

George B. Miller Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	George B. Miller Elementary School
Street	7751 Furman Road
City, State, Zip	La Palma, CA 90623
Phone Number	(714) 228-3270
Principal	Dr. Stacy Chang
E-mail Address	stacy_chang@cesd.us
Web Site	http://ml.cesd.k12.ca.us
CDS Code	30664726027692

District Contact Information	
District Name	Centralia Elementary School District
Phone Number	(714) 228-3100
Superintendent	Norma E. Martinez
E-mail Address	ruth_ann_mcmillen@cesd.us
Web Site	http://www.cesd.us

School Description and Mission Statement (School Year 2017-18)

George B. Miller Elementary School is one of eight elementary schools in the Centralia School District and is located in the City of La Palma, a suburban community located in the Northwest corner of Orange County. George B. Miller Elementary School's attendance area also includes portions of the City of Buena Park and the City of Cypress. George B. Miller Elementary School is a school in which educational excellence is a shared responsibility between students, staff, family and community. Children are the focal point of all decisions. Students and staff members hold themselves to high standards of personal performance and are accountable for their decisions and their actions. Our goal for all students is that they become self-motivated individuals who demonstrate respect for themselves and others by learning to excel in a culturally diverse population.

A School-Wide Positive Behavior Intervention System (PBIS) program is in operation at the school. The program focuses on instructing students in the school's core values: Be Respectful and Achieve. Be Considerate and Excel (R.A.C.E. to Success).

VISION STATEMENT

In alignment with Centralia School District's vision, George B. Miller Elementary School is a leader in education. It is a positive, collaborative environment where new ideas are encouraged and innovative practices are fostered. Student success is our top priority and is valued by the entire community.

MISSION STATEMENT

In alignment with the Centralia School District's mission, George B. Miller Elementary School is committed to meeting the diverse educational needs of all students and creating lifelong learners, by providing exceptional staff and opportunities for family and community involvement in a safe and nurturing environment.

AWARDS

Platinum Award- PBIS Implementation, 2017
 National Red Ribbon Photo Contest Winner, 2017
 City of La Palma Red Ribbon Challenge Winner, 2017
 California Distinguished School Award, 2006, 2010
 California Business for Education Excellence Honor Roll School 2012, 2013, 2014, 2015, 2016

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	79
Grade 1	71
Grade 2	88
Grade 3	68
Grade 4	94
Grade 5	86
Grade 6	81
Total Enrollment	567

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.2
Asian	33.9
Filipino	10.1
Hispanic or Latino	27.9
Native Hawaiian or Pacific Islander	0.2
White	19.6
Two or More Races	5.5
Socioeconomically Disadvantaged	43
English Learners	22
Students with Disabilities	10.2
Foster Youth	0.4

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	26	27		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December 2017

Sufficient state-adopted and standards-aligned textbooks and instructional materials are available for each pupil, including English learners. These are consistent with content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas.

Resolution Date: 08/11/15

In 2011, the Governor and State Legislature extended the suspension of State Board of Education (SBE) adoptions of instructional materials until the 2015–16 school year (Education Code Section 60200.7). At this time the State has adopted frameworks for English Language Arts/ English Language Development, and math which will assist in our implementation of California's Common Core State Standards. We are currently piloting State Board of Education adopted (January, 2014) instructional materials for math to reflect the rigor of the California's Common Core State Standards, teachers are developing curricula units, and various resources are provided as additional instructional materials. The State Board of Education adopted ELA/ELD instructional materials in November, 2015 and will direct our pilot.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students have access to current State Board of Education approved and CESD Board adopted textbooks for English Language Arts/ English Language Development. We use Benchmark Advance (2017) in grades K-6th. These textbooks are aligned to California state standards. Supplemental materials for intervention instruction are also available and include Leveled Literacy Intervention, Reading for Phonics, Read Naturally, Ticket to Read, Reading Mastery.	Yes	0%
Mathematics	All students have access to current State Board of Education approved and CESD Board adopted textbooks for math. Grade levels K-5 utilize McGraw Hill, My Math (2013/14) materials. Grade level 6 utilizes Glencoe, California Math, course 1 (2013/14) materials. These textbooks are aligned to California state standards. Supplemental materials for intervention instruction are also available and include St Math.	Yes	0%
Science	For all grades K-6th, Houghton Mifflin California Science, 2007 materials are used. These are supplemented with Foss, AIMS and STC science kits designed to each grade level, based on their alignment to State Science Standards.	Yes	0%
History-Social Science	All students have access to current State adopted and Board approved textbooks for History Social Studies. Harcourt Reflections for California (2007) materials are used in grades K-6th. In addition to textbooks, students use consumable homework and practice books.	Yes	0%
Health	Health instruction is incorporated into science and physical education programs. A separate text is not adopted in this curricular area.		N/A

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	There is no specific textbook adopted for VPA, however, materials used are aligned to the standards and incorporated into ELA instruction, as well as, into history social studies and science instruction. The LCAP funds Strings Music Instruction (viola, violin, and cello) and Centralia School District's Education Foundation donated instruments.		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe and functional. The Schools Facility Good Repair Checklist provides information about the condition of the school's grounds, buildings and restrooms. All inspected items were in good condition.

Age of School Buildings

Miller School was built in 1961. During the year 2004-05 school year all buildings were modernized and retrofitted with new alarm systems, electrical systems, air conditioning and plumbing. Buildings were made handicapped accessible.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A total of 232 work orders were processed and completed during the duration of the school year. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

In the evenings and during the day, a team of two custodians ensures classrooms, restrooms and campus grounds are kept clean and safe. As responsible members of the community we take pride in our school environment by maintaining a clean, safe, and well-groomed campus.

Deferred Maintenance Budget

The district funds the School Deferred Maintenance Program, which funds expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, floor systems, and asphalt.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2017				
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	X		STAINED CEILING TILES REPLACED
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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			AERATED FIELDS, REMOVED WOODCHIPS AND ADDED RUBBER SURFACING AROUND PLAYGROUND EQUIPMENT

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2017				
Overall Rating	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, 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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	61	66	61	60	48	48
Mathematics (grades 3-8 and 11)	57	59	52	54	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	329	329	100	65.65
Male	181	181	100	59.12

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	148	148	100	73.65
Black or African American	--	--	--	--
Asian	103	103	100	82.52
Filipino	30	30	100	70
Hispanic or Latino	107	107	100	54.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	65	65	100	61.54
Two or More Races	18	18	100	55.56
Socioeconomically Disadvantaged	155	155	100	63.87
English Learners	112	112	100	74.11
Students with Disabilities	33	33	100	12.12
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	329	329	100	59.27
Male	181	181	100	54.14
Female	148	148	100	65.54
Black or African American	--	--	--	--
Asian	103	103	100	82.52
Filipino	30	30	100	73.33
Hispanic or Latino	107	107	100	42.99
Native Hawaiian or Pacific Islander	--	--	--	--
White	65	65	100	44.62
Two or More Races	18	18	100	66.67
Socioeconomically Disadvantaged	155	155	100	56.77
English Learners	112	112	100	70.54
Students with Disabilities	33	33	100	9.09
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	65	73	67	68	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.7	24.4	17.4

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 State priority: Parental Involvement (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 2017-18)

The Centralia School District welcomes and values parental and family involvement in District and school programs. During the 2017-18 school year, CESD continued the Local Control Accountability Plan (LCAP) process. This funding process requires school districts to engage parents, teachers, employee groups, and the wider community to be a part of the development of the LCAP. Informational meetings were held with various stakeholders including Board members, parents, PTAs, and advisory groups (DELAC, GATE, PTA). The LCAP Committee includes representatives from each stakeholder group. The culmination of the LCAP Committee was the adoption of the 2017-18 LCAP by the Board of Trustees. The LCAP represents an opportunity to further strengthen the commitments between our District and our community on behalf all of students.

George B. Miller Elementary School is proud of its active and involved parent community. Parents/ guardians are invited to take an active role at the school. There are four different groups with regularly scheduled opportunities for parents to provide leadership at our school. The School Site Council (SSC) focuses on the annual school goals and is responsible for the Single Plan for Student Achievement (SPSA) as well as final approval for School Safe Plan; the English Learner Advisory Committee (ELAC) offers input for parents/ guardians of students who are learning English; the Safety Team gives parents an opportunity to help design and implement our safety plan; the Parent Teacher Association (PTA) coordinates activities in support of the school programs and provides support for all students.

The school website provides information regarding all aspects of parent involvement. "School Messenger" messages are sent and updates are posted on the school's Twitter page regularly to keep parents and families updated on all school activities. In addition to the formal organizations, parents are encouraged to become classroom or office volunteers. The school makes many efforts to involve parents and families.

Parent Opportunities for involvement and engagement include:

- School Site Council Meetings
- English Learner Advisory Committee Meetings
- Student Study Team Meetings
- Individualized Education Plan (IEP) Team Meetings
- Parent Workshops (Topics include CCSS, CAASPP, MTSS/ PBIS, school programs, etc.)
- Coffee Chats with the Principal
- Coffee Chats with the Police & Principal
- Tea Time with the Team (Autism Program Parent Meetings)
- Fall and Spring Parent Teacher Conferences
- Awards Assemblies (various)
- Classroom & School Volunteers
- Back to School Parent Night
- Open House
- PTA sponsored activities
- PTA Family Carnival
- PTA Loved Ones Dance
- Family Nights
- Family STEAM Night
- Field Trip Chaperones
- School-wide Talent Show
- Book Fairs
- Red Ribbon Week Activities
- Meet the Masters Art Program
- Imagination Machine Assemblies
- Progress Reports & Report Cards
- Friday Morning Assemblies

- Weekly Communication via phone, email, text
- School Website
- School Twitter Page
- District Facebook Page
- Parent/ Community Facilities Meeting
- District-wide GATE Student Conference

Parents have an opportunity to provide input about the instructional program via their participation in a variety of meetings/workshops including:

- Regularly scheduled merged School Site Council/English Learner Advisory Committee (SSC/ELAC) meetings
- District DELAC Meetings
- Monthly Coffee Chats with the Principal
- LCAP Committee
- PTA Meetings

These groups meet on a regular basis to share information, discuss school programs, evaluate performance data and provide input toward school-based decision making. The SSC/ELAC oversee the development and implementation of the school's Parent Involvement Policy including categorical budgets. The SSC holds the final approval for the Safe School Action Plan.

For additional information about organized opportunities for parent involvement at George B. Miller Elementary, please contact the School Principal, Dr. Stacy Chang or PTA President, Sandra Seibert at (714) 228-3270.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.8	0.5	0.3	0.3	0.3	0.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Safety of students and staff is a primary concern of George B. Miller Elementary. The Safe School Action Plan was developed by the Site Safety Committee and the School Site Council with input from the School Safety Team. The Safe School Action Plan is reviewed and revised annually by all stakeholders. New goals and tasks are added as necessary. The 2017-18 goals of our Safe School Action Plan include the following goals:

COMPONENT ONE: PEOPLE AND PROGRAMS

Goal 1: G. B. Miller School's climate shall reflect respect, tolerance and pride for diversity of culture, ethnicity, and philosophy. It is a place where students demonstrate strong academic progress, follow school rules and develop responsibility for their learning and respect for themselves and their school.

Goal 2: G. B. Miller School's climate shall provide an emotionally secure learning environment for all students.

COMPONENT TWO: PHYSICAL ENVIRONMENT

Goal 1: G. B. Miller School provides a secure campus with careful monitoring and supervision of all areas to ensure student safety and adherence to rules.

Goal 2: G. B. Miller School provides for the safety of students and staff through a well-planned and implemented crisis response plan.

Centralia School District has developed a Disaster Plan for emergencies. Staff members are in-serviced and assigned responsibilities for plan implementation. The school and District participate in the annual California Shake Out earthquake drill each October. Fire evacuation drills are held monthly. The school maintains a Safety Committee and it meets minimally four times a year to review safety issues, plan staff development and makes recommendations for improvement.

The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Annually, the school evaluates and updates the plan. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year.

G. B. Miller School believes that ensuring a positive learning experience requires a safe and orderly environment. Toward this end, G. B. Miller implements a schoolwide Positive Behavior and Intervention Supports (PBIS) system that communicates high expectations for student behavior. Each student receives training on behavior expectations. At the beginning of the school year students are taught the "R.A.C.E." attributes (Be RESPECTFUL and ACHIEVE, be CONSIDERATE and EXCEL). Teachers teach, monitor, enforce and exhibit these attributes throughout the year. The school follows all District Board Policies including those pertaining to Safety, Suspension, Expulsion and Mandatory Expulsion and Sexual Harassment.

Date of Last Review/Update: December 2017

Date Last Reviewed with Staff: December 2017

The Centralia School District's Board of Trustees reviews the safety plans annually by March.

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 2017-18)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	1	3		20	1	3		23		4	
1	22		3		26		3		26		2	
2	27		3		25		2		27		3	
3	28		3		23	1	3		23	1	2	
4	30		2		26		4		32		1	2
5	31		3		32		2		28		3	
6	26	1	3		26	1	2	1	26		3	
Other									8	2		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0.125	N/A
Nurse	0.3125	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist	1	N/A
Other	1	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7078	2196	4882	87308
District	N/A	N/A	4889	\$88,172
Percent Difference: School Site and District	N/A	N/A	-0.1	2.6
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	-50.2	13.1

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

Types of Services Funded (Fiscal Year 2016-17)

The majority of the per pupil funding comes from the Local Control Funding Formula.

Programs and Services Available at Miller school to Support and Assist Students:

At Miller School, the principal works with the school's leadership team and the School Site Council to develop the comprehensive School Plan for Student Achievement. Through the Local Control and Accountability Plan, the school has provided the following: An Intervention specialist who provides additional support for students not meeting grade level proficiency in small groups. A Bilingual Instructional Assistant to provides additional small group reinforcement of core skills, and works with parents for translations. Computer based instruction using the online programs for Study Island, Ticket to Read, More Star Fall, Discovery Learning, and Accelerated Reader. The classrooms are equipped with smart board technology and upper grades have access to Chromebooks on carts to facilitate use of technology for meaningful learning. The LCAP funds GATE enrichment to provide GATE students with an extended after school program. The GATE program is site based with differentiated instruction during the school day.

English Learner program is focused on improving students' acquisition of English language skills through a strong ELD program.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,293	\$47,034
Mid-Range Teacher Salary	\$85,492	\$73,126
Highest Teacher Salary	\$106,838	\$91,838
Average Principal Salary (Elementary)	\$129,200	\$116,119
Average Principal Salary (Middle)		\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$202,800	\$178,388
Percent of Budget for Teacher Salaries	41%	37%
Percent of Budget for Administrative Salaries	5%	6%

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)

Certificated staff participates in a variety of staff development activities to enhance each individual's involvement, competence, effectiveness and productivity in meeting the needs of all students. Opportunities for staff development are sponsored through site and District, County and local conferences. The scope of our professional development includes curriculum implementation and alignment to California's Common Core State Standards, assessments, instructional strategies and interventions, instructional materials, and technology.

- Teacher and principal training for Microsoft Office 365 to assist in collaboration of shared documents to include: Sway, Word, Excel, Power Point.
- Teacher training to support use of Office 365 with students.
- Training for teachers in use of Illuminate, a software program to create report cards, assessments, shared assessments, reports.
- Training for teachers in close reading, a reading strategy.
- Teacher training on care, use of Chromebooks and charging cart.
- Teacher and principal training on use of Common Sense Media to teach about cyber safety and safe use of technology.
- Teacher, principals, technology staff training on appropriate use of technology.
- Teacher training for Code.Org to be used as optional computer science program.
- Thinking Maps: Write from the Beginning and Beyond (Expository and Informative, 6th grade Argumentative) training for all teachers and instructional aides in the classroom that support educators in delivering curriculum aligned to the CCSS to all pupils. Assist with implementation of thinking maps with in-class coaching, lesson development, consultation, and writing prompt support.
- Refinement of the Response to Intervention (RTI) model for instruction and classroom management.
- Professional development held for all teachers in the newly adopted math, My Math (K-5) by McGraw-Hill and 6th grade California Math, course 1 by Glencoe. Workshop provided after school and as one whole day of PD. Trainings held separate for the technology components. Support for teachers with implementation through in-class coaching with district TOSAs.
- Principal training in the new math program.
- Substitute Teacher Training for new sub hires.
- Number Talks, an instructional strategy for math alignment for teachers. Workshop provided after school.
- Each school site had Positive Behavior Intervention and Support System (PBIS) refresher course through OCDE.
- Professional development held for all teachers in the newly adopted ELA/ELD curriculum: Benchmark Advance (K-6). Workshop provided after school and as one whole day of PD. Trainings held separate for the technology components. Support for teachers with implementation through in-class coaching with district TOSAs.
- Principal training in the new Benchmark Advance program.
- CAASPP/SBAC administration of exam training provided for teachers by principals and designated teachers in a staff meeting. SPED coordinator trained teachers in administration of CAA.
- Use of Digital Library. Training held as an after school workshop and provided support with implementation through in-class coaching.
- California English Language Development Lead (CELDT) teacher training provided for teachers by principals at each site.
- Held a one afternoon introduction training for teachers into NGSS to build awareness.
- Teachers and principals participated in training for English Language Proficiency Assessments for California (ELPAC), the new English language proficiency assessment in 2018.

- District TOSAs held grade-level teacher and principal professional development trainings at school sites to analyze multiple data points (state language proficiency assessments, district created benchmarks, state assessments in math and ELA) and create actions plans to bolster student achievement.
- Principals participated in training to understand and explain the California School Dashboard as the new accountability system.
- Principals trained in data analysis to support increase in student achievement.
- Teachers and principals participated in professional development lead by district TOSAs to calibrate scoring of performance writing tasks.

The professional development provided for Classified staff at Centralia School District is varied and corresponds to the area and tasks associated to the specific classification. The goal of the activities is to enhance the employees' ability to provide service to the students which will ultimately support the educational program being provided.