

# Centralia Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Centralia Elementary School
<b>Street</b>	195 North Western
<b>City, State, Zip</b>	Anaheim, CA 92801
<b>Phone Number</b>	(714) 228-3210
<b>Principal</b>	Tia Belt Brown
<b>E-mail Address</b>	tia_belt-brown@cesd.us
<b>Web Site</b>	<a href="http://ct-centralia-ca.schoolloop.com/">http://ct-centralia-ca.schoolloop.com/</a>
<b>Grades Served</b>	K-6
<b>CDS Code</b>	30664726027676

<b>District Contact Information</b>	
<b>District Name</b>	Centralia Elementary School District
<b>Phone Number</b>	(714) 228-3100
<b>Superintendent</b>	Dr. Diane Scheerhorn
<b>E-mail Address</b>	ruth_ann_mcmillen@cesd.us
<b>Web Site</b>	<a href="http://www.cesd.us">http://www.cesd.us</a>

### **School Description and Mission Statement (Most Recent Year)**

#### School Description

Centralia is an elementary school that provides services to students from very diverse backgrounds in grades preK through sixth. Our school is located in West Anaheim, California at the corner of Lincoln and Western Avenues. The site is set back from the street and is located between apartments and a senior citizen housing complex. It is one of eight schools in the Centralia Elementary School District. The school serves approximately 600 students in grades pre-K through sixth. The school includes general education classes in PreK-6 as well as three SDC classes and one state preschool program on site. Through Club C.A.S.A., the school is able to provide an educational-based child care program after school. Centralia School boasts a Media Center, two computer labs as well as six mobile carts equipped with class sets of either netbooks or Chromebooks for student use. All classrooms have projection systems and are technologically equipped. A local Regional Occupational Program (ROP) provides tutoring services by qualified high school students during the school day.

Centralia, in partnership with parents and the community is dedicated to producing responsible, self-confident learners who master concepts, skills and positive character attributes through a comprehensive, technologically enhanced, standards-based curriculum. Centralia is committed to meeting the needs of all students through explicit direction and differentiated instruction. We believe maximum student achievement will be attained through implementing a proactive approach for creating and maintaining a safe, respectful, responsible, and scholarly learning environment.

#### MISSION STATEMENT

Centralia School District 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.

#### School Mission

In partnership with parents and the community, our school is dedicated to providing a challenging learning environment for all students which will enable them to reach their maximum potential in becoming productive, contributing citizens for today and tomorrow. Staff members work collaboratively to provide students with a rigorous, standards-based curriculum and safe place to learn. Individual creativity and contributions are promoted in a nurturing environment of cooperative spirit, positive attitude and mutual respect.

#### Belief Statements

At Centralia School, we:

- Establish and maintain high expectations for everyone
- Focus on meeting the academic, social, emotional, and physical needs of each scholar
- Provide everyone with ongoing, consistent opportunities for individual growth and development
- Encourage, value and utilize the contributions and involvement of our parents and community
- Ensure that students, parents, and staff treat one another with dignity and respect
- Believe maximum student achievement will be attained by implementing a proactive approach for creating and maintaining a safe, respectful, responsible, and scholarly learning environment

#### Awards:

Centralia School has been the recipient of several awards in the past few years:

California Title I Distinguished School Award, 2012, 2013,2014

California Business for Educational Excellence Star Honor Roll Award, 2011,2012,2014

Orange County Human Rights Commission Distinguished School Award, 2011

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	70
Grade 1	80
Grade 2	87
Grade 3	86
Grade 4	87
Grade 5	77
Grade 6	83
<b>Total Enrollment</b>	<b>570</b>

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.9
Asian	3
Filipino	6.3
Hispanic or Latino	81.2
Native Hawaiian or Pacific Islander	0.7
White	5.6
Two or More Races	1.2
Socioeconomically Disadvantaged	90.2
English Learners	57.9
Students with Disabilities	11.6
Foster Youth	0.5

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	25	25		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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 2015-16)

Year and month in which data were collected: September 2013

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.

Core Curriculum Area	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 adopted and Board approved textbooks for English Language Arts. At grades K and 1st, these are the Open Court materials (2000 for K and 2002 for 1st), and at grades 2nd - 6th, these are the Houghton Mifflin (2003) materials. These textbooks are aligned to State standards. Supplemental materials for intervention instruction are also available and include Reading Mastery and Corrective Reading. A full list of intervention materials used is available at the school site.	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	All students have access to current State adopted and Board approved textbooks for Math. Grade levels K-5 utilize the Houghton Mifflin California Mathematics (2009) materials. Grade level 6 utilizes California Mathematics, Holt (2008) materials. These textbooks are aligned to State standards. Supplemental materials for intervention instruction are also available and include Hands-On Equations and Voyager Math. A full list of intervention materials used is available at the school site.	Yes	0%
<b>Science</b>	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%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	Not applicable.	Yes	N/A
<b>Health</b>	Health instruction is incorporated into science and physical education programs. A separate text is not adopted in this curricular area.	Yes	N/A
<b>Visual and Performing Arts</b>	Centralia School District's Education Foundation enables school sites the opportunity to offer various types of instruction in the arts.		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

Centralia School was re-opened in August of 1993 with a new main building, kindergarten complex and extensive renovations to the wing sections of the school.

#### 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 176 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 participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with 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)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: Dec 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: Dec 2014				
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], Science California Standards Tests); and
- The percentage of pupils 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

**California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>English Language Arts/Literacy</b>	32	52	44
<b>Mathematics</b>	30	46	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	90	84	93.3	37	32	25	6
	4	88	87	98.9	47	26	21	6
	5	80	73	91.3	48	21	23	8
	6	81	78	96.3	23	36	29	12
Male	3		38	42.2	53	24	21	3
	4		45	51.1	44	29	20	7
	5		46	57.5	52	15	24	9
	6		42	51.9	33	33	21	12
Female	3		46	51.1	24	39	28	9
	4		42	47.7	50	24	21	5
	5		27	33.8	41	30	22	7
	6		36	44.4	11	39	39	11
Black or African American	3		4	4.4	--	--	--	--
	5		3	3.8	--	--	--	--
	6		1	1.2	--	--	--	--
Asian	3		3	3.3	--	--	--	--
	4		2	2.3	--	--	--	--
	5		1	1.3	--	--	--	--
	6		2	2.5	--	--	--	--
Filipino	3		6	6.7	--	--	--	--
	4		3	3.4	--	--	--	--
	5		6	7.5	--	--	--	--
	6		3	3.7	--	--	--	--
Hispanic or Latino	3		69	76.7	39	36	23	1
	4		75	85.2	49	25	20	5
	5		60	75.0	47	23	25	5
	6		62	76.5	23	39	27	11
Native Hawaiian or Pacific Islander	3		0	0.0	--	--	--	--
	4		0	0.0	--	--	--	--
	5		1	1.3	--	--	--	--
	6		0	0.0	--	--	--	--
White	3		1	1.1	--	--	--	--
	4		7	8.0	--	--	--	--
	5		2	2.5	--	--	--	--
	6		9	11.1	--	--	--	--
Two or More Races	3		1	1.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		1	1.2	--	--	--	--
Socioeconomically Disadvantaged	3		76	84.4	39	36	22	3
	4		80	90.9	50	26	18	6
	5		66	82.5	48	21	24	6
	6		73	90.1	23	38	30	8
English Learners	3		57	63.3	40	40	19	0
	4		53	60.2	58	25	17	0
	5		37	46.3	73	8	19	0
	6		21	25.9	52	38	10	0
Students with Disabilities	3		12	13.3	83	0	8	8
	4		13	14.8	85	15	0	0
	5		11	13.8	91	9	0	0
	6		10	12.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	90	86	95.6	33	19	37	12
	4	88	87	98.9	32	44	18	6
	5	80	75	93.8	52	29	15	4
	6	81	78	96.3	31	41	19	9
Male	3		40	44.4	35	25	33	8
	4		45	51.1	29	49	16	7
	5		47	58.8	53	28	17	2
	6		42	51.9	38	36	19	7
Female	3		46	51.1	30	13	41	15
	4		42	47.7	36	38	21	5
	5		28	35.0	50	32	11	7
	6		36	44.4	22	47	19	11
Black or African American	3		4	4.4	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		5	6.3	--	--	--	--
	6		1	1.2	--	--	--	--
Asian	3		4	4.4	--	--	--	--
	4		2	2.3	--	--	--	--
	5		1	1.3	--	--	--	--
	6		2	2.5	--	--	--	--
Filipino	3		6	6.7	--	--	--	--
	4		3	3.4	--	--	--	--
	5		6	7.5	--	--	--	--
	6		3	3.7	--	--	--	--
Hispanic or Latino	3		70	77.8	33	21	37	9
	4		75	85.2	33	45	16	5
	5		60	75.0	52	30	13	5
	6		62	76.5	27	44	23	6
Native Hawaiian or Pacific Islander	3		0	0.0	--	--	--	--
	4		0	0.0	--	--	--	--
	5		1	1.3	--	--	--	--
	6		0	0.0	--	--	--	--
White	3		1	1.1	--	--	--	--
	4		7	8.0	--	--	--	--
	5		2	2.5	--	--	--	--
	6		9	11.1	--	--	--	--
Two or More Races	3		1	1.1	--	--	--	--
	6		1	1.2	--	--	--	--
Socioeconomically Disadvantaged	3		78	86.7	35	21	38	6
	4		80	90.9	34	44	16	6
	5		67	83.8	54	28	13	4
	6		73	90.1	33	42	19	5
English Learners	3		58	64.4	36	22	34	7
	4		53	60.2	43	47	9	0
	5		37	46.3	65	24	8	3
	6		21	25.9	62	33	5	0
Students with Disabilities	3		12	13.3	83	0	8	8
	4		13	14.8	69	31	0	0
	5		11	13.8	100	0	0	0
	6		10	12.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	69	64	55	74	73	67	59	60	56

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.

#### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
<b>All Students in the LEA</b>	67
<b>All Students at the School</b>	55
<b>Male</b>	57
<b>Female</b>	51
<b>Black or African American</b>	--
<b>Asian</b>	--
<b>Filipino</b>	--
<b>Hispanic or Latino</b>	56
<b>Native Hawaiian or Pacific Islander</b>	--
<b>White</b>	--
<b>Socioeconomically Disadvantaged</b>	--
<b>English Learners</b>	43
<b>Students with Disabilities</b>	54
<b>Foster Youth</b>	--

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.

#### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.60	14.90	10.80

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 (Most Recent Year)

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The Centralia School District welcomes and values parental involvement in District and school programs. During the 2014-15 school year, CESD continued the Local Control Accountability Plan (LCAP) process. This funding process requires school districts to engage parents, teacher, 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). An LCAP committee was formed that included representatives from each stakeholder group. The LCAP represents an opportunity to further strengthen the commitments between our District and our community on behalf all of students.

The parents in the Centralia School District are involved and interested in the operations of all schools. Some of the many opportunities for parents to get involved include: School Site Council, the District English Learner Advisory Committee, District GATE Advisory Committee, Report Card Committee, Textbook Committee, Book Fair, PTA and a number of other committees. The Parent Teacher Association assist in fund raising, scholarships, and assuring that communication flows between our school and community. Parents at Centralia Elementary School are an integral part of the students' education and success. Parents may volunteer to assist classroom teachers and help with other school activities. Centralia School makes an effort to involve parents with a wide range of opportunities to interact with the school staff and support their child's academic efforts. Such activities include:

Back to School Night

Open House

Trimester Student Recognition Assemblies

Student Performances

Parent Education Training and/or Workshops

Field Trip Chaperones

Class Volunteer

Principal Coffee Chats

PTA-Sponsored Activities

Fall & Spring Conferences

Family Nights

Talent Show

Book Fairs

Student Study Team Meetings

IEP/504/SST Meetings

Family Booknics

Grandparents Day

Loved Ones Day

Communication that is sent home is communicated in English and Spanish. On a regular basis, the school communicates with parents via:

Automated phone messages

Flyers

Classroom/school Newsletters

School Marquee and outdoor Bulletin Boards

Teacher weekly notices and homework agendas

School Website

Principal Coffee Chats

PTA meetings

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 Language Advisory Council (SSC/ELAC) meetings
- District GATE Parent Advisory Council
- District DELAC meetings

- Monthly Principal Coffee Chats
- Parent Workshops
- LCAP Committee

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 and the evaluation of the Title I program. The SSC holds the final approval for the Safe School Action Plan. The Centralia School PTA is active and supports the school in a variety of ways.

#### Title 1 Parent/School Compact:

Centralia Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA). Annually, the school holds a Title I meeting and seeks parental input regarding the schoolwide Title I Compact, with final approval by the SSC. This compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

For additional information about organized opportunities for involvement at Centralia Elementary, please contact Tia Brown, principal at (714) 228-3210, or visit the school web site at <http://ct-centralia-ca.schoolloop.com>

### 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	0.87	0.45	0.32	0.45	0.33	0.25	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

#### School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of Centralia Elementary. The School Site Action Plan was developed by the Site Safety Committee and the School Site Council with input from the School Safety team. The safety plan is reviewed and revised annually by all groups. New goals and tasks are added as necessary. The 2014-15 goals of our Safe School Action Plan include the following goals:

Goal #1: Centralia Elementary School climate shall provide an emotionally secure physical environment to support teaching and learning.

Goal #2: Centralia Elementary School provides for the safety of students and staff through a well-planned and implemented crisis response plan.

Goal #3: District programs, strategies, and approved community resources are provided to students and parents in order to ensure that students develop resiliency skills.

Goal #4: Centralia Elementary climate shall reflect respect, tolerance and pride for diversity of culture, ethnicity, and philosophy. It is a place where students demonstrate the tenets of being responsible, respectful, safe and scholarly.

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.

Centralia implements Positive Behavior and Intervention and Support, a school-wide positive discipline plan that communicates high expectations for student behavior. Each student receives training on behavior expectations twice a year. At the beginning of the school year or upon entrance into the school, parents are provided with a detail description of the program. Students are expected to embrace the "BEE" attributes (Be Safe, Be Responsible, Be Respectful, and Be Scholarly). Teachers teach, monitor, execute, and display these characteristics throughout the year. The school adheres to all District Board Policies including those pertaining to Safety, Suspension, Expulsion, and Harassment.

Date of Last Review/Update: January 2015

Date Last Reviewed with Staff: January 2015

The Centralia School District's Board of Trustees reviews the School Safety Action Plan annually by March 1.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	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	50.0

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	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	28		3		27		3		23		3	
1	28		3		27		3		27		3	
2	28		3		27		3		28		3	
3	30		2		24	1	3		23	1	3	
4	31		3		29		2		32		2	
5	32		2		31		2	1	31		3	
6	26	1	3		24	1	3		26		3	
Other	11	1							12	1		

Note: 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 2014-15)

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	.5	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist	1	N/A
Other		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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	8505.62	2504.29	6001.32	79955
District	N/A	N/A	5900.47	\$82,274
Percent Difference: School Site and District	N/A	N/A	1.7	-2.8
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-11.4	12.0

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

### Types of Services Funded (Fiscal Year 2014-15)

Programs and Services Available at Centralia to Support and Assist Students:

At Centralia 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 LCAP, general funding and Title I, the school has invested in a within-day learning center model that supports students at the various RtI phases. The Intervention Specialist teachers were hired to teach in the Learning Center with eligible at-risk students and receive support in either English Language Arts and/or ELD support. Three bilingual instructional assistants further support the language needs of English Learners. One bilingual clerical specialist is hired to provide primary language support and assistance to parents of English Learners. Students are working towards grade level proficiency with our dedicated educators after school in an endeavor to close their achievement gap. The curriculum is directly aligned with state standards and the lessons reiterate and reteach our students the standards they must have to be successful. The school has also invested in technology, hardware and software, to provide more individualized instruction to the student through the use of technology assisted instruction. Hardware includes a second computer lab for the school, six mobile technology labs (either netbooks or Chromebooks); Software includes ST MIND math, Renaissance Learning Software and Study Island. The classrooms are equipped with smart board technology and upper grades have access to Chromebooks on carts to facilitate use of technology. The funds from GATE are used to provide GATE students with an enrichment 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.

Other categorical expenditures include:

After School Club CASA

State Preschool

Assemblies

Field Trips as Extended Learning Opportunities

Computer Lab software interventions and ancillary supports for maintenance and hardware

Parent Workshops & Translation Support

Bilingual Clerical specialist to support parent participation in school

Bilingual Instructional Assistants

Instructional materials to narrow the achievement gap including hardware and software

#### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,860	\$42,723
Mid-Range Teacher Salary	\$79,012	\$65,936
Highest Teacher Salary	\$97,740	\$84,545
Average Principal Salary (Elementary)	\$118,701	\$106,864
Average Principal Salary (Middle)		\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$211,029	\$159,133
Percent of Budget for Teacher Salaries	45%	40%
Percent of Budget for Administrative Salaries	6%	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)

The Centralia School District provides collaborative professional development that is aligned to student learning and standards, that prepares and trains high-quality teachers, principals, paraprofessionals, and other staff.

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 on site and through 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, technology, and professional development.

Certificated Staff

- 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. Group presentation and implementation with in-class coaching.
- Refinement of the Response to Intervention (RTI) model
- McGraw-Hill and Houghton Mifflin pilot of math programs for 82 teachers. Workshop provided after school. Support with implementation through in-class coaching.
- Substitute Teacher Training for new sub hires
- Number Talks for math CC alignment for teachers. Workshop provided after school.
- Leveled Literacy Intervention for Certificated Intervention Specialist. After school workshops.
- Positive Behavior Intervention and Support System (PBIS)
- Meet the Art Masters. After school workshops.
- CAASPP/SBAC new state training. After school workshops.
- How to utilize Digital Library. After school workshops. Support with implementation through in-class coaching.
- Title 5 Regulations workshop with Dan Harbottle for psychologists and SLPs- December
- Case Manager Training: Effective and compliant IEPs- January
- CPI Training- Crisis Prevention Institute
- SEIS Training for new case managers – September, November

#### Specific to Administration

- Leadership Training for Administration: Dale Carnegie
- Association of California School Administrators (ACSA) to hear Dr. Michael Fullan
- Partnership with neighboring districts to hear Dr. Anthony Mohammed
- Principals workshop on Safe School Plans – November
- Principals workshop on School Accountability Report Cards- December
- Principal Training: Effective and compliant IEPs – January

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. The activities they are involved in are directly related to the employees' assignment.

- Noon Supervisor Training – effective supervision of students -August
- Health Clerk Annual review of practices – September
- SEIS Training for new case managers – September, November
- Annual & individualized training for Health Aides
- Mandated Child Abuse Reporting
- School Office Manager Customer Service training

#### PBIS and Conscious Discipline