

George B. Miller 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)

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	Gerald Shaw
E-mail Address	gerald_shaw@cesd.us
Web Site	http://ml-centralia-ca.schoolloop.com/
Grades Served	K-6
CDS Code	30664726027692

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

School Description and Mission Statement (Most Recent Year)

School Description

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. Miller Elementary School's attendance area also includes portions of the City of Buena Park and the City of Cypress. George B. Miller 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 Miller Elementary. The program focuses on instructing students in the school's core values: Be Respect to Achieve and Considerate to Excel (RACE).

Vision Statement

George B. Miller School is to be a school in which education is a shared responsibility between the students, the staff, the home, and the community. Children are the focal point of all decisions. Students will demonstrate respect for themselves and others in a culturally diverse population and learn to work together toward common goals. Students and staff members will hold themselves to high standards of personal performance and will be accountable for their decisions and their actions. Students are to become self-motivated life long learners who will discover the joy of learning through an engaging educational program. Through school programs, students will acquire the skills and concepts needed to meet and surpass Common Core State Standards in order to be successful in all aspects of our technological society.

Mission Statement

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, Common Core 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.

Awards

California Distinguished School Award, 2006, 2010,
California Business for Education Excellence Honor Roll School 2012, 2013, 2014

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

Grade Level	Number of Students
Kindergarten	83
Grade 1	67
Grade 2	89
Grade 3	86
Grade 4	79
Grade 5	77
Grade 6	98
Total Enrollment	579

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.2
Asian	34.4
Filipino	8.1
Hispanic or Latino	32
White	18.5
Two or More Races	5
Socioeconomically Disadvantaged	43.9
English Learners	27.3
Students with Disabilities	9.5

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	23	26		
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: December 2015

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
Mathematics	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%
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%
Foreign Language	Not applicable.		N/A
Health	Health instruction is incorporated into science and physical education programs. A separate text is not adopted in this curricular area.		N/A
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. Centralia School District's Education Foundation enables school sites the opportunity to offer various types of instruction in the arts.		N/A
Science Laboratory Equipment (grades 9-12)	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 133 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.

Maintenance Projects

For the 2012-2013 school year a Lunch Shelter was constructed.

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month 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
English Language Arts/Literacy	59	52	44
Mathematics	48	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	84	83	98.8	16	27	33	25
	4	78	76	97.4	28	20	28	25
	5	77	75	97.4	24	15	35	27
	6	95	93	97.9	19	18	42	20
Male	3		53	63.1	17	36	28	19
	4		48	61.5	38	21	25	17
	5		34	44.2	29	15	32	24
	6		44	46.3	34	23	32	11
Female	3		30	35.7	13	10	40	37
	4		28	35.9	11	18	32	39
	5		41	53.2	20	15	37	29
	6		49	51.6	6	14	51	29
Black or African American	4		1	1.3	--	--	--	--
	5		2	2.6	--	--	--	--
	6		1	1.1	--	--	--	--
Asian	3		28	33.3	7	18	39	36
	4		25	32.1	12	8	40	40
	5		21	27.3	14	14	29	43
	6		34	35.8	9	6	53	32
Filipino	3		8	9.5	--	--	--	--
	4		8	10.3	--	--	--	--
	5		6	7.8	--	--	--	--
	6		7	7.4	--	--	--	--
Hispanic or Latino	3		24	28.6	17	33	42	8
	4		27	34.6	48	19	15	19
	5		26	33.8	35	19	35	12
	6		31	32.6	32	23	32	13
White	3		18	21.4	33	39	11	17
	4		12	15.4	17	42	25	17

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		16	20.8	19	13	44	25
	6		17	17.9	18	41	35	6
Two or More Races	3		5	6.0	--	--	--	--
	4		3	3.8	--	--	--	--
	5		4	5.2	--	--	--	--
	6		3	3.2	--	--	--	--
Socioeconomically Disadvantaged	3		34	40.5	15	29	35	21
	4		32	41.0	31	19	28	22
	5		38	49.4	24	16	39	21
	6		45	47.4	29	13	44	13
English Learners	3		27	32.1	19	37	26	19
	4		14	17.9	29	21	50	0
	5		14	18.2	64	29	7	0
	6		11	11.6	82	18	0	0
Students with Disabilities	3		4	4.8	--	--	--	--
	4		6	7.7	--	--	--	--
	5		5	6.5	--	--	--	--
	6		7	7.4	--	--	--	--
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	84	83	98.8	14	18	43	24
	4	78	77	98.7	32	35	13	19
	5	77	75	97.4	24	33	23	20
	6	95	93	97.9	25	27	32	16
Male	3		53	63.1	13	23	42	23
	4		49	62.8	41	31	10	18
	5		34	44.2	26	29	24	21
	6		44	46.3	36	16	39	9

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		30	35.7	17	10	47	27
	4		28	35.9	18	43	18	21
	5		41	53.2	22	37	22	20
	6		49	51.6	14	37	27	22
Black or African American	4		1	1.3	--	--	--	--
	5		2	2.6	--	--	--	--
	6		1	1.1	--	--	--	--
Asian	3		28	33.3	7	0	54	39
	4		25	32.1	4	24	24	48
	5		21	27.3	10	38	29	24
	6		34	35.8	9	18	41	32
Filipino	3		8	9.5	--	--	--	--
	4		9	11.5	--	--	--	--
	5		6	7.8	--	--	--	--
	6		7	7.4	--	--	--	--
Hispanic or Latino	3		24	28.6	17	38	38	8
	4		27	34.6	59	30	7	4
	5		26	33.8	46	23	27	4
	6		31	32.6	42	32	23	3
White	3		18	21.4	33	28	22	17
	4		12	15.4	33	50	8	8
	5		16	20.8	6	50	25	19
	6		17	17.9	24	35	35	6
Two or More Races	3		5	6.0	--	--	--	--
	4		3	3.8	--	--	--	--
	5		4	5.2	--	--	--	--
	6		3	3.2	--	--	--	--
Socioeconomically Disadvantaged	3		34	40.5	18	21	38	24
	4		32	41.0	34	28	9	28
	5		38	49.4	32	34	18	16
	6		45	47.4	36	29	27	9
English Learners	3		27	32.1	19	15	48	19
	4		14	17.9	21	36	29	14
	5		14	18.2	50	50	0	0
	6		11	11.6	82	18	0	0
Students with Disabilities	3		4	4.8	--	--	--	--
	4		6	7.7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		5	6.5	--	--	--	--
	6		7	7.4	--	--	--	--
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.

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
Science (grades 5, 8, and 10)	73	78	65	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
All Students in the LEA	67
All Students at the School	65
Male	64
Female	65
Black or African American	--
Asian	80
Filipino	--
Hispanic or Latino	56
White	58
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	38
Students with Disabilities	70
Foster Youth	--

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	18.20	28.60	40.30

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)

The Centralia School District welcomes and values parental involvement in District and school programs. During the 2013-14 school year, CESD began the Local Control Accountability Plan (LCAP) process. This new 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 culmination of the LCAP committee was the adoption of the 2014-15 LCAP on June 24, 2014 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.

Miller School is proud of its active and involved parent community. Parents are invited to take an active role at Miller 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 Language Advisory Council (ELAC) offers input for parents 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), which 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 regularly to keep parents 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 including:

Parent Opportunities for involvement and engagement include:

Classroom & School Volunteers

PTA sponsored activities

Field Trip Chaperones

Volunteer Work in Classroom

Back to School Night

Open House

Fall and Spring Conferences

Family Nights/Carnival

Talent Show

Book Fairs

Red Ribbon Week Activities

La Palma Days Parade

Trimester Awards Assemblies

Student Study Team

IEP Team Meetings

Meet the Masters

Holiday Shop and Book Fair

Progress Reports & Report Cards

Internet Safety Workshop

Awards Assemblies

Weekly Communication via phone & email

Friday Morning Assemblies

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.
- 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.

For additional information about organized opportunities for parent involvement at George B. Miller Elementary, please contact the principal, Gerald Shaw or PTA president, Erin Quezada at (714) 228-3270. .

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
Suspensions	0.51	0.52	0.84	0.45	0.33	0.25	5.07	4.36	3.80
Expulsions	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 Miller 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: All students and staff members are provided a safe physical environment to support teaching and learning.

Goal #2: All students experience a safe, respectful, accepting and emotionally nurturing environment while at school, when traveling to and from school, and when traveling to and from school related activities.

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: Schools provide an educational environment where students, parents, staff and community members show respect to people of all cultural, racial and religious backgrounds.

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 to ensure a positive learning experience requires a safe and orderly environment. Toward this end, G. B. Miller created a schoolwide positive discipline plan that communicates high expectations for student behavior. Each student receives training on behavior expectations. At the beginning of the school year students are expected to embrace the "RACE" 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: January, 2015

Date Last Reviewed with Staff: January 2015

The Centralia School District's Board of Trustees reviews the safety plans 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
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	25	1	1	1	33			2	23	1	3	
1	26		2		29		2		22		3	
2	28		2		27		3		27		3	
3	30		2		29		3		28		3	
4	34		1	2	33		1	1	30		2	
5	25	1	3		29		3		31		3	
6	35			2	25	1	3		26	1	3	
Other	26		1		8	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	N/A
Resource Specialist	.5	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	8013.25	2458.60	5554.65	\$78822
District	N/A	N/A	5,900	\$82,274
Percent Difference: School Site and District	N/A	N/A	-5.9	-4.2
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-18.0	10.4

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

Types of Services Funded (Fiscal Year 2014-15)

In addition to general state funding, Centralia School District receives state and federal categorical funding for special programs.

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 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