



John and Jacquelyn Miller Elementary School

43420 22nd Street West • Lancaster, CA, 93536 • 661-726-1826 • Grades K-6

Erie Robertson, Principal
robertsone@lancsd.org
www.millerelem.org

2018-19 School Accountability Report Card Published During the 2019-20 School Year

Lancaster School District

44711 Cedar Avenue
Lancaster, CA 93534
(661) 948-4661
www.lancsd.org

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School Description

We at John and Jacquelyn Miller Elementary believe our Mission to be: Holding high expectations for students and staff. We as a staff are committed to Offering options and opportunities for students to achieve to their fullest potential. In doing so, we will Promote partnerships with families and communities and will continue to Establish safe and supportive learning environments for students and staff.

John and Jacquelyn Miller Elementary School officially opened on August 11, 2009 as a new school in Lancaster School District. The school is named after two educators who have vested more than 90 years in the district. Miller is currently a TK-6 school.

The Miller School Team is committed to full implementation of the Lancaster School District initiatives for 21st Century Education with its focus on the four Cs of 21st Century Teaching and Learning – Critical Thinking, Communication, Collaboration, and Creativity. These initiatives include a strategic focus on 'Effective First Instruction', 'Multi-tiered System of Supports' (MTSS), and 'Professional Learning Communities' (PLC). The Principal monitors implementation of the district's initiatives, confirms effective use of instructional minutes, validates teachers' instructional design and delivery, and assesses the learning environment for optimal student engagement. All grade levels provide common core state standards aligned instruction based on the mandated minutes for common core subjects according to the state guidelines.

Miller's 'Multi-tiered System of Supports' is demonstrated through its implementation of Personalized Learning Time (PLT) for sixty (60) minute blocks of time per grade level. Daily PLT allows for intervention or enrichment to be specifically targeted to those who demonstrate the need. During PLT multiple technologies are used by both teachers and students to enrich or enhance the learning experience.

Miller's 'Professional Learning Communities', dedicated to professional development and collaborative work, are student-centered and results-oriented. Grade Levels function as a PLC and focus on interdisciplinary planning, common formative assessment data analysis, clarity of teaching and visible learning intentions.

About the SARC

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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	137
Grade 1	115
Grade 2	117
Grade 3	117
Grade 4	104
Grade 5	113
Grade 6	111
Total Enrollment	814

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	24.4
American Indian or Alaska Native	0.2
Asian	1.7
Filipino	2.5
Hispanic or Latino	47.7
Native Hawaiian or Pacific Islander	0.2
White	17.4
Two or More Races	5.8
Socioeconomically Disadvantaged	80.6
English Learners	10.7
Students with Disabilities	11.4
Foster Youth	1.4
Homeless	10

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 for John and Jacquelyn	17-18	18-19	19-20
With Full Credential	26	29	31
Without Full Credential	0	2	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lancaster School	17-18	18-19	19-20
With Full Credential	♦	♦	540
Without Full Credential	♦	♦	64
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at John and Jacquelyn Miller Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All textbooks were selected from the most recent list of standards-based materials adopted by the California State Board of Education and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. Textbooks are chosen after careful review and piloting by teachers and then are approved by the Board of Trustees. There are textbooks/instructional materials for each student in each subject. All adopted textbooks are in fair to new condition.

Textbooks and Instructional Materials

Year and month in which data were collected: August, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5 McGraw Hill Wonders / 2017 6 McGraw Hill Study Sync / 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	K-5 McGraw Hill My Math 2014 6 McGraw Hill California Math 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	K-5 Pearson Scott Foresman California Science / 2007 6 Glencoe Science Focus On / 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McGraw Hill Impact California / 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)**General**

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the Los Angeles County Office of Education. The results of this survey are available at the school office or at the district office.

School Buildings

Miller was built in 2009. The main building houses the front, health, and principal's offices, multipurpose room, cafeteria, staff lounge, computer lab and library. There are 32 classrooms-8 permanent and 24 re-locatable.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The Supervisor of Operations works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

Although the State no longer requires a Deferred Maintenance contribution, Lancaster School District is still dedicated to maintaining the facilities for our students. These expenditures would include but not be limited to roofing, plumbing, heating, air conditioning, electrical, painting, and flooring. For the 2019-20 school year, the district has budgeted \$940,000 for deferred maintenance projects.

Deferred Maintenance Project

A new emergency generator is being installed, expected to be in service in early 2020.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October, 2019

System Inspected	Repair Status	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	Poor	
Overall Rating	Fair	

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	44	42	32	31	50	50
Math	33	30	17	18	38	39

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	21.1	23.7	2.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	410	404	98.54	42.08
Male	209	207	99.04	38.65
Female	201	197	98.01	45.69
Black or African American	104	102	98.08	24.51
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100.00	81.82
Hispanic or Latino	194	192	98.97	44.27
White	73	71	97.26	54.93
Two or More Races	21	21	100.00	38.10
Socioeconomically Disadvantaged	336	331	98.51	38.07
English Learners	72	69	95.83	37.68
Students with Disabilities	39	38	97.44	13.16
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	38	35	92.11	7.89

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	410	405	98.78	29.88
Male	209	208	99.52	30.29
Female	201	197	98.01	29.44
Black or African American	104	101	97.12	16.83
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100.00	63.64
Hispanic or Latino	194	192	98.97	29.69
White	73	73	100.00	39.73
Two or More Races	21	21	100.00	28.57
Socioeconomically Disadvantaged	336	332	98.81	26.81
English Learners	72	71	98.61	30.99
Students with Disabilities	39	38	97.44	5.26
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	38	37	97.37	2.63

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.

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 2019-20)

We seek to build positive partnerships with families and the school community. The following opportunities for involvement exist at John and Jacquelyn Miller School:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Miller School PTO
- Creation of African American Advisory Committee (AAAC) for the 2019-20 school year

The degree of parent involvement in a child's education contributes to his or her academic achievement and success in school. Parent and community involvement significantly impacts student achievement. Parent involvement includes parent participation with regard to students getting the support and encouragement they need from home. Parent involvement can be as simple as ensuring your children complete their homework, reading to and with your children, signing or providing required documentation, supporting your child's on time and daily attendance, responding to communications between home and school, or being supportive of disciplinary concerns and attentive to your child's progress in school. Parent involvement may also be more complex for those who are available to volunteer in classrooms during the school day to provide instructional support or serve on school councils such as SSC, ELAC, SAC, or PTO. Parents are encouraged to participate in school-sponsored functions such as Back-to-School Night, Open House, Coffee and Conversations about Student Achievement, Jaguar Spirit Assemblies for Jaguar Powerful Citizen recognition, 'Read Across America' Family Night, Semester Student Recognition Assemblies, and other Family Day and Night events. Increasing parent involvement, parent volunteers, parent leadership, parent participation and establishing parent partnerships between home and school are worthy goals for improving student achievement at Miller Elementary.

There are numerous other ways to get involved in your child's education. For further information, contact Principal, Erie Robertson, at 661-726-1826.

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.

School Safety Plan

Safety Plans are revised and reviewed annually with the staff and School Site Council at the beginning of each school year. Key elements addressed by the plan include:

- Child abuse reporting procedures
- Disaster and emergency procedures
- Incident Command System (ICS) responsibilities
- Teacher notification of dangerous students
- Sexual harassment policy
- School-wide dress code
- Provisions for safe ingress and egress to and from school
- Provisions for a safe and orderly environment conducive to learning
- Rules and procedures on school discipline
- Procedures for reporting hate crime
- Emergency response procedures
- Bullying prevention, programs, and reporting procedures
- Suicide prevention policy and programs
- Threat assessment procedures
- Visitor policies and procedures
- School rules
- Equipment and supplies
- Communication systems

A full description of all elements is available from the school office or from the Pupil Safety and Attendance Department of the District Office.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.5	2.8	4.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	8.1	6.1	5.2
Expulsions Rate	0.3	0.2	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	1:1017

* 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.

** Average number of pupils per counselor

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.0
Other	1.0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26	4	31		28	3	32		26	2	39	
1	24	4	32		22	5	32		26	3	32	
2	22	10	24		24	4	32		22	13	32	
3	21	5	32		28	2	24		26	4	32	
4	29	3	16	8	30	2	24		29	3	8	16
5	25	10	8	16	27	11	8	16	31	4		24
6	30	2		12	26	3	18		26	9		18
Other**					11	9			11	10		

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	26

The Lancaster School District provides professional development throughout the school year that trains and supports staff in the effective implementation of our adopted core and cornerstone programs including, but not limited to: 21st Century Instructional Strategies, Unit and Lesson Design and Delivery, Data Analysis, Leadership Training, Writing Instruction, Coaching, Direct Instruction, Conceptual Development, Building Academic Vocabulary, Culturally Responsive Teaching and Learning (including Capturing Kids Hearts), Integrating Technology into the Classroom, PBIS, Intervention, and Differentiation in Strategies for teaching EL, GATE, and at-risk students. High-quality, ongoing professional development opportunities are recognized as an important component in our work towards continuous improvement in student learning.

Ongoing opportunities include in-services during and after the work day as well as through site and district in-class and on-site coaching. All teachers are provided multiple opportunities to receive optional paid professional development. The school year calendar allows for 38 minimum days in which 17 days are utilized to provide 1-2 hours of district and site designed professional development specific to their needs. Outside workshops, conferences and other in-services that provide more in-depth training and further prepare our staff members to become trainers for our district are available as approved by the Board of Trustees.

Professional development supporting our instructional programs and services for students is also provided for our classified staff members. Additionally, workshops designed to improve technology skills, provide training with key software programs utilized in the district, and offer information on personal excellence and social responsibility are included in the professional development course offerings for classified staff throughout the school year.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,227	\$45,741
Mid-Range Teacher Salary	\$78,094	\$81,840
Highest Teacher Salary	\$103,314	\$102,065
Average Principal Salary (ES)	\$131,661	\$129,221
Average Principal Salary (MS)	\$128,788	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$219,000	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Local Control Funding Formula (LCFF) Base, Supplemental, and Concentration funds are utilized as outlined in the Local Control Accountability Plan (LCAP) to ensure that all students receive the intervention or enrichment support and services that are needed to help them become proficient in academic areas and details the actions associated with meeting the specific needs of English Learners, foster and homeless youth, and low-income students. Before and after school tutoring for at risk and EL students is available through Title I funding.

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,370	\$2,152	\$6,219	\$90,102
District	N/A	N/A	\$6,247	\$82,064.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.4	11.9
School Site/ State	-31.1	10.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.