

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

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

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

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

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

VISION STATEMENT

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

MISSION STATEMENT

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

AWARDS

Platinum Award- PBIS Implementation, 2017, 2018
 National Red Ribbon Photo Contest Winner, 2017
 City of La Palma Red Ribbon Challenge Winner, 2017, 2018
 California Distinguished School Award, 2006, 2010
 California Business for Education Excellence Honor Roll School 2012-2017

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

Grade Level	Number of Students
Kindergarten	62
Grade 1	91
Grade 2	75
Grade 3	91
Grade 4	74
Grade 5	94
Grade 6	84
Total Enrollment	571

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.4
Asian	33.3
Filipino	9.3
Hispanic or Latino	27.1
Native Hawaiian or Pacific Islander	0.0
White	20.3
Socioeconomically Disadvantaged	42.0
English Learners	17.7
Students with Disabilities	10.9
Foster Youth	0.2

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	27	26	25	189
Without Full Credential	0	1	1	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%
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
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 246 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	Good 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)	66.0	77.0	60.0	64.0	48.0	50.0
Mathematics (grades 3-8 and 11)	59.0	71.0	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	332	330	99.40	77.27
Male	160	158	98.75	71.52
Female	172	172	100.00	82.56
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	121	120	99.17	90.00
Filipino	28	28	100.00	82.14
Hispanic or Latino	93	92	98.92	66.30
White	59	59	100.00	66.10
Two or More Races	24	24	100.00	83.33
Socioeconomically Disadvantaged	145	145	100.00	78.62
English Learners	117	117	100.00	84.62

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	23	23	100.00	39.13
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	332	330	99.4	70.61
Male	160	158	98.75	66.46
Female	172	172	100	74.42
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	121	120	99.17	87.5
Filipino	28	28	100	78.57
Hispanic or Latino	93	92	98.92	56.52
White	59	59	100	54.24
Two or More Races	24	24	100	83.33
Socioeconomically Disadvantaged	145	145	100	69.66
English Learners	117	117	100	78.63
Students with Disabilities	23	23	100	39.13
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	23.1	29.7	24.2

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 and family 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, teachers, employee groups, and the wider community to be a part of the development of the LCAP. Informational meetings were held with various stakeholders including Board members, parents, PTAs, and advisory groups (DELAC, GATE, PTA). The LCAP Committee includes representatives from each stakeholder group. The culmination of the LCAP Committee was the adoption of the 2018-19 LCAP by the Board of Trustees. The LCAP represents an opportunity to further strengthen the commitments between our District and our community on behalf all of students.

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

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

Parent Opportunities for involvement and engagement include:

School Site Council Meetings

English Learner Advisory Committee Meetings

Student Study Team Meetings

Individualized Education Plan (IEP) Team Meetings

Parent Workshops (Topics include CCSS, CAASPP, MTSS/ PBIS, school programs, etc.)

Coffee Chats with the Principal

Coffee Chats with the Police & Principal

Tea Time with the Team (Autism Program Parent Meetings)

Fall and Spring Parent Teacher Conferences

Awards Assemblies (various)

Classroom & School Volunteers

Back to School Parent Night

Open House

PTA sponsored activities

PTA Family Carnival

PTA Loved Ones Dance

Family Nights

Parent STEAM Walks

Field Trip Chaperones

School-wide Talent Show

Book Fairs

Red Ribbon Week Activities

Meet the Masters Art Program

Imagination Machine Assemblies

Progress Reports & Report Cards

Friday Morning Assemblies

Weekly Communication via phone, email, text

School Website

School Twitter Page

District Facebook Page

Parent/ Community Facilities Meeting

District-wide GATE Student Conference

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

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

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

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.5	0.3	0.2	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 George B. Miller Elementary. The Safe School Action Plan was developed by the Site Safety Committee and the School Site Council with input from the School Safety Team. The Safe School Action Plan is reviewed and revised annually by all stakeholders. New goals and tasks are added as necessary. The 2018-19 goals of our Safe School Action Plan include the following goals:

COMPONENT ONE: PEOPLE AND PROGRAMS

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

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

COMPONENT TWO: PHYSICAL ENVIRONMENT

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

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

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

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

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

Date of Last Review/Update: December 2018

Date Last Reviewed with Staff: December 2018

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

D. Other SARC Information

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

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	20	1	3		23		4		23		3	
1	26		3		26		2		24		3	
2	25		2		27		3		28		2	
3	23	1	3		23	1	2		23	1	3	
4	26		4		32		1	2	30		3	
5	32		2		28		3		30		3	
6	26	1	2	1	26		3		27		3	
Other					8	2			9	2		

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	1	N/A
Social Worker	0.125	N/A
Nurse	0.3125	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist (non-teaching)	1	N/A
Other	1	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8610	1497	7113	96669
District	N/A	N/A	7360	\$90,031
Percent Difference: School Site and District	N/A	N/A	-3.4	6.0
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-42.6	20.6

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 Miller School to support and assist students include the following:

At Miller School, the principal works with the school's leadership team and the School Site Council to develop a comprehensive School Plan for Student Achievement. Through the Local Control and Accountability Plan, the school provides an Intervention Specialist who provides small group support for students not meeting grade level proficiency. A Bilingual Instructional Assistant provides additional small group reinforcement of core skills, and works with parents for translations. Computer based instruction are provided using the online programs such as Study Island, ST Math, Ticket to Read, More Starfall, Discovery Learning, and Accelerated Reader. The classrooms are equipped with SMARTboard technology and students in grades 2-6 1:1 Chromebook devices to facilitate use of technology for meaningful learning. The GATE program is site-based with differentiated instruction during the school day, and extended learning before or after school.

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

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 participate 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, Science, Technology, Engineering, Arts, Math (STEAM), and technology-integrated instruction.

- 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 and Google Classroom 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 and principal training on technology integrated instruction (Flipgrid, Chromebook use, etc). District TOSA provided coaching cycle with teachers on technology-integrated instruction and provided on-site support.
- Teacher and staff training on STEAM (Science, Tech, Engineering, Arts, Math) after school and during the school day
- 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 computer science program for K-6.
- 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 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 and staff training in Cognitively Guided Instruction (CGI), Project Based Learning (PBL).
- 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 and principals in 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.
- CAASPP/SBAC administration of exam training provided for teachers by principals and designated teachers in a staff meeting. SPED Dept trained teachers in administration of CAA.
- Use of Digital Library. Training held as an after school workshop and provided support with implementation through in-class coaching.
- California English language assessment teacher training provided for teachers and principals.
- NGSS training
- Teachers and principals participated in training for English Language Proficiency Assessments for California (ELPAC), the new English language proficiency assessment in 2018.
- District TOSAs held grade-level teacher and principal professional development trainings at school sites to analyze multiple data points (state language proficiency assessments, district created benchmarks, state assessments in math and ELA) and create actions plans to bolster student achievement.
- Principals participated in training to understand and explain the California School Dashboard as the new accountability system.
- Principals trained in data analysis to support increase in student achievement.
- Teachers and principals participated in professional development lead by district TOSAs to calibrate scoring of performance writing tasks.

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