

John and Jacquelyn Miller Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

| | |
|--|---|
| School Name | John and Jacquelyn Miller Elementary School |
| Street | 43420 22nd Street West |
| City, State, Zip | Lancaster, CA, 93536 |
| Phone Number | 661-726-1826 |
| Principal | Erie Robertson |
| Email Address | robertsone@lancsd.org |
| School Website | https://www.lancsd.org/MI |
| County-District-School (CDS) Code | 19646670119313 |

2022-23 District Contact Information

| | |
|---------------------------------|---------------------------|
| District Name | Lancaster School District |
| Phone Number | (661) 948-4661 |
| Superintendent | Dr. Paul Marietti |
| Email Address | superintendent@lancsd.org |
| District Website Address | www.lancsd.org |

2022-23 School Overview

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 Establishing safe and supportive learning environments for students and staff.

John and Jacquelyn Miller Elementary School officially opened on Aug. 11, 2009, as a new school in Lancaster School District. The school is named after two educators who have invested 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 the implementation our Intervention Block. Teachers use diagnostic data and formative data to personalize to subject and delivery. Miller's Intervention Block is there to address the Learning Loss due to COVID-19 and can be scheduled every if need be. This time, after core instruction can be targeted for Intervention or enrichment and is designed to be specifically targeted to those who demonstrate the need. During Intervention, multiple technologies are used by both teachers and students to enrich or enhance the learning experience.

As a Comprehensive Support and Improvement school, 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 this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 101 |
| Grade 1 | 88 |
| Grade 2 | 71 |
| Grade 3 | 97 |
| Grade 4 | 105 |
| Grade 5 | 110 |
| Grade 6 | 93 |
| Total Enrollment | 665 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 50.7 |
| Male | 49.3 |
| American Indian or Alaska Native | 0.5 |
| Asian | 1.7 |
| Black or African American | 23.0 |
| Filipino | 2.0 |
| Hispanic or Latino | 53.8 |
| Native Hawaiian or Pacific Islander | 0.5 |
| Two or More Races | 6.8 |
| White | 11.7 |
| English Learners | 9.8 |
| Foster Youth | 2.6 |
| Homeless | 5.1 |
| Migrant | 0.2 |
| Socioeconomically Disadvantaged | 83.9 |
| Students with Disabilities | 12.6 |

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 26.30 | 92.94 | 521.20 | 78.33 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 29.70 | 4.47 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.80 | 2.93 | 42.70 | 6.42 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 23.60 | 3.55 | 12115.80 | 4.41 |
| Unknown | 1.10 | 4.09 | 48.10 | 7.23 | 18854.30 | 6.86 |
| Total Teaching Positions | 28.30 | 100.00 | 665.50 | 100.00 | 274759.10 | 100.00 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|-------------|---------|
| Permits and Waivers | 0.80 | |
| Misassignments | 0.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 0.80 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|-------------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | |
| Local Assignment Options | 0.00 | |
| Total Out-of-Field Teachers | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 2.50 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 and/or replacement textbooks are in fair to new condition

Year and month in which the data were collected

August, 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|-----------------------------|--|
| Reading/Language Arts | K-5 McGraw Hill Wonders / 2017 6 McGraw Hill Study Sync / 2017 | Yes | 0% |
| Mathematics | K-5 McGraw Hill My Math 2014 6 McGraw Hill California Math 2014 | Yes | 0% |
| Science | Twig Science / 2020 / 2021 | Yes | 0% |
| History-Social Science | McGraw Hill Impact California / 2019 | Yes | 0% |

School Facility Conditions and Planned Improvements

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.

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 principal 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 2020-21 school year, the district has budgeted \$2,860,000. for deferred maintenance projects.

Deferred Maintenance Projects: A new emergency generator was installed in 2020. Upgraded Fire Sprinkler Support Structure in 2021.

Year and month of the most recent FIT report

December, 2021

| System Inspected | Rate | Rate | Rate | Repair Needed and Action Taken or Planned |
|------------------|------|------|------|---|
|------------------|------|------|------|---|

School Facility Conditions and Planned Improvements

| | Good | Fair | Poor | |
|---|------|------|------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | | X | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | | X | |

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 36 | N/A | 24 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 27 | N/A | 12 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 390 | 387 | 99.23 | 0.77 | 36.43 |
| Female | 182 | 182 | 100.00 | 0.00 | 38.46 |
| Male | 208 | 205 | 98.56 | 1.44 | 34.63 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 75 | 75 | 100.00 | 0.00 | 22.67 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 225 | 222 | 98.67 | 1.33 | 36.04 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 40.00 |
| White | 50 | 50 | 100.00 | 0.00 | 52.00 |
| English Learners | 30 | 28 | 93.33 | 6.67 | 10.71 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 19 | 17 | 89.47 | 10.53 | 23.53 |
| Military | 28 | 28 | 100.00 | 0.00 | 42.86 |
| Socioeconomically Disadvantaged | 302 | 299 | 99.01 | 0.99 | 31.44 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 65 | 64 | 98.46 | 1.54 | 12.50 |

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 389 | 388 | 99.74 | 0.26 | 27.32 |
| Female | 181 | 181 | 100.00 | 0.00 | 22.10 |
| Male | 208 | 207 | 99.52 | 0.48 | 31.88 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 74 | 74 | 100.00 | 0.00 | 16.22 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 224 | 223 | 99.55 | 0.45 | 25.11 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 21 | 21 | 100.00 | 0.00 | 28.57 |
| White | 50 | 50 | 100.00 | 0.00 | 42.00 |
| English Learners | 30 | 30 | 100.00 | 0.00 | 10.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 19 | 19 | 100.00 | 0.00 | 21.05 |
| Military | 28 | 28 | 100.00 | 0.00 | 50.00 |
| Socioeconomically Disadvantaged | 302 | 301 | 99.67 | 0.33 | 24.92 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 65 | 64 | 98.46 | 1.54 | 7.81 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 28.57 | NT | 13.93 | 28.5 | 29.47 |

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 92 | 92 | 100 | 0 | 28.57 |
| Female | 43 | 43 | 100 | 0 | 30.23 |
| Male | 49 | 49 | 100 | 0 | 27.08 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 14 | 14 | 100 | 0 | 23.08 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 54 | 54 | 100 | 0 | 25.93 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 12 | 12 | 100 | 0 | 41.67 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 71 | 71 | 100 | 0 | 28.17 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 86.27 | 82.35 | 84.31 | 81.37 | 90.2 |

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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
- African American Advisory Committee (AAAC).

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, AAA 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 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.

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 773 | 736 | 368 | 50.0 |
| Female | 379 | 366 | 188 | 51.4 |
| Male | 394 | 370 | 180 | 48.6 |
| American Indian or Alaska Native | 4 | 4 | 4 | 100.0 |
| Asian | 13 | 13 | 3 | 23.1 |
| Black or African American | 172 | 161 | 89 | 55.3 |
| Filipino | 14 | 14 | 5 | 35.7 |
| Hispanic or Latino | 425 | 405 | 209 | 51.6 |
| Native Hawaiian or Pacific Islander | 3 | 3 | 1 | 33.3 |
| Two or More Races | 50 | 49 | 21 | 42.9 |
| White | 92 | 87 | 36 | 41.4 |
| English Learners | 77 | 73 | 31 | 42.5 |
| Foster Youth | 30 | 25 | 13 | 52.0 |
| Homeless | 51 | 45 | 28 | 62.2 |
| Socioeconomically Disadvantaged | 657 | 622 | 326 | 52.4 |
| Students Receiving Migrant Education Services | 1 | 1 | 0 | 0.0 |
| Students with Disabilities | 115 | 106 | 75 | 70.8 |

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 2.70 | 4.89 | 2.45 |
| Expulsions | 0.00 | 0.05 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00 | 3.62 | 0.01 | 5.31 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.05 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 3.62 | 0.00 |
| Female | 2.11 | 0.00 |
| Male | 5.08 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 7.69 | 0.00 |
| Black or African American | 8.14 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 2.35 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 2.17 | 0.00 |
| English Learners | 1.30 | 0.00 |
| Foster Youth | 3.33 | 0.00 |
| Homeless | 7.84 | 0.00 |
| Socioeconomically Disadvantaged | 3.81 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 3.48 | 0.00 |

2022-23 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
- COVID-19 prevention and response
- 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.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 20 | 12 | 32 | |
| 1 | 19 | 11 | 32 | |
| 2 | 22 | 11 | 32 | |
| 3 | 21 | 12 | 32 | |
| 4 | 20 | 11 | 32 | |
| 5 | 21 | 10 | 24 | |
| 6 | 23 | 11 | 6 | |

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 23 | 11 | 21 | |
| 1 | 21 | 9 | 21 | |
| 2 | 19 | 10 | 28 | |
| 3 | 21 | 9 | 28 | |
| 4 | 22 | 9 | 28 | |
| 5 | 23 | 9 | 21 | |
| 6 | 20 | 8 | 18 | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 25 | 1 | 3 | |
| 1 | 22 | 1 | 3 | |
| 2 | 18 | 1 | 3 | |
| 3 | 19 | 1 | 4 | |
| 4 | 26 | 1 | 1 | 1 |
| 5 | 28 | 1 | 1 | 1 |
| 6 | 23 | 1 | 3 | |

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|-------------------------------------|-------|
| Pupils to Academic Counselor | 665 |

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.0 |
| Social Worker | |
| Nurse | 0.3 |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | |
| Other | 1.1 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$14,069.87 | \$4,583.12 | \$9,486.75 | \$85,741.32 |
| District | N/A | N/A | | \$84,123 |
| Percent Difference - School Site and District | N/A | N/A | 195.5 | 1.9 |
| State | N/A | N/A | \$6,594 | \$87,271 |
| Percent Difference - School Site and State | N/A | N/A | 36.0 | -1.8 |

2021-22 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 low-income students. Before and after school tutoring for at-risk and EL students is available through Title I funding

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$49,927 | \$52,641 |
| Mid-Range Teacher Salary | \$80,847 | \$83,981 |
| Highest Teacher Salary | \$106,560 | \$107,522 |
| Average Principal Salary (Elementary) | \$139,524 | \$136,247 |
| Average Principal Salary (Middle) | \$139,524 | \$142,248 |
| Average Principal Salary (High) | | \$139,199 |
| Superintendent Salary | \$241,584 | \$242,166 |
| Percent of Budget for Teacher Salaries | 31% | 34% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

Professional Development

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: Teacher Clarity, PLC+, Standards-Based Grading and Reporting, Structured Literacy, 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 27 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 25 | 26 | 30 |