

# School Accountability Report Card

Issued Spring 2018 for Academic Year 2016–17

## What Is a SARC?

All California public schools are required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. The SARC contains specific information about the condition and performance of the school from the previous school year.

Furthermore, under the Local Control Funding Formula (LCFF), San Diego Unified is required to prepare a Local Control and Accountability Plan (LCAP), which describes how it intends to meet annual school-specific goals for all students, with specific activities to address state and local priorities. Data reported in the SARC are to be consistent with data reported in the LCAP.

More information about the requirements for the SARC is available on the state's SARC website:

[www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

Additional copies of this SARC may be obtained from the school office or from the district's SARC website:

[www.sandiegounified.org/sarc](http://www.sandiegounified.org/sarc)

For more information about the LCFF or LCAP, see the state's LCFF website:

[www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

Finally, for more information about this school, contact the principal or the district office.

## Miller Elementary School

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Jennifer O, Principal

## School Description and Mission Statement

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, FACES Grant (United Way), 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). 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 also broke ground on our whole campus modernization, and we began implementation of a new science/technology program, Project Lead the Way.

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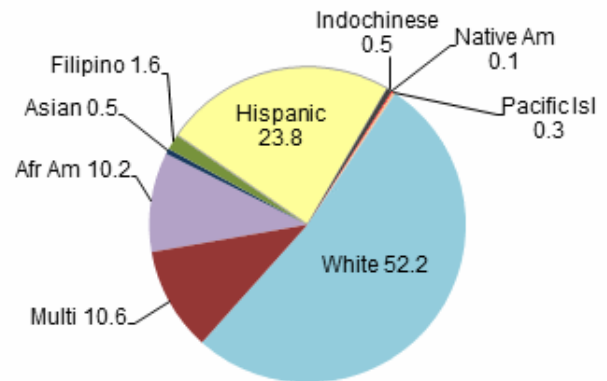


## About This School

### At a Glance: 2016–17

<b>School type:</b>	Elementary
<b>Schedule:</b>	Traditional
<b>Grade levels:</b>	K–5
<b>Total enrollment:</b>	735
<b>Total teachers:</b>	n/a
<b>Per-pupil expenditure (fiscal year 15–16):</b>	\$8539

### Enrollment Breakdown



### Student Enrollment by Grade Level

Grade Level	Enrollment on October 5, 2016
Kindergarten	169
1	132
2	131
3	110
4	110
5	83
<b>Total</b>	<b>735</b>

### Student Enrollment by Group (2016–17)

Student Group	Number of Students	Percentage of Enrollment
African American	75	10.2
Asian	4	0.5
Filipino	12	1.6
Hispanic	179	24.4
Indochinese	4	0.5
Native American	1	0.1
Pacific Islander	2	0.3
White (Not Hispanic)	380	51.7
Two or More Races	78	10.6
Socioeconomically Disadvantaged	435	59.2
English Learners	20	2.7
Students with Disabilities	93	12.7
Foster Youth	0	0.0

### Attendance

Year	Attendance for Year (%)
12–13	94.82
13–14	94.81
14–15	94.50
15–16	95.53
16–17	95.56

### 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.*

## Data and Access

Most of the data in this SARC are from the 2016–17 school year or the two preceding years (2014–15 and 2015–16). Graduation, dropout, and fiscal data are from 2015–16. Contact information and data on facilities, curriculum and instructional materials, and certain teacher information are from the 2017–18 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/](http://www.cde.ca.gov/ta/ac/sa/).

### DataQuest

*DataQuest* is an on-line data tool ([dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/)) that contains additional information about this school and comparisons of the school to the district, the county, and the state. *DataQuest* is a dynamic system that provides reports for accountability, test results, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English language 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 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.

## Conditions of Learning

### State Priority: Basic

This section provides information relevant to the LCAP Basic State Priority (Priority 1):

- **Teacher Credentials:** the degree to which teachers are assigned appropriately and are fully credentialed in the subject area and for the students they are teaching.
- **Instruction Materials:** whether students have access to standards-aligned instructional materials.
- **Facility Conditions:** whether 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/](http://dq.cde.ca.gov/dataquest/).

Number of Teachers*	School			District
	2015–16	2016–17	2017–18	2017–18
With full credential and teaching in subject area	28	28	n/a	n/a
With full credential but teaching outside area of competence	1	1	n/a	n/a
Without full credential	0	0	n/a	n/a
<b>Total</b>	<b>29</b>	<b>29</b>	<b>n/a</b>	<b>n/a</b>

\*These 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](http://www.sandiegounified.org/human-resources).

### 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. For 2016–17, the most current data are reported.

Indicator*	2015–16	2016–17	2017–18
Misassignments of teachers of English learners	n/a	n/a	n/a
Total teacher misassignments	n/a	n/a	n/a
Vacant teacher positions	n/a	n/a	n/a

\*These 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](http://www.sandiegounified.org/human-resources).

## Quality, Currency, and Availability of Textbooks and Instructional Materials (2017–18)

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. These data were collected in October 2017.

Core Curriculum Area	Are These Textbooks and Instructional Materials from the Most Recent Adoption?	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
English Language Arts	Yes	0
Health	Yes	0
History–Social Science	Yes	0
Mathematics	Yes	0
Science	Yes	0
Science Lab Equipment (grades 9–12)	n/a	0
Visual and Performing Arts	Yes	0
World Language	Yes	0

## List of Textbooks and Instructional Materials Used in Core Subject Areas (2017–18)

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social science), including the year of adoption, may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials. Descriptions of the district’s courses, including current instructional materials, may be found in the *Course of Study, TK–12*, revised annually and available online at [www.sandiegounified.org/course-study](http://www.sandiegounified.org/course-study).

## 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 air-conditioned loft buildings and portable bungalows. Miller has a large library/media center that includes a Parent Connections Room, instructional space with an interactive whiteboard, a computer lab, 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, net-books, or iPads. All classrooms are also equipped with Promethean interactive whiteboards and document cameras to enhance twenty-first-century learning.

Miller recently broke ground on a new building that will house 12 additional classrooms. Miller’s whole school modernization project is expected to last two years. Each building will be converted from a loft-style classroom to individual, self-contained classrooms. All portable classrooms will be removed, and a turf field and walking track will be added to the playground.

## School Facility Good-Repair Status

This table displays the results of the most recently completed school-site inspection to determine the facility’s good-repair status.

Date of most recent inspection: 11/3/17

Item Inspected	Repair Status*				Repair Needed and Action Taken or Planned
	E	G	F	P	
<b>Systems:</b> Gas, mechanical, HVAC, sewer		✓			
<b>Interior:</b> Interior surfaces		✓			
<b>Cleanliness:</b> Overall, pests/vermin		✓			
<b>Electrical:</b> Interior/external		✓			
<b>Restrooms/fountains:</b> sinks, plumbing		✓			
<b>Safety:</b> Fire safety, hazardous materials		✓			
<b>Structural:</b> Damage, roofs		✓			
<b>External:</b> School grounds, playground, windows, gates, fences		✓			
<b>Overall Rating: 98.38%</b>		✓			

\* Repair Status: E = exemplary, G = good, F = fair, P = poor

## Student Outcomes

### State Priority: Pupil Achievement

This section provides information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide Assessments: results of the California Assessment of Student Performance and Progress (CAASPP) and the California Standards Test for science.
- Preparation for College or Career: successful completion of courses that satisfy requirements for entrance to the University of California or the California State University, or career technical education sequences or programs of study.

### Statewide Assessments

#### CAASPP Assessment Results

The California Assessment of Student Performance and Progress (CAASPP) tests students in English language arts/literacy and mathematics in grades 3 through 8 and grade 11. The CAASPP consists of the Smarter Balanced Summative Assessments for students in the general education population.

For eligible students, the CAASPP also consists of the California Alternate Assessments (CAAs) in ELA and math, which are aligned with alternate achievement standards linked to the Common Core State Standards (CCSS) for students with significant cognitive disabilities.

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.

**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: All Students**

The following table shows the percentage of all students tested in the last two years whose CAASPP scores indicate that they met or exceeded the state standards for English language arts and mathematics.

Subject Area	Percentage of Students Meeting or Exceeding State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (Grades 3-8, 11)	54	59	54	53	48	48
Mathematics (Grades 3-8, 11)	48	52	42	43	36	37

**Note:** A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

The following tables show the 2016-17 CAASPP results of students in each grade tested, disaggregated by student group, for both English language arts/literacy (ELA) and mathematics.

**CAASPP: 2016-17, ELA**

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Meeting or Exceeding Standard
All students at this school	287	278	96.86	58.63
Male	139	133	95.68	59.4
Female	148	145	97.97	57.93
African American	38	38	100	42.11
Asian	—	—	—	—
Filipino	—	—	—	—
Hispanic	66	65	98.48	55.38
Native American	0	0	0	0
Pacific Islander	—	—	—	—
White (not Hispanic)	127	121	95.28	65.29
Two or More Races	40	39	97.5	61.54
Socioeconomically Disadvantaged	176	169	96.02	55.62
English Learners	11	11	100	54.55
Students with Disabilities	57	54	94.74	33.33
Receiving Migrant Education Services	0	0	0	0
Foster Youth	0	0	0	0

**Note:** A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

**CAASPP: 2016-17, Mathematics**

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Meeting or Exceeding Standard
All students at this school	287	277	96.52	51.62
Male	139	132	94.96	56.06
Female	148	145	97.97	47.59
African American	38	38	100	39.47
Asian	—	—	—	—
Filipino	—	—	—	—
Hispanic	66	64	96.97	46.88
Native American	0	0	0	0
Pacific Islander	—	—	—	—
White (not Hispanic)	127	121	95.28	57.85
Two or More Races	40	39	0	0
Socioeconomically Disadvantaged	176	168	95.45	48.21
English Learners	11	11	100	54.55
Students with Disabilities	57	54	94.74	24.07
Receiving Migrant Education Services	0	0	0	0
Foster Youth	0	0	0	0

**Note:** A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

## California Standards Test: Science—Three-Year Comparison

The following table shows the percentage of all students scoring at the Proficient or Advanced levels (that is, meeting or exceeding the state standards) in science over the most recent two-year period. Science assessments include the California Standards Test (CST), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

Grades	School			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
5, 8, 10	66	70	59	68	65	59	60	56	54

**Note:** A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An “n/a” indicates no data are available.

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## State Priority: Other Pupil Outcomes

This section provides information relevant to the Other Pupil Outcomes State Priority (Priority 8): student outcomes in physical education. The California Physical Fitness Test provides the outcomes in physical education.

### California Physical Fitness Test Results (2016–17)

The California Physical Fitness Test 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/](http://www.cde.ca.gov/ta/tg/pf/).

Grade Level	Percentage of Students Tested Who Met Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	29.6	22.2	22.2

**Note:** A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An “n/a” indicates no data are available.

## Engagement

### State Priority: Parental Involvement

This section provides information relevant to the Parental Involvement State Priority (Priority 3): efforts the school district makes to seek parent input in making decisions for the school district and each school.

#### Opportunities for Parent Involvement (2017-18)

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, and 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. The United Way continues to support military families through a grant to encourage good attendance and parent involvement. 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: School Climate

This section provides information relevant to the School Climate State Priority (Priority 6):

- Student suspension rates
- Student expulsion rates
- Other local measures to ensure 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.

Type of Action	2014–15			2015–16			2016–17		
	School	District	State	School	District	State	School	District	State
Suspensions	0.09	3.68	3.79	0.30	3.37	3.65	0.46	3.35	3.65
Expulsions	0.00	0.06	0.09	0.00	0.05	0.09	0.00	0.05	0.09

### School Safety Plan (2017–18)

Last Review/Update: November 2017

Last Discussed with Staff: November 2017

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.



## Other Information

This section provides information that is required by law to be included in the SARC but is not included in the state priorities for the LCFF.

### Federal Intervention Program (2017–18)

Schools that receive funding from the federal government under Title I must enter federal Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification and status can be found at the CDE website at [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009–10
Year in PI*		Year 3
Number of Schools Currently in Program Improvement†		144
Percentage of Schools Currently in Program Improvement†		74.2

\* A determination waiver (DW) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

† Includes charter schools.

### Average Class Size and Class Size Distribution (Elementary)

This table displays the average class size for each grade level and the number of classrooms that fall into each class size category.

Grade Level	2014–15				2015–16				2016–17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1–20	21–32	33+		1–20	21–32	33+		1–20	21–32	33+
K	23	1	6	—	21	1	6	—	26	1	6	—
1	26	—	4	—	26	—	4	—	30	—	3	1
2	23	1	5	—	24	—	5	—	26	—	5	—
3	25	—	4	—	21	1	4	—	27	—	4	—
4	27	—	3	—	31	—	3	—	32	—	3	—
5	23	1	4	—	24	1	4	—	24	1	3	—
Other	7	1	—	—	—	—	—	—	9	1	—	—

### Academic Counselors and Other Support Staff Members (2016–17)

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. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The table also displays the average number of students for each academic counselor.

Position	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	N/A
Counselor (Social/Behavioral or Career Development)	1.0	
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (Paraprofessional)	0.5	
Psychologist	1.0	
Social Worker	0.0	
Nurse	1.0	
Speech/Language/Hearing Specialist	2.0	
Resource Specialist (Non-Teaching)	0.0	
Other (Specify)	0.0	
Other (Specify)	0.0	
Other (Specify)	0.0	

### Expenditures per Pupil and School-Site Teacher Salaries (Fiscal Year 2015–16)

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/](http://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/](http://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](http://www.ed-data.org).

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,539	\$1,954	\$6,585	\$74,254
District (excludes charter schools)			\$6415	\$76,603
Difference: School Site and District (%)			2.6	-3.1
State			\$6,574	\$79,228
Difference: School Site and State (%)			0.2	-6.3

## Types of Services Funded (Fiscal Year 2016–17)

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. We also provide after-school literacy instruction three days a week, which is funded through a generous Operation Student Success grant. Through Title I funds, we are able to fund a counselor.

## Teacher and Administrative Salaries (Fiscal Year 2015–16)

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. Detailed information regarding salaries may be found at the CDE website at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

Position	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	\$44,337	\$47,808
Mid-Range Teacher Salary	\$67,371	\$73,555
Highest Teacher Salary	\$91,571	\$95,850
Average Principal Salary (Elementary School Level)	\$126,695	\$120,448
Average Principal Salary (Middle School Level)	\$129,317	\$125,592
Average Principal Salary (High School Level)	\$143,347	\$138,175
Superintendent Salary	\$267,334	\$264,457
Percentage of Budget for Teachers’ Salaries	37%	35%
Percentage of Budget for Administrative Salaries	5%	5%

## 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.

## 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.

## Appendix: Adopted Texts and Instructional Materials

Subject Area	Grade Level	Instructional Material or Textbook	Copyright Date	Adoption Year
English Language Arts	TK-6	<i>Houghton Mifflin Reading: A Legacy of Literacy</i> , Houghton Mifflin	2003	2002-03
History-Social Science	TK-5	<i>California Reflections</i> , Harcourt	2007	2007-08
History-Social Science	6	<i>Holt CA Social Studies: World History: Ancient Civilizations</i> , Holt McDougal	2006	2007-08
Mathematics	TK-5	<i>enVision MATH 2.0</i> , Pearson	2016	2016-17
Mathematics	6	<i>Big Ideas Math Course 1: A Common Core Curriculum, CA</i> , Big Ideas Learning	2015	2014-15
Science	K-5	<i>Full Option Science System (FOSS)</i> , Delta Education	2007	2008-09
Science	6	<i>California Focus on Earth Science</i> , Pearson Prentice Hall	2008	2008-09