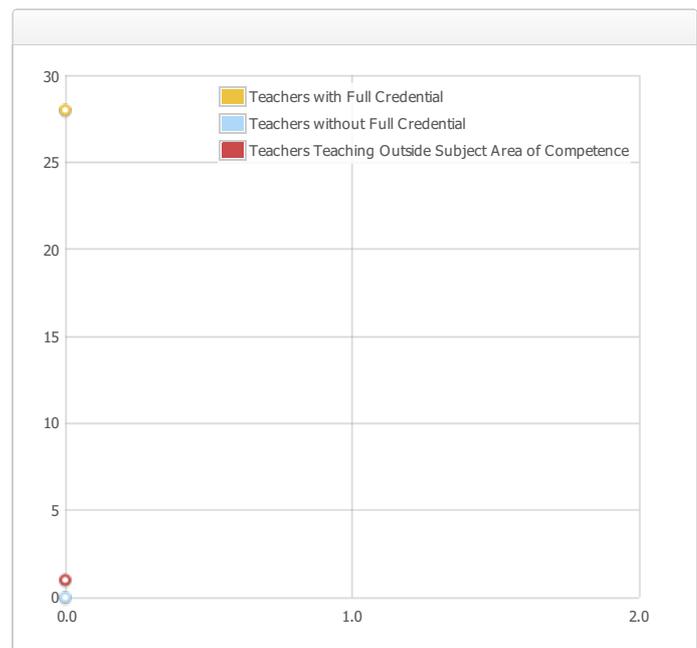
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools. Detailed information about teachers' qualifications can be found on the CDE DataQuest website at dq.cde.ca.gov/dataquest/.

* This year's data were unavailable at the time of publication. For up-to-date information, contact the San Diego Unified School District's Human Resources Department: (619) 725-8089; www.sandiegounified.org/human-resources.

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	28			
Without Full Credential	0			
Teachers Teaching Outside Subject Area of Competence (with full credential)	1			



Last updated: 1/28/2019

Teacher Misassignments and Vacant Teacher Positions

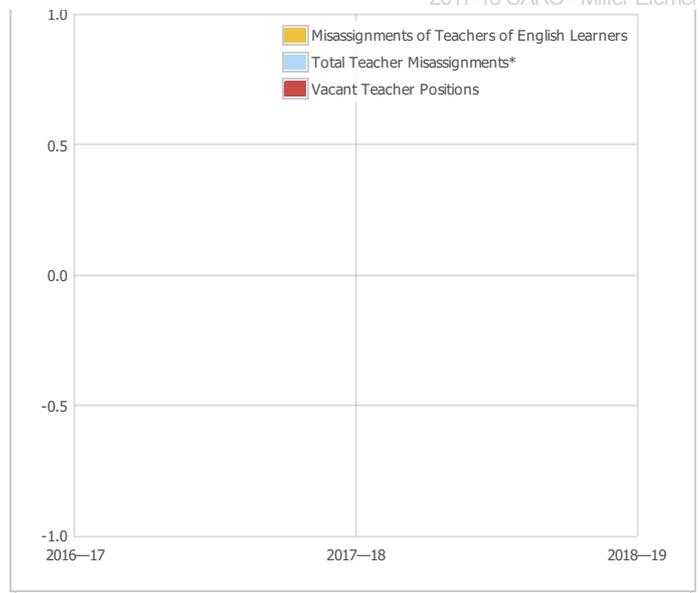
This table displays the number of teacher misassignments (i.e., teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (long-term vacancies for which there was no teacher assigned by the twentieth day of the school year or semester). Total teacher misassignments include the number of misassignments of teachers of English learners.

* This year's data were unavailable at the time of publication. For up-to-date information, contact the San Diego Unified School District's Human Resources Department: (619) 725-8089; www.sandiegounified.org/human-resources.

X

Indicator	2016—17	2017—18	2018—19

Misassignments of Teachers of English Learners
Total Teacher Misassignments*
Vacant Teacher Positions



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

Last updated: 1/28/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018–19)

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. The district provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school.

All textbooks and instructional materials come from state or district lists. Descriptions of the district’s courses, including current instructional materials, may be found in the Course of Study, TK–12, revised annually and available on-line at www.sandiegounified.org/course-study.

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade: TK - 6 Text: <i>Houghton Mifflin Reading: A Legacy of Literacy</i> , Houghton Mifflin Copyright: 2003 Adopted: 2002-03	Yes	0.0 %
Mathematics	Grade: TK–5 Text: <i>enVision MATH 2.0</i> , Pearson Copyright: 2016 Adopted: 2016-17 Grade: 6 Text: <i>Big Ideas Math Course 1: A Common Core Curriculum, CA</i> , Big Ideas Learning Copyright: 2015 Adopted: 2014–15	Yes	0.0 %
Science	Grade: K - 5th Text: <i>Full Option Science System (FOSS)</i> , Delta Education, (Modified to NGSS by San Diego Unified in 2018-19) Copyright: 2007 Adopted: 2008-09 Grade: 6 Text: <i>California Focus on Earth Science</i> , Pearson Prentice Hall Copyright: 2008 Adopted: 2008-09	Yes	0.0 %
History-Social Science	Grade: TK-5 Text: <i>California Reflections</i> , Harcourt Copyright: 2007 Adopted: 2007-08 Grade: 6 Text: <i>Holt CA Social Studies: World History: Ancient Civilizations</i> , Holt McDougal Copyright: 2006 Adopted: 2007-08	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/17/2019

School Facility Conditions and Planned Improvements

The custodial staff at Miller Elementary does an exemplary job at keeping the school environment clean and safe. There is appropriate space for teaching and learning within the newly renovated air-conditioned buildings. Miller has a large library/media center that includes a Parent Connections Room, instructional space with an interactive whiteboard, and more than 2,000 books. The students are taught and encouraged to treat the school materials and facilities with respect. Miller Elementary is in good repair and is a very safe and pleasant environment for learning and teaching.

Our school received upgrades thanks to Propositions S and Z, which included a new sound system and benches to be used for our garden curriculum.

All classrooms have received technology upgrades from Proposition S funds. Students have daily access to either desktop computers, netbooks, or iPads. All classrooms are also equipped with Promethean interactive whiteboards and document cameras to enhance twenty-first-century learning.

Miller's whole school modernization project is entering the final stages. The project included the addition a new building that houses 12 additional classrooms. Each existing building was converted from a loft-style classroom to individual, self-contained classrooms. All portable classrooms were removed, and a turf field and walking track will be added to the playground this Spring/Summer.

Last updated: 1/28/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2018

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

Overall Facility Rate

Year and month of the most recent FIT report: September 2018

Overall Rating	Good
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Last updated: 1/17/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

CAASPP scores are ranked according to four "performance levels": Level 1 indicates that the student has not met the standard tested; Level 2 indicates that the student has nearly met the standard; Level 3 indicates that the student has met the standard; Level 4 indicates that the student has exceeded the standard. Students scoring at Levels 3 and 4 have met state standards in that content area.

Note: In the tables that follow the number of students tested includes students who did not receive a valid test score; however, achievement-level percentages have been calculated using only those students who did receive valid scores.

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	59.0%	62.0%	53.0%	55.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	52.0%	56.0%	43.0%	45.0%	37.0%	38.0%

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/17/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	307	298	97.07%	61.82%
Male	155	150	96.77%	53.69%
Female	152	148	97.37%	70.07%
Black or African American	35	35	100.00%	44.12%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	81	79	97.53%	62.82%
Native Hawaiian or Pacific Islander	--	--	--	
White	132	126	95.45%	64.29%
Two or More Races	35	35	100.00%	68.57%
Socioeconomically Disadvantaged	191	186	97.38%	59.24%
English Learners	18	18	100.00%	50.00%
Students with Disabilities	39	36	92.31%	25.71%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	308	296	96.10%	56.08%
Male	156	147	94.23%	55.78%
Female	152	149	98.03%	56.38%
Black or African American	35	35	100.00%	37.14%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	81	79	97.53%	53.16%
Native Hawaiian or Pacific Islander	--	--	--	
White	133	124	93.23%	62.10%
Two or More Races	35	35	100.00%	57.14%
Socioeconomically Disadvantaged	192	184	95.83%	53.80%
English Learners	18	18	100.00%	33.33%
Students with Disabilities	40	35	87.50%	25.71%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/17/2019

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

The California Physical Fitness Test provides the outcomes in physical education and is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percentage of students tested who met the fitness standards for the most recent testing period. Data on students receiving migrant education services are not available. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE website at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	29.9%	27.8%	12.4%

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

Last updated: 1/17/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at their children's school site, including: governance committees, special events, fundraising events, parent organizations, in classrooms, and at the district level by participating in cluster councils, district advisory councils/committees, Parent University, and special events. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

Miller believes that parents and community members are an integral part of the educational process. Parents attend progress reporting conferences. We maintain communication through our telephone updates from the principal. Miller has an active Parent Teacher Association. Parents are on the School Site Council and Site Governance Team. Parents are encouraged to participate in a variety of activities that celebrate learning (e.g., student recognition assemblies, school festivals, Family Fridays, student performances).

Community partners are a valuable part of the school. Transient Personnel Unit contributes on-site support, and Fleet and Family Services, YMCA, and Murphy Canyon Healthy Start provide additional support and services to our military families. Farmers Insurance generously sponsors our Blessings in a Backpack program, which enables students who qualify to take home weekend snacks. We are grateful for all our community partners who help make Miller an excellent school.

If you want to get involved, please contact the Miller PTA president at (858) 496-8319.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

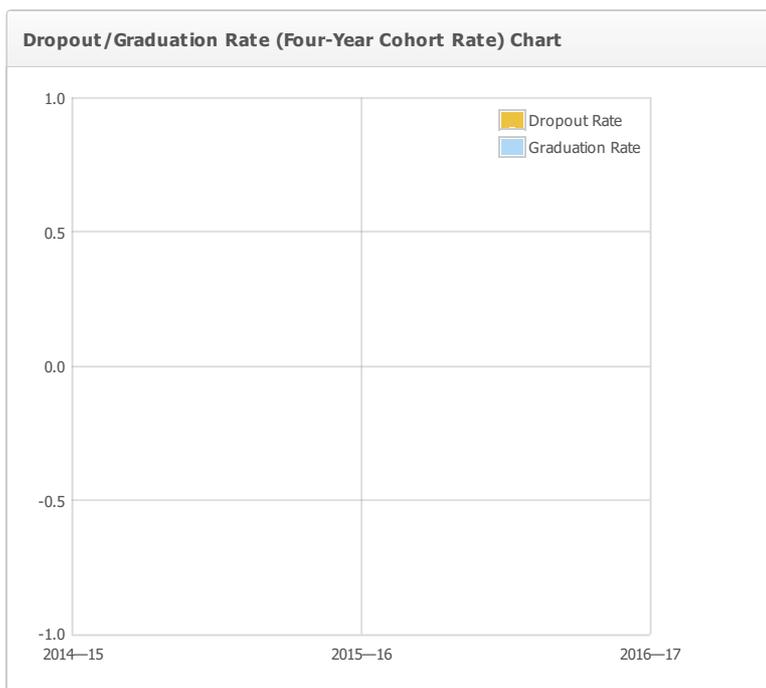
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

This table displays the school's four-year "cohort" dropout rates and graduation rates for the most recent three-year period for which data are available. (A cohort is the group of first-time grade 9 students in a given school year, plus students who transfer in, less students who transfer out, emigrate, or die, during that and the following three school years. A graduate is a cohort member who earns a regular high school diploma by the end of the cohort's fourth year.) For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest website at dq.cde.ca.gov/dataquest/.

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	3.5%	3.3%	10.7%	9.7%
Graduation Rate	--	--	0.0%	0.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	3.7%	9.1%
Graduation Rate	--	0.0%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/17/2019

State Priority: School Climate

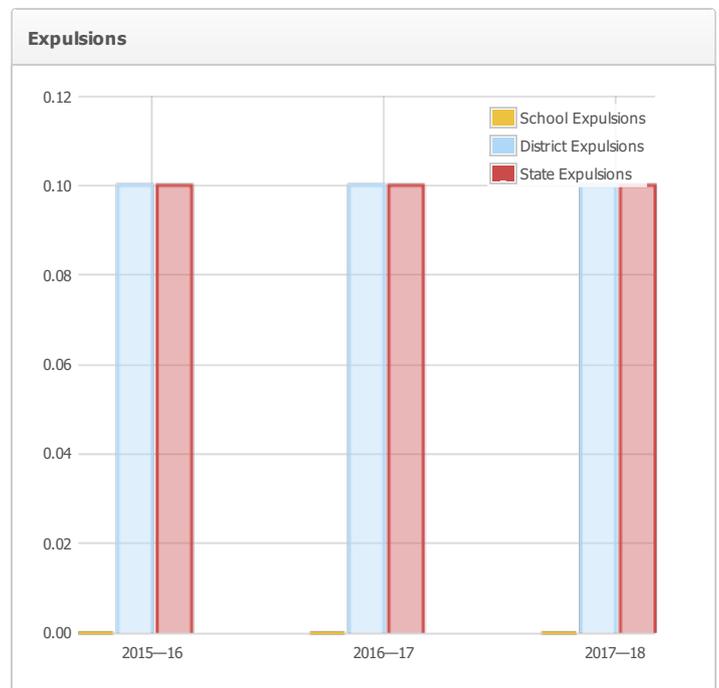
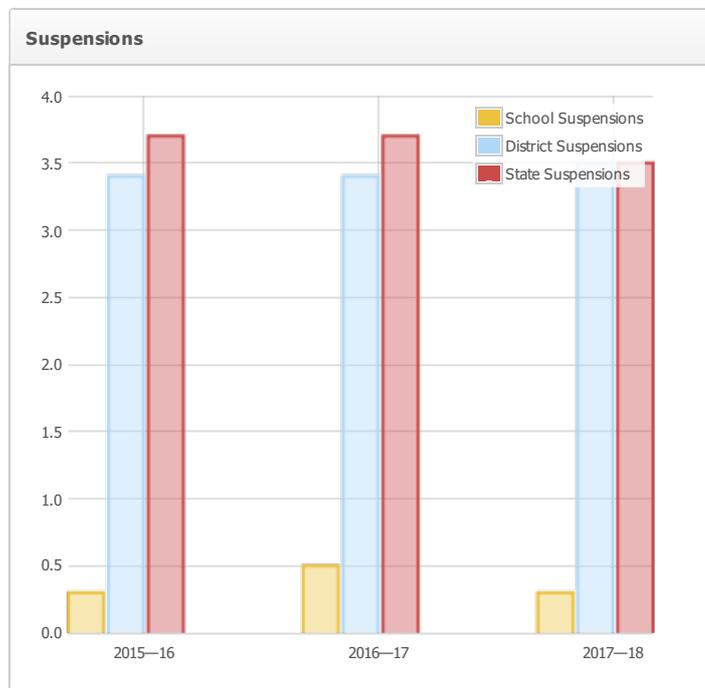
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

The following table shows the rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school's enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school's enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates. District figures do not include charter schools.

	School	School	School	District	District	District	State	State	State
Rate	2015–16	2016–17	2017–18	2015–16	2016–17	2017–18	2015–16	2016–17	2017–18
Suspensions	0.3%	0.5%	0.3%	3.4%	3.4%	3.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/17/2019

School Safety Plan (School Year 2018–19)

Last Review/Update: September, 2018

Last Discussed with Staff: September, 2018

School safety is the district's top priority. District leadership, principals, teachers, support staff, school police services, and community partners collaborate to ensure a safe school environment, including efforts to mitigate, prepare, and respond to emergency situations. To ensure safety and security, each school has a state-mandated individual Comprehensive School Safety Plan, containing policies and procedures to address the safe school climate and emergency readiness to include a safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; substance abuse prevention programs; and, gang dress attire prohibition policy.

Adult supervision is provided in the classrooms and outside areas before, during, and after school hours. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

Keeping students safe is our top priority at Miller. Miller has a safety plan committee that works to ensure our campus is a safe and secure place for teaching and

learning to occur. We have detailed contingency plans for a range of emergency situations. We conduct monthly lockdown and evacuation drills and a yearly schoolwide disaster drill. We maintain complete emergency supplies in central locations as well as in all classrooms. Our building services supervisor oversees the grounds and buildings during the day. The campus is secured every morning at the beginning of the day, and all visitors are required to sign in at the front office. Students are released only to authorized adults with picture identification. Under the direction of the San Diego Police Department, our student safety patrol provides safe crossing in front of the school in both the morning and afternoon.

Last updated: 1/28/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	6	
1	26.0		4	
2	24.0		5	
3	21.0	1	4	
4	31.0		3	
5	24.0	1	4	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.0	1	6	
1	30.0		3	1
2	26.0		5	
3	27.0		4	
4	32.0		3	
5	24.0	1	3	
6				
Other**	9.0	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0	1	7	
1	23.0		5	
2	24.0		5	
3	25.0		5	
4	30.0		3	
5	32.0		2	1
6				
Other**	9.0	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/17/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff members who are assigned to the school. The table also displays the average number of students for each academic counselor.

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.9	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	2.7	N/A
Resource Specialist (non-teaching)	2.8	N/A
Other		N/A

Note: Cells with N/A values do not require data.

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

Last updated: 1/17/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

The following table displays this school's expenditures per student from basic (unrestricted) sources, from any supplemental (restricted) sources, and its total per-pupil expenditures. The table also provides a comparison of the school's per-pupil expenditures from basic sources with other schools in the district and throughout the state. Finally, it compares the average teacher salary at the school with average teacher salaries in the district and the state.

Basic or unrestricted sources are funds that, except for general guidelines, are not controlled by law or by a donor. Supplemental or restricted sources are funds whose use is controlled by law or by a donor. Money that is designated for specific purposes by the Board of Education is not considered restricted.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education and Per-pupil Spending webpage: www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries and Benefits webpage: www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data website at: www.ed-data.org.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8184.0	\$6309.0	\$1875.0	\$79788.0
District	N/A	N/A	\$6754.0	\$80798.0
Percent Difference – School Site and District	N/A	N/A	-6.6%	-1.3%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-11.5%	-1.2%

Note: Cells with N/A values do not require data.

Last updated: 1/17/2019

Types of Services Funded (Fiscal Year 2017—18)

The district's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Miller also funds three retired credentialed teachers who teach small groups of students in need of additional support in literacy on an hourly basis, and who provide English language development support for our English language learners. Through Title I funds, we are able to fund a counselor.

Last updated: 1/28/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

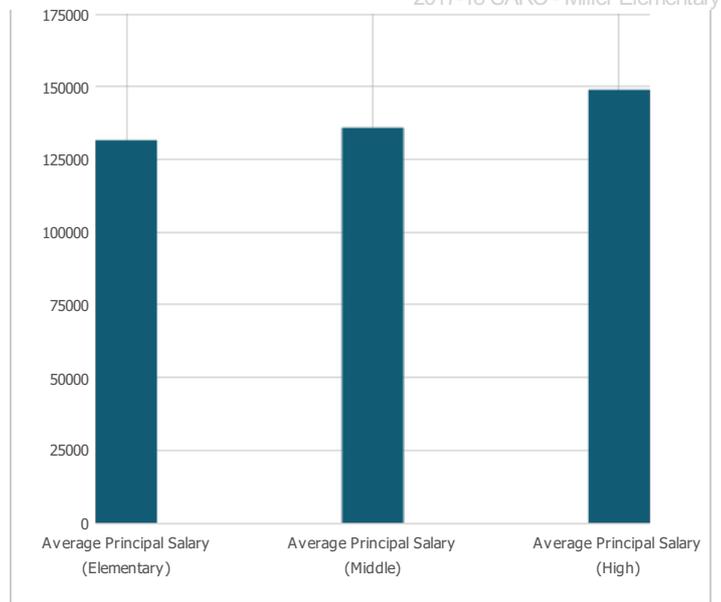
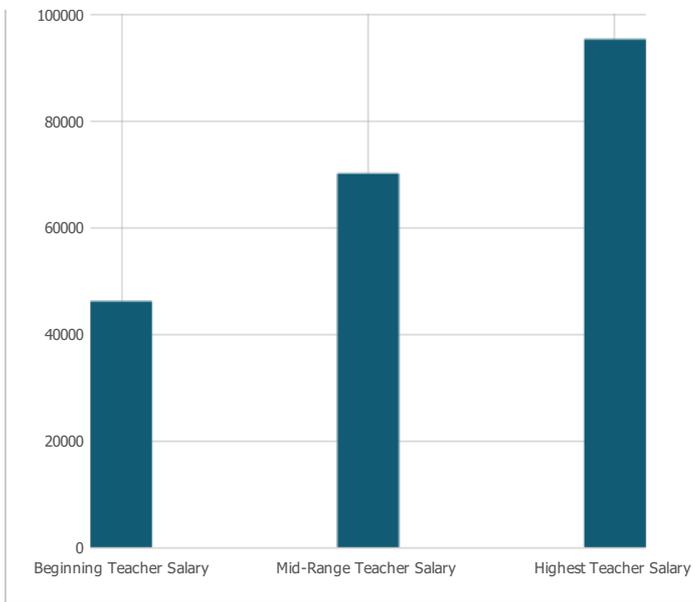
This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage of a district's budget, and compares these figures to the state averages for districts of the same type and size.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,124	\$47,903
Mid-Range Teacher Salary	\$70,086	\$74,481
Highest Teacher Salary	\$95,262	\$98,269
Average Principal Salary (Elementary)	\$131,580	\$123,495
Average Principal Salary (Middle)	\$135,867	\$129,482
Average Principal Salary (High)	\$148,932	\$142,414
Superintendent Salary	\$275,000	\$271,429
Percent of Budget for Teacher Salaries	36.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/17/2019

Professional Development

The district and the Board of Education have set a high priority on professional development, with the goal of providing targeted professional development to build teachers' leadership capacity and knowledge to support student learning success. The Office of Leadership and Learning collaborates with other departments to provide teachers and administrators with ongoing professional development, including improving teaching and learning related to the Common Core State Standards, educational technology, advanced studies, and leadership development. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, students with disabilities, and other struggling learners.

In addition to district-provided professional development, principals identify a schoolwide focus each year for professional development based on student needs and also to determine areas of individual growth and development. Throughout the year, teachers participate in school-based professional learning communities (PLCs) to encourage best practices and engage in shared problem solving. Teachers are provided with useful data systems that allow them to improve the learning of each student. Staff release for professional development is organized in a variety of ways on a site-by-site basis throughout the year.

Professional development at Miller has focused on the adoption of the Common Core State Standards for California. Miller staff members have been working all year on adapting curriculum from the district and other sources to meet the needs of our students. The Miller staff also recognizes the need of our Special Education community and has developed "push-in" and "pull-out" supports to meet the needs of the individual IEP (individualized education plan) goals and the new standards. Through our professional learning teams, and under the direction of our Instructional Leadership Team, we have created a system that allows our professional staff to grow and support all of our students. Miller continues to work collaboratively by having grade levels meet to develop a cohesive vertical curriculum that is seamless from kindergarten to grade 5.

Last updated: 1/28/2019