



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John & Jacquelyn Miller (Miller) TK-7	0119313	05/06/2025	06/17/2025

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Miller's plan for effectively meeting the ESSA (Every Student Succeeds Act) requirements is to ensure all students receive a high-quality education and make progress in ELA and Math, as well as, reflect on their social emotional well-being. This plan aligns with the Local Control and Accountability Plan (LCAP) and integrates federal, state, and local programs by focusing on key areas such as academic achievement, student support services, and community engagement.

- 1. Academic Achievement:** The school will provide differentiated instruction, ongoing assessments, and targeted interventions to meet the needs of all students, including English learners, students with disabilities, and economically disadvantaged students.
- 2. Student Support:** The plan includes mental health services, access to technology, and expanded learning opportunities, ensuring students are supported holistically in both academic and socio-emotional areas.

3. **Professional Development:** Teachers and staff will receive continuous training to enhance instructional practices and meet the diverse needs of students, promoting equity and excellence in the classroom.
4. **Engagement and Collaboration:** The school will actively involve families, students, and community stakeholders in decision-making processes to align the needs of the local context with the goals of ESSA and the LCAP.
5. **Accountability and Monitoring:** Regular data analysis and review of progress towards the established goals will help ensure alignment with ESSA requirements, and timely adjustments will be made to improve student outcomes.

Educational Partner Involvement

How, when, and with whom did your school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Miller Elementary School will work closely with all stakeholders. Engaged in ongoing consultation with the School Site Council, English Language Advisory Council, African American Advisory Council, Parenting Partners, Parent Teacher Organization, Instructional Leadership Team, and other community members. The School Plan for Student Achievement will be reviewed and updated quarterly with these groups. Need social-emotional and professional development in trauma-informed practices development for staff at all levels to address the needs of our at-risk students.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Greatest Needs

- Academically
 - ELA increased by 1.59% when comparing raw data between 2021-2022 and the 2023-24 testing years.

Attendance

For the past five years, Miller has not achieved an average daily attendance (ADA) of 96% or above.

<u>Year</u>	<u>Average</u>
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23/24	91.7%
22/23	90.00%
21/22	86.66%
20/21	93.15%
19/20	94.36%
18/19	94.56%

Social Emotional Learning(SEL)

Miller saw a decrease in Office Discipline Referrals (ODRs) for minor yard/classroom issues (disruption/defiance/disrespect) but a slight increase in Major ODRs for physical aggression.

Pull Data from SWISS

Greatest Progress

Miller Elementary boasts a range of strengths that contribute to its exceptional educational environment. A key strength lies in their implementation of an effective early literacy program, specifically designed for students in Kinder - 2nd grade. This program equips students with the necessary skills and foundation for successful reading and writing. Additionally, Miller Elementary places significant emphasis on professional collaboration through its strong PLC meetings. These meetings focus on establishing clear learning intentions and success criteria, allowing teachers to collaborate, exchange best practices, and collectively work towards improving instructional strategies. The dedication to professional development is evident through the fact that 100% of Miller teachers have received training in Capturing Kid's Hearts (CKH). This training equips teachers with valuable tools and strategies for creating a positive and inclusive classroom culture. The impact of these efforts is evident in the significant growth observed in student performance. Between the iReady diagnostic tests, there was a slight decline when comparing the mid-year assessments, with proficiency rates in 2023-2024 at 36% on level to 2024 - 2025 at 32% on level in ELA and 21% to 20% in Math. These assessments reveal a focus for Miller Elementary to consider rigor, the collaborative spirit among staff, and the ongoing pursuit of student

success.

Performance Gaps

At Miller, in order to address the performance gaps in ELA and Math, we will focus on Effective First Instruction strategies (Tier 1), differentiating for students with specific needs through professional development and instructional strategies. Data analysis (iReady diagnostic, DIBELS, SIPPS Mastery assessments, iReady diagnostic, and Common Formative Assessment) is used to meet students' academic needs. We will use targeted, evidence-based interventions to address Tier II and Tier III of the Multiple Tier System of Support.

Chronic Absenteeism:

The school counselor, attendance secretary, Family Ambassador, Community Liaison, and assistant principal will be key participants in addressing chronic absenteeism. This will be done through active parent communication, attendance incentives, and the ACT program.

Suspension Rate:

To further reduce the suspension rate, we will implement the SEL/Behavior MTSS interventions as a progressive discipline approach. We will continue to use PBIS to promote positive behavior and advance our efforts to improve school climate by teaching and re-teaching behavior expectations, providing student support. Partnerships with parents and extending invitations to attend Parenting Workshops will promote a school-to-family collaboration centered on student success in academics and behavior.

Supplemental Services

Categorical funds will be used for Tier II and Tier III supports for students with an emphasis on assisting EL, Foster Youth, Homeless Youth, and At-risk students. Tutoring and other before-and-after-school interventions will be provided.

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN

The Lancaster Elementary School District (LANCSD) has embraced a collaborative approach by integrating the California Community Schools Partnership Program (CCSPP) Implementation Plan into the Single Plan for Student Achievement (SPSA). This collaborative effort aims to improve alignment and efficiency in meeting shared educational goals. The integration allows for streamlined strategies, reduced duplication, and better coordination of resources and interventions. It also simplifies progress tracking and reporting, supports continuous adjustments, and fosters stronger collaboration among educational partners. This inclusive approach ensures a comprehensive, community-focused strategy for student success, making everyone involved feel part of a unified team.

In Spring 2023, the Lancaster Elementary School District (LANCSD) was awarded 22 five-year (2023-2028) Community Schools Implementation Grants. These grants, in partnership with site leaders, staff, parents, students, and community partners, signify a significant step towards a unified vision of establishing community-based learning hubs. With the active involvement of our community partners, these hubs will offer students and families access to comprehensive support services and resources in a centralized location, fostering holistic growth and strengthening community engagement.

The California Community Schools Framework (CA CS Framework) defines essential elements for successful community schools, including Four Pillars, Four Key Conditions for Learning, Four Cornerstone Commitments, and Four Proven Practices. The Lancaster Elementary School District (LANCSD) has identified four key Community Schools priorities to improve student outcomes in alignment with this framework, as informed by the previous year's data analysis. These priorities are: (1) Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services; (2) Empowering parents and families to contribute to their children's success by providing access to community resources and fostering active engagement in education; (3) Building the capacity of educators and staff to meet the academic and developmental needs of students through a Multi-tiered System of Supports (MTSS); and (4) Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction. These priorities are fully aligned with the CA CS Framework and support the overarching goals of Lancaster Elementary School District's Local Control Accountability Plan (LCAP), which include promoting academic achievement, equitable learning practices, and creating safe, supportive environments.

To implement and continuously enhance a whole-child approach to school improvement across the Lancaster Elementary School District, each school will engage in ongoing evaluation, reflection, and cycles of continuous quality improvement throughout the CCSPP grant and beyond. This process will focus on assessing the fidelity of implementation and the impact of CCSPP investments and initiatives. In collaboration with LANCSD and various educational partners, each school will annually review and update the Implementation Plan to reflect the progress and evolving needs of the community schools. The results will inform this review of the Needs and Assets Assessment and course corrections derived from continuous improvement efforts and school community engagement. The annual review process will incorporate data from the School Plan for Student Achievement (SPSA), YouthTruth Survey results, local assessment results, California school Dashboard, evaluation reports from previous and current years regarding the Four Pillars of Community Schools, and the Capacity-Building Strategies (Shared Commitment, Understanding and Priorities, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships).

COLLECTIVE PRIORITIES OF LANCASTER DISTRICT COMMUNITY SCHOOLS:

Priority	Outcome
Priority 1: Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services.	<p>Success will be determined by comparing actual outcomes to baseline outcomes, including:</p> <ul style="list-style-type: none"> • CAASPP and i-Ready Diagnostic Assessments to evaluate students' academic achievement • YouthTruth Survey results to assess school climate, student engagement, and social-emotional development • Multiple behavioral outcome measures, including attendance rates, chronic absenteeism, and suspension/expulsion rates

Priority 2: Empowering parents and families to contribute to their children's success by providing access to community resources and fostering active engagement in education.	Success will be determined by: <ul style="list-style-type: none"> Regularly administering surveys and conducting focus groups with parents, families, and community members to gather qualitative feedback on the perceived quality of community school services and the effectiveness of home-school-community engagement efforts Analyzing year-over-year results from the Whole Child and Family Support Inventory to assess progress and identify areas for improvement
Priority 3: Building the capacity of educators and staff to meet students' academic and developmental needs through a Multi-tiered System of Supports (MTSS).	Success will be determined by reviewing teacher and staff surveys, such as the YouthTruth and other site-specific surveys.
Priority 4: Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction.	Success will be determined by: <ul style="list-style-type: none"> Increases in annual attendance in expanded learning programs Growth in the number of out-of-school activities and events offered Improved academic performance and student behavioral outcomes among expanded learning program participants (EL, Homeless, Foster Youth), as measured by CAASPP, ELPAC, and i-Ready Diagnostic scores, as well as redesignation rates of English Learners to Fluent English Proficient (RFEP)

CCSPP WHOLE CHILD AND FAMILY SUPPORTS INVENTORY:

For each potential support below, please identify if the support was part of your Community Schools Implementation Plan or Needs and Assets Assessment.

Potential Support	Are these whole child and family supports part of your Community Schools Implementation Plan/Needs and Assets Assessment?
	YES/NO
Health Screening and Services (vision, dental, hearing, neurological, physical health)	YES
Mental Health Screening and Services	YES
Nutrition Services and Support	YES
Academic Support (tutoring, specialist, etc.)	YES
Counseling/Wellness Center	YES

Multi-Tiered System of Support (MTSS)	YES
Coordination of Services Team (COST Team)	YES
Before School (times/services)	YES
After School (times/services)	YES
Summer/Intersession Programs	YES
During School (learning pathways, differentiated instruction, lab times, etc.)	YES
Teacher Leadership Development and Opportunities	YES
Parent Leadership Development and Opportunities	YES
Student Leadership Development and Opportunities	YES
Shared Decision-Making Bodies that center the voices of students, families, and the community	YES
Multiple Modes of Family Communication & Involvement (e.g., student-teacher-family conferences, regular class information & outreach)	YES
Home Visits	YES
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	YES
Positive Behavioral Interventions and Supports (PBIS)	YES
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, trauma-formed practices, CHK, conflict resolution, etc.)	YES
Programs and practices that teach social-emotional skills (e.g., SEL curriculum (Sown to Grow, Second Step, Wondergrove, Kelso's Choice), mindfulness practices, etc.)	YES
Project-Based Learning	YES
Culturally-Sustaining and Responsive Curriculum and Pedagogy	YES

Community-Based Curriculum, Pedagogy, and Projects	YES
Personalized Learning Plans	YES
Performance Assessments (e.g., capstones, portfolios, etc.)	YES
Advisory System to ensure every student has a home base/family group and an advisor who knows them well	YES

STRATEGY 1: SHARED COMMITMENT, UNDERSTANDING, AND PRIORITY:

PART A: Describe the developmental plans for ensuring the [Overarching Values](#) are reflected in your community school's work.

Miller is currently at the engaging phase of shared commitment, understanding, and priority by implementing a needs and assets assessment that engages 75%-100% of stakeholders in identifying a shared vision and top priorities. Miller will provide the Youth Truth survey to all students, families, and staff and provide other surveys to gather input as needed with data that is reviewed and analyzed by multiple stakeholders, creating a shared commitment.

PART B: Describe how you will engage historically marginalized student and family groups.

Miller will engage in historically marginalized student and family groups through the African American Advisory Council (AAAC) and English Language Advisory Council (ELAC), Associated Student Body (ASB), and School Site Council (SSC) to determine the priorities and goals to drive student academic and social emotional and behavioral success.

PART C: GOALS AND ACTIONS:

Please describe the top three goals for your community schools' initiative based on your Needs and Assets Assessments and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory.

Goal	Was this goal submitted with the first APR?	Explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2024-2025 to meet this goal.
Goal 1: Decreasing student suspensions	YES/NO	Miller Elementary School will reduce the percentage of students suspended at least one day to 4% as measured by the CA School Dashboard. Based on the metrics from the 23-24 school year, 5.9% of students were suspended at least one day. As a result, Miller leadership will work to prevent maladaptive behaviors, social emotional supports, and additional restorative practices to reduce the percentage of all students being suspended by at least 1.9%	Miller Elementary utilizes a wide variety of social-emotional supports and resources to support student social-emotional health, promote positive peer-to-peer relationships, and implement restorative practices. First and foremost, Miller has an embedded PBIS system with a token economy to reinforce students following behavioral expectations as specified by the PBIS behavior matrix. Behavior is also addressed via the PBIS flowchart. PBIS incentives include a weekly store as well as assorted monthly activities. In addition, Miller utilizes the SST system to provide targeted tier 2 and tier 3 behavior supports as identified by SIMS. Lastly, Miller has partnered with outside community partners to support social-emotional health including Alafia, Music for Mental Health, and ELEVO.
Goal 2: Increasing Student Attendance	YES/NO	Miller Elementary School will maintain at least 96% average daily attendance (ADA) and have a student chronic absenteeism rate no higher than 25%. These two goals were made both in alignment with district policy and the school's comprehensive needs assessment. Lancaster School Districts has set a goal for all schools to maintain ADA at 96% or higher. In the 23-24 school year, Miller Elementary School maintained an ADA of 91.48%. In addition, 30.2% of all students at Miller were identified as chronically absent (Missing 10%+ of the school year). Furthermore,	Miller admin facilitated weekly attendance meetings to review data and identified students that need additional tier 2/tier 3 attendance intervention support. Miller's family ambassador, attendance clerk, school counselors, and AP made personal phone calls to connect with families, conducted home visits, and provided families with wellness bags and additional resource pamphlets. In addition, students were incentivized for good attendance as well. Monthly, one homeroom per grade level with the highest ADA percentage was awarded a treat. Quarterly, students with perfect attendance were also rewarded with a treat.

Goal 3: Increasing Parental Engagement	YES/NO	<p>Miller Elementary School will improve both the level of parental engagement on campus as well as the rate of positive experiences families have based on respect, care, and appropriability. Parental engagement and positive relationships are metrics that can be quantified via Youth Truth. Based on the 23-24 Youth family survey results, Parental engagement was scored as 3.42 (16th percentile) and positive relationships was scored as 4.03 (15th percentile). For the 24-25 school year, leadership at Miller will work to increase these numbers to at least the 50th percentile for parental engagement (3.75+) and positive relationships (4.25+)</p>	<p>Organize a series of meetings with key partners (staff, families, community partners, and students) to collectively define the Community School Initiative's shared priorities, goals, and roles.</p> <p>Develop a comprehensive action plan that outlines clear roles, responsibilities, and timelines for each partner involved in the initiative.</p> <p>Miller Elementary has worked to provide parents and families in general a variety of ways to participate in their student's well being. In addition, multiple events has been held to include families including Back to School Night, Movie Nights, Fall Festival, Monthly Student Assemblies, UTK holiday performances, monthly council meetings (SSC, ELAC, AAAC). Furthermore, Miller works with the Lancaster School District to provide families with additional health resources such as the Immunization Clinic, Hazel Telehealth visits, Big Smiles dental care, Alafia mental health referrals, and Parenting Partners workshop. Lastly, Miller communicates with families in a variety of methods. While ParentSquare is the primary means of communication, information is also included on the school's website as well as social media accounts</p>
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GOAL ANALYSIS:

Describe any changes made to your planned goals, metrics, desired outcomes, or actions for the coming school year that resulted from reflections on prior practice. These reflections can include any substantive differences in planned actions and actual implementation of these actions, considerations of how effective specific actions were in making progress toward the goal, as well as identified areas of growth, and any solutions you developed. (300 words or less)

Miller Elementary School's three goals this year as stated in the CCSPP APR 24-25 all revolve around the whole child inventory supports and the four pillars of community schools: decrease in suspension rates, increase in student attendance, and increases in family engagement as well as positive relationships families have with the school itself. In regards to Goal #1 (decrease in student suspensions), Miller leadership should focus on continuing to develop the PBIS system, especially in terms of building the capacity of all school personnel when it comes to proper implementation. In addition, more professional development is needed to better train staff in de-escalation strategies such as through Capturing Kids Hearts, Kelso's Choice, etc.

Furthermore, Miller brought on ELEVO mentors to support students with challenging behavioral needs, which has been successful. However, this mentor program was implemented closer to the end of the year. It would be beneficial to continue this program at the start of the 25-26 school year. In regards to

Goal #2 (increase in student attendance), there will be more focus in the 25-26 school year to make connections with families that have demonstrated struggles with attendance. Such connections will include inviting families to workshops and signing attendance agreements. In addition, due to the high number of attendance calls needed, Miller leadership should also work to encourage and support certificated staff with making contact home since parents are more likely to have a personal connection with their student's teacher compared to anyone else at the site. In regards to Goal #3 (increase in family engagement and positive relationships), Miller leadership has provided PD opportunities for certificated staff in the dual-capacity framework for family-school partnerships. However, one barrier to this has been to change the culture and mindset around staff members when it comes to family engagement and parental support. In addition, Miller started the 24-25 school year without a family ambassador. Moving forward, leadership will work closely with both the community school liaison and family ambassador to support all staff with everything related to family engagement. Another strategy will be to build personal connections with families the moment they arrive, namely, personal school tours for families.

STRATEGY 2: CENTERING COMMUNITY-BASED LEARNING:

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Goal: Regularly evaluate the effectiveness of the school's implementation of community-based curriculum and pedagogy.	Action Step(s): <ul style="list-style-type: none"> • Identify and partner with community agencies and experts to increase school culture and community engagement. • Provide professional learning opportunities for staff to learn and apply racially-just and culturally-sustaining teaching and learning.
Goal: Broaden the representation in our decision-making bodies to involve all educational partners.	<ul style="list-style-type: none"> • Audit all potential educational partners, including staff, administrators, students, parents, community organizations, and local businesses. • Develop and distribute invitations to all identified partners to participate in decision-making bodies. • Use various communication methods (emails, meetings, surveys) to ensure accessibility and engagement
Goal: Offer continuous professional development and training opportunities to ensure all staff members are aligned with and dedicated to the core principles of our community school practices.	<ul style="list-style-type: none"> • Create a comprehensive plan that outlines key topics and skills related to the core principles of community school practices. • Provide time during staff meetings/PLCs for sharing best practices and discussing how to apply the principles effectively in the classroom.

STRATEGY 3: COLLABORATION LEADERSHIP:

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphics):

<p>Goal: Promote genuine collaboration and shared leadership among educational partners involved in community school initiatives, ensuring that the community school offers equitable support and opportunities to all students and community members.</p>	<p>Action Step(s):</p> <ul style="list-style-type: none"> • Conduct outreach to ensure board representation in decision-making, including marginalized or underserved groups. • Provide ongoing training and capacity-building opportunities for all partners to foster skills in collaboration, equity, culturally responsive practices, and community engagement.
<p>Goal: Parent Leadership Development and Opportunities</p>	<ul style="list-style-type: none"> • Form advisory committees that include diverse groups of parents to provide input on school policies, events, and initiatives. • Provide workshops on skills such as communication, advocacy, and organizational leadership to empower parents to lead initiatives and represent the needs of their peers. • Provide ongoing mentorship and support for parents who wish to continue developing their leadership skills and influence within the school community.
<p>Goal: Teacher Leadership Development and Opportunities</p>	<ul style="list-style-type: none"> • Offer teachers opportunities to lead professional development sessions or collaborate on cross-disciplinary projects. • Involve teachers in key decision-making bodies, such as curriculum committees or school improvement teams (ILT), allowing them to take on leadership roles in shaping policies and practices. • Offer time and resources for teachers to participate in these leadership opportunities without compromising their classroom responsibilities.

STRATEGY 4: SUSTAINING STAFF AND RESOURCES:

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

<p>Goal: Create a supportive environment that values staff contributions, fosters professional growth, and promotes job satisfaction.</p> <p>Goal: Secure and manage resources effectively to ensure staff have the tools and support necessary to perform their roles optimally.</p>	<p>Action Step(s):</p> <ul style="list-style-type: none"> • Regularly gather staff feedback to identify areas for improvement in the work environment, leadership, and responsibility. • Analyze data to address issues promptly and improve staff morale. • Explore ways to strategically integrate CCSPP funding with other funding sources to achieve the shared goal of building the site's capacity to address the various needs based on needs, assets assessment, and other data sources.
<p>Goal: Establish a sustainable funding model through grants, partnerships, and community support to ensure continuous resources and materials for the Community School Initiative.</p>	<ul style="list-style-type: none"> • Build partnerships with local businesses and community organizations to secure long-term financial and material support. • Organize fundraising events, campaigns, or crowdfunding initiatives to engage the local community in support the initiative.
<p>Goal: Build and maintain strong relationships with local businesses, organizations, and stakeholders to secure ongoing support and resources that benefit the Community School Initiative and its staff.</p>	<ul style="list-style-type: none"> • To deepen their investment in the initiative's success, involve local businesses and organizations in school events, advisory boards, or volunteer activities. • Ensure regular follow-ups to assess and strengthen the relationship, showing appreciation and celebrating shared successes.

STRATEGY 5: STRATEGIC COMMUNITY PARTNERSHIPS:

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

<p>Goal: Expand community partnerships with organizations that focus holistically on students, families, and the broader community to effectively leverage local resources and enhance the impact of community school initiatives.</p>	<p>Action Step(s):</p> <ul style="list-style-type: none"> • Expand partnerships with local organizations, businesses, and government entities to share sources and expertise. • Engage with potential community partners to explore how they can support and enhance the community school initiatives. • Engage community collaborations to expand reach and impact while minimizing additional costs. • Conduct an annual review and update the Community School Partnership Matrix to identify potential new partnerships that could support community school initiatives.
<p>Goal: Establish and maintain sustainable, long-term partnerships with key community partners to ensure consistent support and resources for the school's educational programs, extracurricular activities, and overall growth.</p>	<ul style="list-style-type: none"> • Create formal partnerships or MOUs that outline shared goals, responsibilities, and expectations for the school and community partners. • Set up regular meetings or communication channels (e.g., quarterly updates or annual reviews) to maintain strong relationships with community partners and assess the effectiveness of ongoing collaborations.
<p>Goal: Increase active participation from diverse community partners by building strong relationships and creating opportunities for their direct involvement in school initiatives, events, and decision-making processes.</p>	<ul style="list-style-type: none"> • Organize events such as town halls, workshops, or listening sessions inviting diverse community partners to share their ideas, concerns, and suggestions for school initiatives. • Provide guidelines and support to help partners understand how they can contribute, from volunteering at events to providing expertise on specific projects. • Recognize and celebrate the contributions of community partners to encourage continued engagement and foster a sense of ownership in the school's success.

Goal: Develop and strengthen partnerships with local businesses, nonprofits, and community organizations to create mutually beneficial collaborations that enhance resources, opportunities, and support for students and families.

- Research local businesses, nonprofits, and community organizations that align with the school's mission and values.
- Create a list of potential partners, prioritizing those with shared interests in education, youth development, and community engagement.
- Reach out to potential partners to schedule meetings where you can discuss mutual goals, explore opportunities for collaboration, and determine how resources or services can be shared.
- Work with partners to co-develop programs or initiatives that directly benefit students and their families, such as after-school tutoring or community service projects.

Staffing and Professional Development

Staffing and Professional Development Summary

ELA:

Professional Learning Communities received support from District Coaches to learn, understand, and implement new pilot adoptions in grades 3rd, 5th, and 7th.

Math:

Professional Learning Communities received support from District Coaches to learn, understand, and implement new pilot adoptions in grades Kinder and 2nd.

ELD:

All grade levels were supported during their Professional Learning Communities from the District Coordinator to learn, understand, and implement Ellevation to better identify and support English Language Students.

Instructional Practices:

Teacher Clarity which focuses on learning intentions and success criteria was communicated as a priority to all teachers and was measured using Digicoach. Teachers were provided feedback on their level of implementation using learning intentions and success criteria.

Student collaboration and accountable talk

Utilize DigiCoach as quantitative feedback to measure the implementation of learning intentions, success criteria, AVID strategies, and accountable talk

Interventions:

Family and Community Engagement:

Staffing and Professional Development Strengths

Veteran staff that have attended numerous district offered trainings

PLC have encompassed PD focused on instructional strategies and practices that are researched based to have an affect on student academics, such as AVID, SIPPS, Heggerty, and DIBELS

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): All teachers need to learn and understand the PDSA cycle so that they use data to collaborate and plan rigorous lessons during PLCs.

Root Cause/Why: Currently teachers do not follow a PDSA cycle where data is collected, analyzed, and use to determine priority standards.

Needs Statement 2 (Prioritized): 4th- 8th grade teachers needed to have an articulation on the AVID strategies and practices.

Root Cause/Why: Creating an articulation on the grade-level AVID strategies and practices allows for teachers, students, and families to know the expectations of the program.

Needs Statement 3: MTSS Paras needed to be trained in SIPPS small group instruction to support multi-level needs of student literacy.

Root Cause/Why: Some MTSS Paras are not leading a small group

Needs Statement 4 (Prioritized): Families need to know the standards, skills, and concepts students are learning in their grade level.

Root Cause/Why: Families that have an understanding of the standards, skills, and concepts students are learning in their grade level can support continued learning in the home environment.

School Culture and Climate

School Culture and Climate Summary

Data Analyzed
Power School - What data were you looking at Powerschool is huge? Lancaster Interactive Dashboard -What data were you looking at Powerschool is huge? Youth Truth Survey Results 24-25 What data were you looking at Powerschool is huge? Scholastic Family and Community Engagement Survey Results 24-25 - what questions?
Culture and Climate Summary
<ul style="list-style-type: none">• 49% or 341 students have 5% or fewer missed days (+) (Tier 1)• 26% or 183 students are between 5-10% (at-risk) (Tier 2)• 23% or 164 students are considered chronically absent with 10% or higher in absences (Tier 3)• Current attendance rate is 93.18%

School Culture and Climate Strengths

Culture and Climate Strengths

Here is how the Miller community is connecting with families:

- Attendance incentive awards (monthly and quarterly) - attendance incentive awards celebrate students for attending school consistently. Incentives are based on a student survey where student's shared their interests. This motivates students to earn the reward and attend school.
- Home phone calls - home phone calls are completed for students who exhibit increases in absenteeism. The Family Ambassador, Community Liaison, Counselors, Assistant Principal, and Principal take time to call families and ask why students are missing school and determine a plan of action to increase student attendance and support the family. Families are notified of the state and district expectation to attend school consistently; no more than 10 days. Families are also notified of the progressive approach to attendance concerns resulting in home visits and a School Attendance Review Board (SARB) referral.
- Home visits: home visits are completed for students and families experiencing chronic absenteeism; more than 10 days of absences. The home visit connects the administration, counselor and family together to discuss their student's chronic absenteeism. An attendance bag is provided which provides the family with information on community resources, student materials, and the district policy on attendance. The family signs an attendance contract as well.
- Attendance contract meetings: Attendance contract meetings are held with families and students who are on an interdistrict or intradistrict attendance waiver and are nearing chronic absenteeism. Families are invited in to discuss their student's chronic absenteeism and sign an understanding that their attendance waiver can be pulled.

Here is how the Miller community is connecting with students:

- KONA Ice - KONA Ice is offered monthly for students and staff on Fridays to encourage higher attendance and to create a positive culture. - What is this doing?
- Spirit Weeks (intentionally placed during att. hotspots)
- Homeroom attendance award (monthly) - Homeroom attendance awards celebrate the homeroom with the highest overall attendance for a given month. Homerooms are announced during an assembly and the classroom receives a trophy for a month's time.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Students do not feel connected to staff and peers at school

Root Cause/Why: Building relationships and incentivizing students who are at the chronically absent level (1-on-1 basis) builds relational capacity so students want to come to school

Needs Statement 2 (Prioritized): Connect with families and students who are at the chronically absent level to understand barriers and Flag students who are on an attendance waiver who are exhibiting chronic absenteeism

Root Cause/Why: Understanding the barriers of chronically absent students allows the attendance team to reach out to the district through the Community Liaison for resources that may reduce the number of absences

Needs Statement 3: Chronically absent students do not attend school consistently.

Root Cause/Why: Analyzing school incentives and how they affect student attendance will allow staff to create opportunities that increase and motivate positive attendance from students (ie: KONA, attendance incentives, spirit week, etc.)

Goals, Strategies/Activities, and Expenditures

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1.1

Goal #	Description
Goal 1.1	Students at Miller Elementary School will demonstrate growth in ELA from 22.2 below baseline in the 24-25 school year to 16.6 below baseline in the 25-26 school year.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All teachers need to learn and understand the PDSA cycle so that they use data to collaborate and plan rigorous lessons during PLCs.

4th- 8th grade teachers needed to have an articulation on the AVID strategies and practices.

Families need to know the standards, skills, and concepts students are learning in their grade level.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (All Students)	-22.2 (ORANGE) below baseline in the 24-25 school year	-16.6 (YELLOW) below baseline for the 25-26 CAASPP
CAASPP ELA (Multi-Lingual Learners)	-57 (YELLOW) below baseline in the 24-25 school year	-43 (YELLOW) below baseline for the 25-26 CAASPP
CAASPP ELA (Socio-economically Disadvantaged)	-30.3 (ORANGE) below baseline in the 24-25 school year	-23 (YELLOW) below baseline for the 25-26 CAASPP
CAASPP ELA (Hispanic)	-13.7 (YELLOW) below baseline in the 24-25 school year	-10.3 (YELLOW) below baseline for the 25-26 CAASPP

CAASPP ELA (Students with Disabilities)	-84.4 (RED) below baseline in the 24-25 school year	-63.3 (RED) below baseline for the 25-26 CAASPP
CAASPP ELA (African American)	-53.2 (ORANGE) below baseline in the 24-25 school year	-39.9 (ORANGE) below baseline for the 25-26 CAASPP
CAASPP ELA (White)	-22.5 (ORANGE) below baseline in the 24-25 school year	-16.9 (ORANGE) below baseline for the 25-26 CAASPP

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	Tier 1: Rigorous Instruction: Teachers will collaborate, develop, and communicate clear learning intentions and success criteria to students for each lesson or unit based on high-priority standards. Teachers will follow the PDSA cycle, developing unit lessons, unit assessments, utilizing research based programs and providing feedback to students on areas of strength and areas where they can grow.	All Students, English Learners, Foster Youth, Low Income	\$1,000 \$1,000 \$15,000	Community Services Grant Account Code: 2000–2999 Classified Personnel Salaries LCFF - Base Account Code: 2000–2999 Classified Personnel Salaries Title 1

1.1.2	PLCs will determine student placement to identify students' areas of strength and areas requiring intervention. Tier 1: On grade level instruction during walk to learn Tier II: Students will receive intervention during walk to learn, where they are receiving instruction on skills that are a grade level below. Tier III: Students will receive systematic, structured literacy support in the Learning Center.	All Students, Foster Youth, Low Income, English Learners	\$151,200 \$37,800 \$5,000	Title I Centralized Services Title I Centralized Services Title 1 Account Code: 1000–1999 Certificated Personnel Salaries
1.1.3	Tier 1: Miller Elementary will implement specific AVID strategies in grades 4-8	English Learners, Foster Youth, Low Income	\$2,000 \$20,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures
1.1.4	Tier 1: Collaboration within Professional Learning Communities (PLCs) will be utilized throughout the school year to address and meet the learning needs of all students.	Low Income, Foster Youth, All Students, English Learners	\$25,000	Title 1
1.1.5	Tier 1: Academic resources, activities, and workshops will be provided through family and community engagement opportunities. Multimodal means of communication will be used to connect families to academic resources to support their student in the home environment.	Foster Youth, Low Income, English Learners, All Students	\$500	Community Services Grant Account Code: 2000–2999 Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-2025

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Miller implemented Strategy 1 by stating learning intentions and success criteria so that all students knew what they were learning and how to show that they had learned the concept or skills taught.

Strategy 2 was fully implemented through PLC discussion and a focus on data collection to determine student groups. Student groups will be determined on data reflecting academic and social emotional.

Strategy 3: Professional development was focused on SIPPS Mastery assessments, data tracking and instructional feedback in grades K-2 and in grades 3-7 PLCs collaborated on student groups that would benefit from Tier 3 instruction using SIPPS as the instructional program. The intervention teacher facilitated groups and the RSP teacher would push in to support student service minutes.

Strategy 5 addressed the AVID strategies and vertical alignment in grades 4-7.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In Strategy 5 GATE was not addressed through the use of a site GATE chair however, the needs of GATE, or high-achieving students, are achieved through instructional differentiation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Yes, there are changes to encompass all subject areas into GOAL 1 rather than having separate goals set throughout.

Goal 1.2

Goal #	Description
Goal 1.2	Students at Miller Elementary School will demonstrate growth in Math from -46.8 below baseline in the 24-25 school year to -35.1 below baseline in the 25-26 school year.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All teachers need to learn and understand the PDSA cycle so that they use data to collaborate and plan rigorous lessons during PLCs.

4th- 8th grade teachers needed to have an articulation on the AVID strategies and practices.

Families need to know the standards, skills, and concepts students are learning in their grade level.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math (All Students)	-46.8 (ORANGE) below baseline in the 24-25 school year	-35.1 (ORANGE) below baseline for the 25-26 CAASPP
CAASPP Math (Multi-Lingual Learners)	-50.6 (YELLOW) below baseline in the 24-25 school year	-38 (ORANGE) below baseline for the 25-26 CAASPP
CAASPP Math (Socio-economically Disadvantaged)	-53.7 (ORANGE) below baseline in the 24-25 school year	-40.3 (ORANGE) below baseline for the 25-26 CAASPP
CAASPP Math (Students with Disabilities)	-101.9 (RED) below baseline in the 24-25 school year	-76.4 (ORANGE) below baseline for the 25-26 CAASPP
CAASPP Math (African American)	-82.3 (ORANGE) below baseline in the 24-25 school year	-61.7 (ORANGE) below baseline for the 25-26 CAASPP

CAASPP Math (Hispanic)	-26.4 (YELLOW) below baseline in the 24-25 school year	-19.8 (ORANGE) below baseline for the 25-26 CAASPP
CAASPP Math (White)	-54.4 (ORANGE) below baseline in the 24-25 school year	-40.8 (ORANGE) below baseline for the 25-26 CAASPP

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.2.1	Tier 1: Rigorous Instruction: Teachers will collaborate, develop, and communicate clear learning intentions and success criteria to students for each lesson or unit based on high-priority standards.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$7,775	Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures
1.2.2	Data from CAASPP, iReady, Illuminate, and Common formative assessments will be utilized to identify students' areas of strength and areas requiring intervention. Tier 1 students will receive rigorous grade-level instruction. Flexible seating to accommodate collaboration and number talks in math. Tier II students will receive intervention during walk to learn, where they are receiving instruction on skills that are a grade level below. Tier III students will receive systematic, structured math support from the intervention teacher. Collaboration within Professional Learning Communities (PLCs) will be emphasized to address and meet the learning needs of at-risk students.	Students with Disabilities, Low Income, English Learners, Foster Youth, All Students	\$5,000 \$25,000	Title 1 Account Code: 4000–4999 Books and Supplies Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures
1.2.3	Tier 1: Miller Elementary will implement specific AVID strategies in grades 4-8	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students	\$5,000	Title 1

1.2.4	Tier 1: Collaboration within Professional Learning Communities (PLCs) will be utilized throughout the school year to address and meet the learning needs of all students.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		Title 1
1.2.5	Tier 1: Academic resources, activities, and workshops will be provided through family and community engagement opportunities. Multimodal means of communication will be used to connect families to academic resources to support their students in the home environment.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$500	Community Services Grant Account Code: 2000–2999 Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-2025

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 1.3

Goal #	Description
Goal 1.3	Students at Miller Elementary School will demonstrate growth in NGSS from -15.6 below baseline in the 24-25 school year to -15.1 below baseline in the 25-26 school year.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All teachers need to learn and understand the PDSA cycle so that they use data to collaborate and plan rigorous lessons during PLCs.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASSPP/CAST	CAST: -15.6 below baseline in the 24-25 school year (Red)	CAST: -15.1 below baseline for the 25-26 CAASPP (Red)

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.3.1	Tier 1: Teachers will collaborate, develop, and communicate clear learning intentions, success criteria, and unit assessments for students on NGSS based on high-priority standards.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$5,112.38	Title 1 Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2024-2025

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 1.4

Goal #	Description
Goal 1.4	Students in grades 2-6 will engage in music opportunities and demonstrate an understanding of rhythm, melody, and harmony by performing a piece of music individually or in a group, incorporating basic musical terminology and techniques. Students will also participate in listening activities to identify key musical elements and explore music from diverse cultures

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All teachers need to learn and understand the PDSA cycle so that they use data to collaborate and plan rigorous lessons during PLCs.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.4.1	Tier 1: Rigorous Instruction: The music teacher will collaborate, develop, and communicate clear learning intentions and success criteria to students for each music lesson or unit based on the performing art standards.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$75,600	Prop 28: Arts & Music in Schools 80% - Employment
1.4.2	Tier 1: Key VAPA concepts will be taught with hands on activities using musical instruments.	All Students, English Learners, Foster Youth, Students with Disabilities, Low Income		Prop 28: Arts & Music in Schools 20%

Annual Review

SPSA Year Reviewed: 2024-2025

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 1.5

Goal #	Description
Goal 1.5	English Language Development: Miller will engage in Accountable talk and sentence frames as strategies to focus on language development. Miller aims to increase the number of students reclassified from 5 to 7 during the 2025-2026 school year.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All teachers need to learn and understand the PDSA cycle so that they use data to collaborate and plan rigorous lessons during PLCs.

Parents need opportunities to provide perspective and voice related to the school plan (academics, social emotional, and behavioral needs), as well as opportunities to learn how to support these in the home.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Reclassification	5 Reclassifications in the 24-25 school year	7 Reclassification in the 25-26 school year

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.5.1	Tier 1: Differentiated English Language Development (ELD) Instruction: Multi-Language (ML) students will receive differentiated ELD instruction based on their ELPAC levels. Teachers will plan and deliver lessons that target students' specific language proficiency needs, providing them with daily opportunities to develop their language skills. Teachers will use ELD Strategies based on ELD standards during integrated and designated ELD times to support English Language acquisition.	English Learners	\$500	LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures
1.5.2	To address English language Development, all staff collaboratively engage in two research-based educational strategies: Accountable Talk and Sentence Frames. These strategies align with our ELD standards and priorities. We aspire to deepen student understanding, critical thinking skills, academic achievement, and language acquisition by integrating these strategies into our curriculum, instruction, and assessment practices.	English Learners	\$500	LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures

Goal 2.1

Goal #	Description
Goal 2.1	Miller's goal is to reduce the number of suspensions during the 25-26 school year to 5.28% and to increase attendance to 94%.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All teachers need to learn and understand the PDSA cycle so that they use data to collaborate and plan rigorous lessons during PLCs.

Parents need opportunities to provide perspective and voice related to the school plan (academics, social emotional, and behavioral needs), as well as opportunities to learn how to support these in the home.

Students do not feel connected to staff and peers at school

Connect with families and students who are at the chronically absent level to understand barriers and Flag students who are on an attendance waiver who are exhibiting chronic absenteeism

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions	2024-2025: Overall 5.6% African American 15.2% English Learner 1.1% Foster Youth 0% Homeless 4.9% Socio-economically Disadvantaged 5.9% Students with Disabilities 5.6%	2025-2026: Overall 5.28% African American 11.4% English Learner 0% Foster Youth 0% Homeless 3.7% Socio-economically Disadvantaged 4.4% Students with Disabilities 4.2%
Major Referrals	2024-2025: Overall African American English Learner Foster Youth Homeless Socio-economically Disadvantage Students with Disabilities	2025-2026: Overall African American English Learner Foster Youth Homeless Socio-economically Disadvantage Students with Disabilities
Chronic Absenteeism	2024-2025: Overall African American English Learner Foster Youth Homeless Socio-economically Disadvantage Students with Disabilities	2025-2026: Overall African American English Learner Foster Youth Homeless Socio-economically Disadvantage Students with Disabilities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Tier 1: Miller will implement Capturing Kids' Hearts school-wide using questions to redirect behavior, build relationships among staff and students, as well as use restorative practices to resolve conflicts on campus.	All Students	\$5,000 \$500	LCFF S/C Community Services Grant
2.1.2	Tier 1: Miller will follow an MTSS approach using the district's SEL/Behavior Framework by implementing PBIS and interventions and student goals throughout the SST process to address behavioral and mental health needs. Miller will develop a SEL center to provide Tier 2 and Tier 3 intensive supports for students identified through strategic data collection and analysis. CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities: Goal 1: Decreasing student suspensions CCSPP Strategy 5: Strategic Community Partnerships: Goal 2: Increasing student attendance	All Students	\$8,543 \$500 \$90,000	LCFF S/C Account Code: 4000–4999 Books and Supplies Community Services Grant Title 1
2.1.3	Tier 2/3: Miller will provide opportunities for students to receive mentorships, which will allow them to reflect on their feelings and set goals, encouraging motivation to improve in their academics. CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities: Goal 1: Decreasing student suspensions CCSPP Strategy 5: Strategic Community Partnerships: Goal 2: Increasing student attendance	English Learners, Low Income, Foster Youth	\$55,875 \$44,125	Community Services Grant Account Code: 5000–5999 Services and Other Operating Expenditures LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures

2.1.4	<p>Tier 2/3: Parenting workshops, School Site Council, English Language Advisory Council, and the African American Advisory Council will provide resources and skills on social emotional, behavioral, and academic support that families can implement in the home.</p> <p>CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities: Goal 1: Decreasing student suspensions CCSPP Strategy 5: Strategic Community Partnerships: Goal 2: Increasing student attendance CCSPP Strategy 2: Centering Community-Based Learning: Goal 3: Increasing Family Engagement</p>	All Students	<p>\$5,000</p> <p>\$1,000</p>	<p>LCFF - Base Account Code: 4000–4999 Books and Supplies</p> <p>Community Services Grant</p>

Annual Review

SPSA Year Reviewed: 2024-2025

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Classes were developed and students were placed based on their ELPAC achievement levels. Students were provided both designated and integrated ELD instruction where the bilingual para pushed in and support language acquisition during core lessons. At the end of the school year, ILT and school staff determined the strategies to implement to support language acquisition would be Accountable Talk and Sentence Frames.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Miller is in the initial implementation of ELD-integrated language strategies supporting Accountable Talk and Sentence Frames. Professional development and implementation will continue during the 25-26 school year. Miller did not complete the culturally and linguistically responsive instruction strategy as it was determined that implementation could not be measured successfully and our state curriculum accounts for culturally and linguistically diverse strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Miller will not continue with explicit implementation on culturally and linguistically responsive instruction, as it is already addressed within the core curriculum, and through actions provided in Goal 1 in the School Plan moving forward as addressed by the Local Control and Accountability Plan.

Goal 3.1

Goal #	Description
Goal 3.1	Miller will provide a safe, secure, equitable, and operationally efficient environment for students, staff, and community members, which will increase the attendance of students from 36.2% to 31.2%.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parents need opportunities to provide perspective and voice related to the school plan (academics, social emotional, and behavioral needs), as well as opportunities to learn how to support these in the home.

Students do not feel connected to staff and peers at school

Connect with families and students who are at the chronically absent level to understand barriers and Flag students who are on an attendance waiver who are exhibiting chronic absenteeism

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	2024-2025: Overall 36.2% (Yellow) African American 43.8% (Yellow) English Learner 22.4% (Red) Foster Youth 28.1% (Red) Homeless 61.4% (Red) Socio-economically Disadvantaged 33% (Yellow) Students with Disabilities 43.4% (Orange)	2025 - 2026: Overall 31.2% (Yellow) African American 38.8% (Yellow) English Learner 17.2% (Orange) Foster Youth 23.1% (Yellow) Homeless 55.4% (Yellow) Socio-economically Disadvantaged 28% (Yellow) Students with Disabilities 38.4% (Yellow)

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Tier 1: All students with perfect attendance or improved attendance will receive an incentive.</p> <p>CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities: Goal 1: Decreasing student suspensions</p> <p>CCSPP Strategy 5: Strategic Community Partnerships: Goal 2: Increasing student attendance</p> <p>CCSPP Strategy 2: Centering Community-Based Learning: Goal 3: Increasing Family Engagement</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$14,000</p> <p>\$5,000</p> <p>\$9,701</p>	<p>LCFF S/C Account Code: 4000–4999 Books and Supplies</p> <p>Community Services Grant</p> <p>LCFF - Base</p>
3.1.2	<p>Tier 1: Provide family leadership opportunities, offering training for the School Site Council, the African American Advisory Council, the English Language Advisory Council, and Play and Learning Strategies (PALS). Other leadership opportunities may include sending parents to the California Association for Bilingual Education (CABE) and the California Association of African-American Superintendents and Administrators (CAAASA).</p> <p>CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities: Goal 1: Decreasing student suspensions</p> <p>CCSPP Strategy 5: Strategic Community Partnerships: Goal 2: Increasing student attendance</p> <p>CCSPP Strategy 2: Centering Community-Based Learning: Goal 3: Increasing Family Engagement</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners</p>	<p>\$2,125</p> <p>\$5,000</p>	<p>Community Services Grant</p> <p>LCFF S/C</p>
3.1.3	<p>Tier II: Miller teachers will connect with families of students who are chronically absent, and students will be rewarded for their improved attendance.</p>	<p>Foster Youth, English Learners, Low Income, Students with Disabilities</p>	<p>\$1,000</p>	<p>LCFF S/C</p>
3.1.4	<p>Tier II: Students will have opportunities to participate in school leadership roles such as Associated Student Body (ASB) and Student Ambassadors.</p> <p>CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities: Goal 1: Decreasing student suspensions</p> <p>CCSPP Strategy 5: Strategic Community Partnerships: Goal 2: Increasing student attendance</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$5,000</p> <p>\$1,000</p>	<p>LCFF S/C Account Code: 5000–5999 Services and Other Operating Expenditures</p> <p>Community Services Grant</p>

3.1.5	<p>Tier III: All chronically absent students will meet with the attendance team and complete an interview at the beginning of the school year to understand the barriers leading to excessive absences. Families will be provided with community and district resources to remove potential barriers.</p> <p>CCSPP Strategy 5: Strategic Community Partnerships: Goal 2: Increasing student attendance</p>	<p>Low Income, Foster Youth, English Learners, Students with Disabilities, All Students</p>	\$1,000	Community Services Grant

Annual Review

SPSA Year Reviewed: 2024-2025

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$204,887.38
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$640,856.38

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title 1	\$204,887.38
Comprehensive Support and Improvement (CSI)	\$0.00
Title I Centralized Services	\$0.00

Subtotal of additional federal funds included for this school: \$204,887.38

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF S/C	\$40,543.00
LCFF - Base	\$60,826.00
Community Services Grant	\$164,957.80
Prop 28: Arts & Music in Schools 20%	\$48,848.65
Prop 28: Arts & Music in Schools 80% - Employment	\$195,394.58
Equity Multiplier	\$0.00

State Lottery	\$0.00
Donations	\$0.00

Subtotal of state or local funds included for this school: \$510,570.03

Total of federal, state, and/or local funds for this school: \$715,457.41

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Sheila Barnes	African American Advisory Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. This SPSA was adopted by the SSC at a public meeting on 05/06/2025.

Attested:

Principal, Mrs. Tara Goines on 05/06/2025
SSC Chairperson, Meghan Owens on 05/06/2025