

Frank Augustus Miller Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Frank Augustus Miller Middle School
Street	17925 Krameria Ave.
City, State, Zip	Riverside, CA 92504
Phone Number	(951) 789-8181 Extension 57100
Principal	Mark Shaw
Email Address	mshaw@riversideunified.org
School Website	http://miller.riversideunified.org/
County-District-School (CDS) Code	33672150119180

2023-24 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website	http://riversideunified.org/

2023-24 School Description and Mission Statement

At Frank Augustus Miller Middle School, we strive to ensure academic excellence. As well, we desire to see our students develop exemplary citizenship and leadership characteristics. Our commitment to excellence in these areas is demonstrated by our focus on incorporating the California State Standards into our daily instructional program, with a focus on growing well-rounded, contributing members of society. Students promoting from Miller should be prepared to succeed at the high school level and eventually, in college and careers. Academic growth is monitored throughout the school year using multiple forms of assessments and technology. Students are accountable to check their own grades on Aeries. Teachers maintain contact with parents and students using Google Classroom, Aeries portal, Progress Reports and grades to ensure that all students are successful. Historically, Miller students are also involved in a variety of clubs and activities including Dance Team, AVID, Associated Student Body (ASB), Color Guard, sports, jazz band, choir, and more. Frank Augustus Miller Middle School is committed to serving students' social-emotional, behavioral and academic needs and is dedicated to supporting students to "Thrive Forward" from the place where they started with our team.

Mission Statement: "Frank Augustus Miller Middle School prepares students to achieve academic excellence and become life-long learners who inquire, take risks in the pursuit of knowledge, and are compassionate in the classroom as well as throughout the community."

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	435
Grade 8	407
Total Enrollment	842

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	418
Male	426
Non-Binary	0
American Indian or Alaska Native	3
Asian	79
Black or African American	48
Filipino	16
Hispanic or Latino	374
Native Hawaiian or Pacific Islander	0
Two or More Races	22
White	283
English Learners	50
Foster Youth	3
Homeless	33
Socioeconomically Disadvantaged	376
Students with Disabilities	96

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)	36.50	86.92	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.31	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.14	17.00	0.99	12115.80	4.41
Unknown	5.30	12.60	151.80	8.83	18854.30	6.86
Total Teaching Positions	42.00	100.00	1720.00	100.00	274759.10	100.00

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)	34.20	91.14	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	3.03	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	38.00	2.21	11953.10	4.28
Unknown	2.10	5.80	127.00	7.37	15831.90	5.67
Total Teaching Positions	37.60	100.00	1723.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Misassignments	0.10	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	1.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers		0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	1.2	3.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync McGraw Hill Education Grade 7 (Adopted 2016) StudySync McGraw Hill Education Grade 8 (Adopted 2016)	Yes	0
Mathematics	Open Up Resoures Illustrative Math Grade 7 (Adopted 2018) Open Up Resoures Illustrative Math Grade 8 (Adopted 2018) College Preparatory Mathematics Integrated Math I Grade 8 (Accelerated 8) (Adopted 2018)	Yes	0
Science	Amplify Education Amplify Science Grade 7 (Adopted 2019) Amplify Education Amplify Science Grade 8 (Adopted 2019)	Yes	0
History-Social Science	Savvas: Medieval and Early Modern Times. myWorld Interactive, Grade 7 (Adopted 2022) Savvas:American History to 1914 myWorld Interactive, Grade 8 (Adopted 2022)	Yes	0
Foreign Language	Carnegie Learning -Que Chevere - Level 1- Spanish 1 (Adopted 2021) Carnegie Learning - En Voz Alta - Natives Spanish Speakers 1 and 2 (Adopted 2021) Vista Higher Learning Temas (Pre/AP & AP Spanish Language) Grade 7& 8 DLI (Adopted 2021)	Yes	0
Health	N/A		N/A
Visual and Performing Arts	N/A		0

School Facility Conditions and Planned Improvements

Year Constructed: 2009
 Last modernized: 2011
 Lot Size: 21.78 Acres
 55 Permanent Classrooms
 0 Relocatable Classrooms
 Science/Technology Lab
 Completely Air Conditioned
 Library
 Multi-Purpose Room
 Outdoor Cafeteria

Riverside Unified School District maintains both short and long-term major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b).

Miller has a plant supervisor and a part-time custodial staff who along with other district personnel maintain the grounds and facilities.

Year and month of the most recent FIT report

12/19/2023 - 12/19/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			MIL100A-128 (Administration): 2: (D) Interior Temperatures are outside of normally accepted ranges MIL300G-G302 (Utility): 2: (D) HVAC units are generating excessive noise or vibrations
Interior: Interior Surfaces	X			MIL200D-213 (Administration): 4: (D) Ceiling tiles have holes or stains MIL800E-E809 (Administration): 4: (D) Carpet is torn
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			MIL100A-106 (Administration): 7: (D) Lighting is flickering MIL100A-114 (Administration): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access MIL100A-118 (Administration): 7: (D) Light fixture not working (possible ballast) MIL100A-131 (Utility): 7: (D) Light fixture not working (possible ballast) MIL400F-F405 (Classroom):

School Facility Conditions and Planned Improvements

			<p>7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access MIL700H-H707 (Administration): 7: (D) Lighting is flickering (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>MIL100A-105 (Utility): 9: (D) A Leak is evident MIL100A-124 (Restroom): 9: (D) A Leak is evident MIL300G-G304 (Classroom): 9: (D) Water pressure is inadequate MIL300G-G316 (Restroom): 9: (D) A Leak is evident (D) Water pressure is inadequate MIL500C-C505 (Restroom): 8: (D) Restrooms are NOT fully operational MIL500C-C506 (Restroom): 9: (D) A Leak is evident MIL600B-603 (Restroom): 9: (D) Water pressure is inadequate MIL600B-610A (Kitchen): 9: (D) A Leak is evident MIL700H-H713 (Restroom): 9: (D) A Leak is evident MIL900J-J462 (Restroom): 8: (D) Restrooms are NOT fully operational MIL900J-J463 (Restroom): 9: (D) A Leak is evident MILGR- Lunch Shelter: 8: (D) Restrooms are NOT fully operational (D) Stalls are not properly attached to walls or floors MILGR-BCOURTS (Courts): 9: (D) Drinking fountains are inaccessible (D) Water pressure is inadequate (D) A Leak is evident</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		
<p>Structural: Structural Damage, Roofs</p>	X		
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>MIL200D-203 (Library): 15: (D) Door closer needs adjustment MIL200D-220 (Corridor): 15: (D) Scratches on floor indicating door hanging on swing MIL400F-F414 (Utility): 15: (D) Scratches on floor indicating door hanging on swing MIL500C-C519 (Work room): 15: (D) Scratches on floor indicating door hanging on swing</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	57	60	46	44	47	46
Mathematics (grades 3-8 and 11)	41	44	30	31	33	34

2022-23 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	848	828	97.64	2.36	60.02
Female	417	410	98.32	1.68	63.17
Male	431	418	96.98	3.02	56.94
American Indian or Alaska Native	--	--	--	--	--
Asian	61	60	98.36	1.64	83.33
Black or African American	60	58	96.67	3.33	50.00
Filipino	22	22	100.00	0.00	77.27
Hispanic or Latino	361	350	96.95	3.05	53.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	40	100.00	0.00	72.50
White	301	295	98.01	1.99	62.03
English Learners	50	43	86.00	14.00	18.60
Foster Youth	--	--	--	--	--
Homeless	15	11	73.33	26.67	27.27
Military	--	--	--	--	--
Socioeconomically Disadvantaged	446	434	97.31	2.69	49.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	119	111	93.28	6.72	13.51

2022-23 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	848	827	97.52	2.48	44.14
Female	417	408	97.84	2.16	39.95
Male	431	419	97.22	2.78	48.21
American Indian or Alaska Native	--	--	--	--	--
Asian	61	61	100.00	0.00	68.85
Black or African American	60	57	95.00	5.00	28.07
Filipino	22	22	100.00	0.00	86.36
Hispanic or Latino	361	351	97.23	2.77	33.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	40	100.00	0.00	57.50
White	301	293	97.34	2.66	48.81
English Learners	50	48	96.00	4.00	10.42
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	6.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	446	435	97.53	2.47	31.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	119	111	93.28	6.72	10.81

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	36.42	35.32	26.85	27.64	29.47	30.29

2022-23 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	443	424	95.71	4.29	35.38
Female	224	212	94.64	5.36	35.38
Male	219	212	96.80	3.20	35.38
American Indian or Alaska Native	0	0	0	0	0
Asian	29	29	100.00	0.00	55.17
Black or African American	32	31	96.88	3.12	29.03
Filipino	--	--	--	--	--
Hispanic or Latino	198	188	94.95	5.05	27.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	57.14
White	152	144	94.74	5.26	39.58
English Learners	22	20	90.91	9.09	0.00
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	18.18
Military	--	--	--	--	--
Socioeconomically Disadvantaged	248	238	95.97	4.03	26.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities		43	89.58	10.42	6.98

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 7	92.30%	94.30%	91.50%	92.50%	94.30%

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.

2023-24 Opportunities for Parental Involvement

All parents are welcome and encouraged to participate and assist with school activities. We have an active PTSA (Parent, Teacher, Student Association) that identifies student, parent, and staff needs and provides opportunities for parents to stay involved in the school community. Parents are encouraged to take an active role in their student's education by checking their Student Planners and grades on Aeries, asking about class and homework, attending school events and maintaining ongoing communication with the school. Parents have opportunities to participate in ELAC and AAPAC. Parents participate in Miller Pillar Celebrations, highlighting the student's recognized character traits of Caring, Connected, Committed, and Collaborative. Parents participate at Spirit Night, Back-to-School Night, Open House, Awards recognitions, AVID Informational nights, and Promotion Ceremonies, as well as teacher led conferences, SST and 504 meetings, Special Educations meetings, and Attendance review meetings.

The school website keeps parents informed about school events and parent meetings. Aeries and Google Classroom provide parents with immediate access to student grades, assignments, and attendance records. Miller facilitates the creation of Aeries Parent Portal Accounts prior to the start of the school year. Teachers update Aeries gradebooks weekly to ensure parents are kept abreast of their student's academic performance using their Aeries Parent Portal. The ParentLink automated calling system is used to inform parents of student progress and school events. The school's website is updated frequently with information for parents. A quarterly parent newsletter is sent home electronically. Electronic flyers are distributed via Peachjar.

The following contacts can be reached via Miller's main office phone line (951) 789-8181:

- Principal: Mark Shaw
- Assistant Principal: Ulises Romero
- Program Facilitator: Susannah Balice

2023-24 Opportunities for Parental Involvement

- PTSA President: Vanessa Hernandez
- Counselors: Erin Tavaglione, Elisabeth Sanchez
- Parent Involvement: Kaylene Sihtang, Christine Renken, Diana Saenz

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	876	861	160	18.6
Female	434	424	84	19.8
Male	442	437	76	17.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	61	60	2	3.3
Black or African American	64	61	15	24.6
Filipino	22	22	4	18.2
Hispanic or Latino	377	369	89	24.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	29	28	1	3.6
White	307	305	45	14.8
English Learners	65	63	26	41.3
Foster Youth	9	8	3	37.5
Homeless	17	16	8	50.0
Socioeconomically Disadvantaged	473	465	115	24.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities		123	35	28.5

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	5.29	6.05	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.05	0
Female	5.3	0
Male	6.79	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.64	0
Black or African American	10.94	0
Filipino	0	0
Hispanic or Latino	7.16	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	6.9	0
White	4.56	0
English Learners	12.31	0
Foster Youth	0	0
Homeless	11.76	0
Socioeconomically Disadvantaged	7.19	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.87	0

2023-24 School Safety Plan

The School Site Council and/or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying

2023-24 School Safety Plan

policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	153		
Mathematics	7	137		
Science	8	126		
Social Science	8	121		

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	15	27	2
Mathematics	25	10	23	3
Science	28	6	12	14
Social Science	28	8	9	15

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	19	7	15
Mathematics	25	10	18	4
Science	25	9	14	9
Social Science	28	7	13	9

2022-23 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	237.43

2022-23 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)	4.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0
Other	0

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	8,830.35	1,664.23	7,166.12	103,068.16
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	3.5	6.3
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-10.5	18.8

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,701	\$55,550
Mid-Range Teacher Salary	\$92,477	\$80,703
Highest Teacher Salary	\$120,945	\$109,418
Average Principal Salary (Elementary)	\$141,865	\$137,703
Average Principal Salary (Middle)	\$149,298	\$143,760
Average Principal Salary (High)	\$161,115	\$159,021
Superintendent Salary	\$332,800	\$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

Professional Development

Before determining staff development needs, the school administrators, district and teachers analyze data from a variety of sources, including CAASPP/SBAC assessment scores and school grades, attendance and discipline records, school engagement data, and subgroup performance data, combined with identified areas for instructional focus. Based on these findings, goals and objectives were created for use school-wide and department-specific to include these instructional priorities. These priorities then become the focus of the staff development provided by site teachers, administrators, and district specialists. Miller has 38 modified school days per year to provide teachers with departmental collaboration opportunities. Miller generally has 12 - 14 staff meetings per school year to address targeted professional development, both district and site-based.

Classroom walk-through and teacher requests determine the professional development needs of individual teachers and departments, as do informal needs assessments. All staff members at Miller have participated in a wide variety of staff development training on the instructional shifts required for the California State Standards and school-wide consistent practices. In addition, all departments work in Professional Learning Communities to align teaching with content standards at the appropriate level of rigor for the grade level. As well, site administrators provide feedback and direction to teachers regarding next steps for using research-based instructional strategies. Miller teachers have also participated in RUSD instructional committees, other workshops and training sponsored by the school district. The major topics covered during school and district based training include:

During the 2019 - 2020:

- Continued school-wide expectation to emphasize the four instructional strategies highlighted in 2018 - 2019.
- Academic Vocabulary
- Use of Sentence Frames

Professional Development

- Speaking and writing in complete sentences
- Writing strategies including Claim, Reason, Evidence or CRE
- Continue Danielson Framework Training Year 2
- Continue implementing the new math adoption from 2018 - 2019
- Conduct data driven action research that uses information from the Instructional Guide for Direction 2.0, the Danielson Framework, John Hattie's Visible Learning plus 250+ Influences on Student Achievement in support of student academic achievement, engagement, and wellness.

During the 2020 - 2021:

- Miller will focus on 1. Health and Safety 2. Equity 3. Powerful Teaching and Learning

Due to the COVID - 19 pandemic and school restrictions, health and safety of the members of the school community is paramount. The school will engage in safety practices to social distance, wear face coverings, wash hands, and maintain clean environments. Miller will prepare for the physical reopening of school as appropriate conditions dictate. Miller will engage in equity training in partnership with the Anti-Defamation League (ADL) to create further capacity to see inequities that may exist on campus and correct them. Miller has historically engaged in professional development designed to improve our first instruction. Miller will continue to focus on four powerful instructional strategies, Academic Vocabulary, Use of Sentence Frames, Speaking and Writing in complete sentences, and using writing strategies that include Claim, Reason and Evidence (CRE). The staff will continue to receive staff development on how to analyze multiple points of student achievement data and apply high yield instructional strategies to support student achievement. The Miller staff shifted service to a distance learning model. The staff engages in best online learning teaching strategies and tools to engage students and assist them with the mastery of content area standards.

During the 2021 - 2022 school season:

The Miller staff will continue to focus on equity practices across the school campus. Teaching staff continue to focus on providing students with equitable access to "Premium Courses" that are rigorous and engaging. The Miller staff will focus on high yield, research based instructional strategies that accelerate learning during first instruction. The staff will continue to employ the high yield instructional strategies outlined in John Hattie's 250 Plus Influences on Student Achievement. The Miller staff will continue a strong focus on using school-wide data, including multiple data points (Pulse Data) to drive intervention actions to support student academic growth. Staff continue to focus on using the Cycle of Inquiry to generate strong discussions regarding program and student academic success and next steps to support students. The Miller staff is focused on developing a strong Multi-Tiered System of Supports (MTSS). The staff is exploring our organization WHY statements of supporting each student to "Thrive Forward" from where they started, considering the "Whole Child" social-emotionally, behaviorally, and academically. The staff is exploring the WHAT and HOW of our service to systematize the supports that are provided to our students.

During the 2022 - 2023 school season:

The Miller staff will continue to focus on equity practices across the school campus. Teaching staff continue to focus on providing students with equitable access to "Premium Courses" that are rigorous and engaging. The Miller staff will continue their efforts to foster strong professional teaching relationships with students, families, and the school community. The Miller staff will engage UDL strategies, focusing on increasing strong instructional tools to support student engagement. The staff will focus on creating and delivering instruction that assists students with accessing grade level standards, deeper levels of depth of knowledge (DOK), a wider range of opportunity for students to demonstrate what they are learning, and intervention opportunities for students who need more support to demonstrate their learning. The Miller staff will continue a strong focus on using school-wide data, including multiple data points (Pulse Data) to drive intervention actions to support student academic growth. Staff continue to focus on using the Cycle of Inquiry to generate strong discussions regarding program and student academic success and next steps to support students. The Miller staff is focused on developing a strong Multi-Tiered System of Supports (MTSS). The staff is engaging our organization WHY statements of supporting each student to "Thrive Forward" from where they started, considering the "Whole Child" social-emotionally, behaviorally, and academically. The staff will continue to explore the WHAT and HOW of our service to systematize the supports that are provided to our students. The staff will focus further detailed attention on behavioral

Professional Development

support throughout the 2022 -2023 school season with an effort to further document a strong behavioral support for our students.

During the 2023 - 2024 school season:

The Miller staff will continue to focus on equity practices across the school campus. Teaching staff continue to focus on providing students with equitable access to "Premium Courses" that are rigorous, engaging, and standards based .

The Miller staff will continue their efforts to foster strong professional teaching relationships with students, families, and the school community.

The Miller staff will engage UDL strategies, focusing on increasing strong instructional tools to support student engagement. The staff will focus on creating and delivering instruction that assists students with accessing grade level standards, deeper levels of depth of knowledge (DOK), a wider range of opportunity for students to demonstrate what they are learning, and intervention opportunities for students who need more support to demonstrate their learning.

The Miller staff will continue a strong focus on using school-wide data, including multiple data points (Pulse Data) to drive intervention actions to support student academic growth. Staff continue to focus on using the Cycle of Inquiry to generate strong discussions regarding program and student academic success and next steps to support students.

The Miller staff is focused on developing a strong Multi-Tiered System of Supports (MTSS). The staff continues to build capacity around MTSS concepts starting with clearly understanding the "WHY" of the organization to support each student to "Thrive Forward" from where they started, considering the "Whole Child" social-emotionally, behaviorally, and academically.

The staff will continue to explore the WHAT and HOW of our service to systematize the supports that are provided to our students. The staff will focus further detailed attention on behavioral support throughout the 2023 -2024 school season with an effort to further document a strong behavioral support for our students.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	38	38	38