

# Centralia 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Centralia Elementary School
<b>Street</b>	195 North Western Avenue
<b>City, State, Zip</b>	Anaheim, CA 92801
<b>Phone Number</b>	(714) 228-3210
<b>Principal</b>	Dr. Tia Belt Brown
<b>E-mail Address</b>	tia_belt-brown@cesd.us
<b>Web Site</b>	<a href="http://ct.cesd.k12.ca.us/">http://ct.cesd.k12.ca.us/</a>
<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>	Norma E. Martinez
<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 (School Year 2017-18)**

Centralia School was reopened as a newly constructed school in 1993. It is one of the eight schools in the Centralia School District and is located in Anaheim, California, near the corner of Lincoln and Western Avenue. The site is set back from the street and is located between apartments and a senior citizen housing complex. Centralia's current enrollment is approximately 540 students with 18 general education classrooms in grades (K-6), and four Special Day Classes serving students in grades PreK, K-1, 2-3, and 4-6. A total of 25 certificated staff and 14 classified staff provide a comprehensive instructional program and related support services. Additionally, Centralia School is licensed for two State Preschools serving 96 identified preschool children and the local Regional Occupational Program (ROP) provides academic support services provided by qualified high school students during the school day. The Centralia School District provides centralized funding for textbooks, Special Education, and English Learner programs.

Teachers and support staff at Centralia Elementary believe that a strong academic foundation coupled with a positive and challenging learning environment is essential to the success of students. Students are provided a comprehensive curriculum in English-language arts, mathematics, history/social science, computer science, physical education, and health education. The schools Multi-Tiered System of Support of behavior and academics provide additional educational opportunities for our students. All Centralia staff are highly qualified and appropriately assigned.

#### **School Vision**

In partnership with parents and the community, Centralia Elementary School is committed to producing responsible, self-confident learners who master concepts, skills, and positive character attributes through a comprehensive, technologically enhanced, standards-based curriculum.

#### **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

A strong emphasis is placed on providing a safe, clean environment for our students and staff. Equally important is an emphasis on developing strong positive character traits through schoolwide discipline program, character education, and additional support from school personnel and programs, including friendship groups, social workers, and behavior support programs. Many specialized programs including English Learner (EL), Gifted and Talented Education (GATE), Speech and Language, Special Education, on-site preschool, bilingual instructional assistants (BIA), Title III instructional support, and a Multi-Tiered System of Support provide additional support to students.

#### **School Mission**

In partnership with parents and the community, Centralia Elementary School is committed to providing a challenging learning environment for all students, which enables them to reach their maximum potential in becoming productive, contributing citizens for the 21st Century. Our highly-trained, dedicated staff work collaboratively to provide students with a rigorous curriculum and safe place to learn. Individual creativity and contributions are promoted in a nurturing environment that promotes cooperative spirits, positive attitudes, and mutual respect.

Recent accomplishments:

California Title I Distinguished School Award, 2012, 2013

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

Orange County Human Rights Commission Distinguished School Award, 2012

California PBIS Coalition's System of Recognition - Bronze 2017

CESD Classified Employee of the Year - 2017

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

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	73
Grade 1	76
Grade 2	85
Grade 3	79
Grade 4	87
Grade 5	82
Grade 6	85
<b>Total Enrollment</b>	<b>567</b>

**Student Enrollment by Group (School Year 2016-17)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	1.4
American Indian or Alaska Native	0
Asian	3
Filipino	4.9
Hispanic or Latino	84.7
Native Hawaiian or Pacific Islander	0
White	4.6
Two or More Races	1.2
Socioeconomically Disadvantaged	89.8
English Learners	57.5
Students with Disabilities	14.8
Foster Youth	0.5

## 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
<b>With Full Credential</b>	26	26		
<b>Without Full Credential</b>	0	0		
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	
<b>Total Teacher Misassignments *</b>	0	0	
<b>Vacant Teacher Positions</b>	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
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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%
<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>Health</b>	Health instruction is incorporated into science and physical education programs. A separate text is not adopted in this curricular area.		N/A
<b>Visual and Performing Arts</b>	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**

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 255

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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		STAINED CEILING TILES REPLACED
<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			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)	50	45	61	60	48	48
Mathematics (grades 3-8 and 11)	39	40	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	343	343	100	44.9
Male	179	179	100	40.22
Female	164	164	100	50
Black or African American	--	--	--	--
Asian	11	11	100	72.73
Filipino	22	22	100	72.73
Hispanic or Latino	284	284	100	41.9
White	19	19	100	42.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	309	309	100	41.75
English Learners	233	233	100	41.63
Students with Disabilities	55	55	100	10.91
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	343	343	100	39.94
Male	179	179	100	40.78
Female	164	164	100	39.02
Black or African American	--	--	--	--
Asian	11	11	100	90.91
Filipino	22	22	100	72.73
Hispanic or Latino	284	284	100	35.92
White	19	19	100	31.58
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	309	309	100	37.22
English Learners	233	233	100	38.63
Students with Disabilities	55	55	100	12.73
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)	55	56	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	22.4	24.7	18.8

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 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, teacher, employee groups, and the wider community to be a part of the development of the LCAP. Our LCAP committee membership was revised to provide new members the opportunity to share concerns, while retaining some existing members to share their experience and speak to continuous improvement. LCAP members are representatives from each advisory group (PTA, SSC, ELAC). On June 14, 2017, by the Board of Trustees, the 2017-2018 LCAP was adopted. The LCAP represents an opportunity to further strengthen the commitments between our District and our community on behalf all of students.

Centralia School is proud of its active and involved parent community. Parents are invited to take an active role at Centralia School. There are four groups with regularly scheduled opportunities for parents to be involved in a leadership capacity at the 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 the final approval of the Safe School Action Plan. The English Language Advisory Council (ELAC) voted to combine with SSC, however ELAC provides input for parents of students who are learning English. The Safety team provides parents the opportunity to help design and implement our Safe School Action Plan. Lastly, our Parent Teacher Association (PTA) coordinates activities that supports the school's programs and provides support for all students. Centralia Elementary School parents are an integral part of our students' education and success.

The school website provides information regarding all aspects of parental involvement. School Messenger messages are sent regularly to keep parents abreast of all school activities. Additionally, parents are encouraged to become classroom or office volunteers. 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.

Parent Opportunities for Involvement and engagement include:

- Classroom and School Volunteers
- Back to School Night
- Open House
- Awards Assemblies
- Student Performances
- Parent Education Training and/or Workshops
- Internet Safety Parent Workshops
- Field Trip Chaperones
- Principal Coffee Chats
- PTA-Sponsored Activities
- Fall & Spring Conferences
- Family Nights
- Carnival
- Talent Show
- Holiday Shop
- Book Fairs that include Family Events
- Student Study Team
- IEP Team Meetings
- Family Booknics
- CAASPP Parent Meeting
- Grandparents Day
- Loved Ones Day
- District-wide GATE Student Conference
- Parent/Community Facilities Meetings
- Month Character Assemblies
- Weekly Communication via phone email, and Twitter
- Red Ribbon Week Activities
- Great Kindness Challenge Week Activities
- Parent Report Card Meeting

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

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.

**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 principal, Dr. Tia Brown or PTA President, Pamela McShea at (714) 228-3210.

**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
<b>Suspensions</b>	0.3	0.5	0.3	0.3	0.3	0.4	3.8	3.7	3.6
<b>Expulsions</b>	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)

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Safety of students and staff is a primary concern of Centralia 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 safety plan is reviewed and revised annually by all groups. New goals and tasks are added as necessary. The 2017-2018 goals of our Safe School Action Plan include the following goals:

### COMPONENT ONE: PEOPLE AND PROGRAMS

Goal #1: Centralia Elementary School 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.

1. 100% of students will follow school rules.
2. Provide increased opportunities for students to become actively involved in their school and increase students' sense of connectedness.

Goal #2: Centralia Elementary School's climate shall provide an emotionally secure learning environment for all students.

1. 100% of classrooms at Centralia Elementary School are emotionally safe for students.
2. The playground is an emotionally safe place for 100% of the students.
3. Centralia staff will participate in on-going training to effectively address the needs of our site in case of emergency/crises.

### COMPONENT TWO: PHYSICAL ENVIRONMENT

Goal #1: Centralia Elementary School provides a secure campus with careful monitoring and supervision of all areas to ensure student safety and adherence to rules.

1. 100% on on-staff persons on campus are easily identified as authorized to be on campus.
2. Ensure that the playground is a physically safe place for all students.
3. Maintain clean and safe bathrooms.
4. Provide safe parking lot procedures for efficient student drop off and pick up.

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

1. To train staff, students, and inform parents of crisis response procedures with 100% of the staff clear on all emergency response procedures, practices, and responsibilities.
2. Ensure that the school has all necessary supplies in the event of an emergency.

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 District also provided Active Shooter training to the entire staff in August 2017 and provided follow up training in December. 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 each trimester. 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, apply, 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: December 2017

Date Last Reviewed with Staff: December 2017

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.

### Federal Intervention Program (School Year 2017-18)

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	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		3		19	2	2		19	1	3	
1	27		3		25		3		23		3	
2	28		3		27		3		22	1	3	
3	23	1	3		27		3		26		3	
4	32		2		25	1	2		31		2	
5	31		3		32		2	1	30		3	
6	26		3		24		3		26	1	3	
Other	12	1			8	1						

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	.625	N/A
Social Worker	.125	N/A
Nurse	0.3125	N/A
Speech/Language/Hearing Specialist	1.0625	N/A
Resource Specialist	1	N/A
Other	1.125	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	6538	1921	4617	81477
District	N/A	N/A	4889	\$88,172
Percent Difference: School Site and District	N/A	N/A	-5.6	-4.3
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	-52.9	5.6

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 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 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. The District's Special Education Coordinator trained teachers in administration of the California Alternate Assessment (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 for 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.