Centralia Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Centralia Elementary School
Street	195 North Western Avenue
City, State, Zip	Anaheim, CA 92801
Phone Number	(714) 228-3210
Principal	Tia Belt Brown, Ed.D.
E-mail Address	tia_belt-brown@cesd.us
Web Site	http://ct.cesd.k12.ca.us/
CDS Code	30664726027676

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

School Description and Mission Statement (School Year 2018-19)

Centralia Elementary School 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 offers an exemplary educational program to scholars in Pre-Kinder through sixth grade. At Centralia, our goal is to sustain student achievement while maintaining a safe, respectful, responsible, and scholarly learning environment. Our teachers, staff, and students believe a strong academic foundation coupled with a positive and challenging learning environment are the building blocks to the success of students.

A School-wide Positive Behavior Intervention and Supports (PBIS) system is thriving at the school. The tenets of PBIS are to teaching scholars how to be respectful, responsible, safe, and scholarly. In our HIVE we have Honor (respectful), Integrity (responsible) Value (safe), Excellence (scholarly.

VISION STATEMENT
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

MISSION STATEMENT
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, 2014

California Business for Educational Excellence Star Honor Roll Award, 2011,2012,2014, 2018

Orange County Human Rights Commission Distinguished School Award, 2012

California Silver PBIS Coalition's System of Recognition, 2018

CESD Classified Employee of the Year, 2017

Kindness Certified School, 2018

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	52
Grade 1	74
Grade 2	72
Grade 3	82
Grade 4	74
Grade 5	86
Grade 6	86
Total Enrollment	526

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.0
Asian	3.8
Filipino	6.1
Hispanic or Latino	83.7
Native Hawaiian or Pacific Islander	0.0
White	3.8
Socioeconomically Disadvantaged	88.0
English Learners	49.4
Students with Disabilities	14.3
Foster Youth	0.6

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	26	25	23	189
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: December 2017

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

Resolution Date: 08/11/15

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students have access to current State Board of Education approved and CESD Board adopted textbooks for English Language Arts/ English Language Development. We use Benchmark Advance (2017) in grades K-6th. These textbooks are aligned to California state standards. Supplemental materials for intervention instruction are also available and include Leveled Literacy Intervention, Reading for Phonics, Read Naturally, Ticket to Read, Reading Mastery.	Yes	0%
Mathematics	All students have access to current State Board of Education approved and CESD Board adopted textbooks for math. Grade levels K-5 utilize McGraw Hill, My Math (2013/14) materials. Grade level 6 utilizes Glencoe, California Math, course 1 (2013/14) materials. These textbooks are aligned to California state standards. Supplemental materials for intervention instruction are also available and include St Math.	Yes	0%
Science	For all grades K-6th, Houghton Mifflin California Science, 2007 materials are used. These are supplemented with Foss, AIMS and STC science kits designed to each grade level, based on their alignment to State Science Standards.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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. 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 267

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

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	45.0	49.0	60.0	64.0	48.0	50.0
Mathematics (grades 3-8 and 11)	40.0	41.0	54.0	59.0	37.0	38.0

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	323	319	98.76	48.59
Male	169	167	98.82	45.51
Female	154	152	98.70	51.97
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	22	22	100.00	72.73
Hispanic or Latino	274	272	99.27	44.12
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	280	277	98.93	45.13
English Learners	219	216	98.63	45.83
Students with Disabilities	42	42	100.00	14.29
Students Receiving Migrant Education Services	--	--	--	--
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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	323	321	99.38	41.12
Male	169	167	98.82	37.72
Female	154	154	100	44.81
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	22	22	100	77.27
Hispanic or Latino	274	273	99.64	36.26
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	280	279	99.64	37.63
English Learners	219	218	99.54	37.61
Students with Disabilities	42	42	100	11.9
Students Receiving Migrant Education Services	--	--	--	--
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	29.7	21.6	10.8

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

The Centralia School District welcomes and values parental involvement in District and school programs. During the 2018-19 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). The zenith of LCAP Committee meetings was the adoption of the 2018-2019 LCAP by the Board of Trustees. The LCAP represents an opportunity to further strengthen the commitments between our District and our community on behalf all of students.

Centralia Elementary School is proud of its active and involved parent community. Parents/guardians are invited to take an active role at Centralia School. There are four different groups with regularly scheduled opportunities for parents to provide leadership in our school.. The School Site Council (SSC) focuses on the annual school goals and is responsible for the School 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, and offers input for parents/guardians 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 which support 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 regularly sent and updates are posted on the school's Twitter page frequently to keep parents and families abreast of all school activities. Additionally, parents are encouraged to become classroom or office volunteers and greeters Our school Centralia offers numerous opportunites to involve parents and families.

Parent Opportunities for Involvement and engagement include:

Classroom and School Volunteers

School Site Council/English Language Advisory Council meetings

Student Study Team meetings

Individualized Education Plan (IEP) Team meetings

Parent Worshops (topics include CAASPP, MTSS, school programs, technology, literacy, etc.)

Back to School Parent Night

Open House

Awards Assemblies

Student Performances

Internet Safety Parent Workshops

Principal Coffee & Connect Chats

Parent STEAM walks

Fall & Spring Conferences

Family Nights

 PTA sponsored activities

Carnival

Talent Show

Holiday Shop

Book Fairs

Family Booknics

CAASPP Parent Meeting

Grandparents Day

Loved Ones Day

District-wide GATE Student Conference

District Facebook Page

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 & Connect Chats
- PTA Meetings

These groups meet on a regular basis to share information, discuss school programs, evaluate performance data and provide input toward school-based decision making. The SSC/ELAC oversee the development and implementation of the school's Parent Involvement Policy including categorical budgets 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 school-wide 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 Vice 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.5	0.3	0.7	0.3	0.4	0.3	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 stakeholders. New goals and tasks are added as necessary. The 2018-2019 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.

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

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.

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

Centralia School District has developed a Disaster Plan for emergencies. Staff members are in-serviced and assigned responsibilities for plan implementation. The school and District participate in the annual California Shake Out earthquake drill each October. Fire evacuation drills are held monthly. The 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 Elementary School believes in a Positive Behavior and Intervention Support system. This school-wide positive discipline initiative 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, we welcome parents into our HIVE (Honesty, Integrity, Values, and Excellence). Parents are provided with a detail description of the program which details our "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. Centralia has been awarded the 2018 Silver Award for PBIS Implementation because of the hard work and commitment to stakeholders becoming partners in creating a safe learning environment for all.

Date of Last Review/Update: December 2018
Date Last Reviewed with Staff: December 2018
The Centralia School District's Board of Trustees reviews the School Safety Action Plan plan annually by March.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	19	2	2		19	1	3		24		2	
1	25		3		23		3		27		2	
2	27		3		22	1	3		26		3	
3	27		3		26		3		23	1	3	
4	25	1	2		31		2		30		2	
5	32		2	1	30		3		28		3	
6	24		3		26	1	3		26	1	3	
Other	8	1							10	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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 (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9379	2004	7376	90275
District	N/A	N/A	7360	$90,031
Percent Difference: School Site and District	N/A	N/A	0.2	-0.8
State	N/A	N/A	$7,125	$76,046
Percent Difference: School Site and State	N/A	N/A	-39.2	13.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 they 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 available to provide primary language support and assistance to parents of English Learners. Many of our 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 for the student through the use of technology assisted instruction. Hardware includes a second computer lab for the school, eleven mobile technology labs (either netbooks or Chromebooks), and Software which includes ST MIND math, Ticket to Read, and Renaissance Learning. The classrooms are equipped with smart board technology and all grades have access to Chromebooks in carts to facilitate the use of technology in the classroom. The school's GATE program is site based with differentiated instruction during the school day. The funds for GATE are used to provide GATE students with an enrichment after school program. The 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
Study 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,199	$48,064
Mid-Range Teacher Salary	$87,202	$75,417
Highest Teacher Salary	$108,975	$94,006
Average Principal Salary (Elementary)	$130,462	$119,037
Average Principal Salary (Middle)	$0	$123,140
Average Principal Salary (High)	$0	$135,974
Superintendent Salary	$212,160	$183,692
Percent of Budget for Teacher Salaries	38.0	36.0
Percent of Budget for Administrative Salaries	5.0	6.0

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.