Frank Augustus Miller Middle School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

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
Principal	Cheryl Simmons
E-mail Address	casimmons@rusd.k12.ca.us
Web Site	www.rusdlink.org/Domain/42
CDS Code	33672150119180

District Contact Information	
District Name	Riverside Unified
Phone Number	951-788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	rusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

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 Haiku Webpages, Aeries portal, Progress Reports and grades to ensure that all students are successful. Miller students are also involved in a variety of clubs and activities including Dance Team, AVID, ASB, Peer Mediation, Color Guard, sports, jazz band, choir, arts and more.

Mission Statement: "Frank Augustus Miller Middle School prepares student 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."

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	479
Grade 8	505
Total Enrollment	984

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	7
American Indian or Alaska Native	0.7
Asian	6.4
Filipino	3
Hispanic or Latino	41.9
Native Hawaiian or Pacific Islander	0.1
White	36.3
Two or More Races	2.6
Socioeconomically Disadvantaged	42.3
English Learners	5.6
Students with Disabilities	11
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	42	41	45	1855
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	0	1
Total Teacher Misassignments *	1	0	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.2	6.8
All Schools in District	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 12/06/2016

Materials Sufficiency Board Meeting Date: 04/11/2016

The table displays information collected in 12/06/2016 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 current 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Language Arts 7 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 1 Holt, Rinehart and Winston: Supplemental: Holt Handbook, Course 1 Language Arts 8 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 2 Holt, Rinehart and Winston: Supplemental: Holt Handbook, Course 2 Language! (adopted in 2002) ELD 1, 2, 3 (adopted in 2009) Scholastic: READ 180/ System 44, Intensive Reading Intervention Program (adopted in 2010)	Yes	0
Mathematics	Introduction to Algebra/Introduction to Algebra Concepts (adopted in 2008) Holt, Rinehart and Winston: California Mathematics Course 2 - Pre-Algebra Holt, Rinehart and Winston: Pre-Algebra 8 / Pre-Algebra 8 Concepts (adopted in 2008) Holt, Rinehart and Winston: California Algebra Readiness - Volumes 1-4 Holt, Rinehart and Winston: Algebra 1 / Algebra 1 Concepts / Algebra 1B (adopted in 2008) Holt, Rinehart and Winston: California Algebra 1 Holt, Rinehart and Winston: Geometry (adopted in 2008) Holt, Rinehart and Winston: California Geometry	Yes	0
Science	Holt, Rinehart and Winston: Life Science, Grade 7 (adopted in 2007) McDougal Littell: Physical Science, Grade 8 (adopted in 2007)	Yes	0
History-Social Science	Holt, Rinehart and Winston: World History, Grade 7 Holt, Rinehart and Winston: World History: Medieval to Modern Times: Holt CA Social Studies Holt, Reinhart and Winston:United States History, Grade 8 Holt, Reinhart and Winston:United States History: Independence to 1914: Holt CA Social studies	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Holt, Reinhart and Winston: Spanish I (adopted in 2004) Holt, Reinhart and Winston: Ven Conmigo! Spanish Level 1 Holt, Reinhart and Winston: Pre-AP Spanish (adopted in 2009) Holt, Reinhart and Winston: Ven Conmigoi Nuevas Vistas Uno	Yes	0
Visual and Performing Arts	Offer standard-based visual art, instrumental music, and vocal music as electives.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

"Riverside Unified School District maintains both 5 and 15 year 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. Miller Middle School completed their school site inspection on 02/01/17
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Miller has a plant supervisor and a part-time custodial staff who along with other district personnel maintain the grounds and 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). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

#Work Orders = 501
Labor Hours = 1369.43
Assessed Value of Work = $59331.78

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 02/01/17				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 02/01/17				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	59	65	44	48	44	48
Mathematics	46	49	33	35	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**7**	480	474	98.8	64.8
	8	502	496	98.8	65.7
Male	**7**	249	247	99.2	60.3
	8	271	266	98.2	57.1
Female	**7**	231	227	98.3	69.6
	8	231	230	99.6	75.7
Black or African American	**7**	30	29	96.7	62.1
	8	39	39	100.0	64.1
Asian	**7**	30	30	100.0	80.0
	8	34	33	97.1	84.8
Filipino	**7**	15	15	100.0	80.0
	8	15	15	100.0	73.3
Hispanic or Latino	**7**	200	197	98.5	56.4
	8	209	206	98.6	56.8
White	**7**	182	180	98.9	70.0
	8	174	173	99.4	73.4
Two or More Races	**7**	13	13	100.0	76.9
	8	13	12	92.3	75.0
Socioeconomically Disadvantaged	**7**	193	189	97.9	55.0
	8	227	224	98.7	58.5
English Learners	**7**	26	23	88.5	4.3
	8	29	25	86.2	4.0
Students with Disabilities	**7**	57	55	96.5	10.9
	8	49	48	98.0	12.5

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	479	475	99.2	47.6
	8	479	475	99.2	47.6
Male	7	248	247	99.6	46.1
	8	248	247	99.6	46.1
Female	7	231	228	98.7	49.1
	8	231	228	98.7	49.1
Black or African American	7	30	29	96.7	37.9
	8	30	29	96.7	37.9
Asian	7	30	30	100.0	66.7
	8	30	30	100.0	66.7
Filipino	7	15	15	100.0	66.7
	8	15	15	100.0	66.7
Hispanic or Latino	7	199	198	99.5	38.9
	8	199	198	99.5	38.9
White	7	182	180	98.9	54.4
	8	182	180	98.9	54.4
Two or More Races	7	13	13	100.0	61.5
	8	13	13	100.0	61.5
Socioeconomically Disadvantaged	7	193	191	99.0	37.7
	8	193	191	99.0	37.7
English Learners	7	26	25	96.2	
	8	26	25	96.2	
Students with Disabilities	7	57	55	96.5	1.8
	8	57	55	96.5	1.8

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	82	82	84	60	58	54	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	502	499	99.4	84.2
Male	271	269	99.3	82.2
Female	231	230	99.6	86.5
Black or African American	39	39	100.0	74.4
Asian	34	34	100.0	88.2
Filipino	15	15	100.0	100.0
Hispanic or Latino	209	209	100.0	79.9
White	174	172	98.9	89.0
Two or More Races	13	12	92.3	100.0
Socioeconomically Disadvantaged	227	227	100.0	80.2
English Learners	29	29	100.0	44.8
Students with Disabilities	49	47	95.9	51.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.2	23.6	45.1

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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 providesopportunities 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 planners and grades on Aeries, asking about class and homework, attending school events and maintaining ongoing communication with the school.

The school website keeps parents informed about school events and parent meetings. Aeries and Haiku provide parents with immediate access to student grades, assignments, and attendance records. Teachers also send home progress reports every four weeks to ensure parents are kept abreast of their student's academic performance. 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. Electronic flyers are distributed via Peachjar.

The following contacts can be reached via Miller's main office phone line (951) 789-8181:
• Principal: Cheryl Simmons
• Assistant Principal: Mark Shaw
• PTSA President: Kileen Sartin
• Counselors: Michael Toner, Erin Tavaliogne, Jade Anderson
• Parent Involvement: Cheryl Simmons, Mark Shaw

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.6	5.5	6.1	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.1	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations 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 March 1 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, and lockdown 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; 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 policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	71.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	12	13	19	27	10	16	13	27	7	25	5
Mathematics	27	9	11	17	28	7	18	12	28	5	24	6
Science	31	4	6	22	30	3	10	20	29	3	19	11
Social Science	31	4	7	21	30	4	13	17	29	3	21	9

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0.6	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	2	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7,764	$1,343	$6,420	$77,741
District	N/A	N/A	$5,235	$81,908
Percent Difference: School Site and District	N/A	N/A	22.6	-5.1
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	13.1	2.5

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

Types of Services Funded (Fiscal Year 2015-16)

Frank Augustus Miller Middle School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

$14,063 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,907	$45,092
Mid-Range Teacher Salary	$76,557	$71,627
Highest Teacher Salary	$100,120	$93,288
Average Principal Salary (Elementary)	$119,891	$115,631
Average Principal Salary (Middle)	$127,709	$120,915
Average Principal Salary (High)	$139,500	$132,029
Superintendent Salary	$270,000	$249,537
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Before determining staff development needs, the school administrators, district and teachers analyze data from a variety of sources, including assessment scores and grades, combined with identified areas for instructional focus. Based on these findings, goals and objectives that include the instructional priorities are created for use schoolwide and in departments. These priorities then become the focus of the staff development provided by site teachers, administrators, and district specialists.

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 schoolwide 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 2014-15:

• Implementation of Essential Questions (an AVID strategy)

• Use of Claim, Reason, and Evidence (CRE) in all content areas

• Increase of technology integration strategies

- Analysis of data from SBAC state assessments

- Review of classroom agreements school-wide

During 2015-16:

- Technology strategies

- Focused note-taking

- Use of complete sentences and sentence frames

- Pre Advanced Placement strategies

- Close Reading

- Vocabulary strategies

- Writing strategies including Claim, Reason, Evidence (CRE) and Document-based Questions (DBQs)

During 2016-17:

- Philosophical Chairs strategy

- Socratic Seminar strategy

- Close Reading

- Writing strategies including Claim, Reason, Evidence (CRE) and Document-based Questions(DBQs)

- Review of student work samples related to instructional strategies above

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.