George B. Miller Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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 https://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

School Contact Information (School Year 2019-20)

Entity	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	Robyn Yarbrough
Email Address	robyn_yarbrough@cesd.us
Website	http://ml.cesd.k12.ca.us
County-District-School (CDS) Code	30664726027692

Entity	Contact Information
District Name	Centralia Elementary School District
Phone Number	(714) 228-3100
Superintendent	Norma E. Martinez
Email Address	stacy_chang@cesd.us
Website	http://www.cesd.us

School Description and Mission Statement (School Year 2019-20)

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. What is in the best interest for our students is driving force behind all of our 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 every 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). This PBIS structure has been in place for over 15 years, and we strive for continuous improvement.

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, 2019
- National Red Ribbon Photo Contest Winner - 2017
- City of La Palma Red Ribbon Challenge Winner - 2016, 2017, 2018
- California Distinguished School Award - 2006, 2010, 2020
- California Business for Education Excellence Honor Roll School 2012-2018
- California Civic Learning Award - 2019

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	70
Grade 1	66
Grade 2	85
Grade 3	76
Grade 4	90
Grade 5	70
Grade 6	89
Total Enrollment	546

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.4
Asian	35.5
Filipino	8.8
Hispanic or Latino	28
White	17.4
Two or More Races	6.2
Socioeconomically Disadvantaged	38.6
English Learners	13.2
Students with Disabilities	10.1
Foster Youth	0.4
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	25	26	188
Without Full Credential	1	1	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: September 2019

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 which directed our pilot and adoption of new instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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%
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
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 269 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.

Measure N

The Measure N bond funds the 21st century classrooms and administration office renovations. This includes new casework, furniture, paint, new carpet, electrical upgrades, new technology, and low voltage upgrades.

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

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	15 classrooms- 21st century upgrades and Admin Office remodel
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	preventative treatment for all pests campus-wide
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	anticipated new locks for all rooms and security cameras
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	aerated fields, campus-wide exterior paint
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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	77	74	64	64	50	50
Mathematics (grades 3-8 and 11)	71	74	59	60	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	311	310	99.68	0.32	74.19
Male	131	131	100.00	0.00	65.65
Female	180	179	99.44	0.56	80.45
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	113	113	100.00	0.00	85.84
Filipino	26	26	100.00	0.00	76.92
Hispanic or Latino	83	83	100.00	0.00	68.67
Native Hawaiian or Pacific Islander					
White	52	51	98.08	1.92	66.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	25	25	100.00	0.00	72.00
Socioeconomically Disadvantaged	123	123	100.00	0.00	73.17
English Learners	91	91	100.00	0.00	80.22
Students with Disabilities	24	24	100.00	0.00	16.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	311	310	99.68	0.32	73.87
Male	131	131	100.00	0.00	67.18
Female	180	179	99.44	0.56	78.77
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	113	113	100.00	0.00	91.15
Filipino	26	26	100.00	0.00	80.77
Hispanic or Latino	83	83	100.00	0.00	62.65
Native Hawaiian or Pacific Islander					
White	52	51	98.08	1.92	60.78
Two or More Races	25	25	100.00	0.00	68.00
Socioeconomically Disadvantaged	123	123	100.00	0.00	71.54
English Learners	91	91	100.00	0.00	82.42
Students with Disabilities	24	24	100.00	0.00	29.17
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.1	29.2	22.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

The Centralia School District welcomes and values parental and family involvement in District and school programs. During the 2019-20 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: members of the Governing Board, 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 2019-20 LCAP by the Board of Trustees on June 19, 2019. 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 engaged role at the school. There are four different groups with regularly scheduled opportunities for parents to provide leadership. 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 the School Safe Plan; the English Learner Advisory Committee (ELAC) offers input for parents and families of students who are learning English; the Safety Team gives parents an opportunity to help design and implement our safety plan; and the Parent Teacher Association (PTA) coordinates activities in support of the school programs, and provides support for all students. In addition, we have community members who volunteers hundreds of hours in the classroom working with students, attending field trips, donating their time during a school event, and preparing materials.

The school website provides information regarding all aspects of parent involvement. On the calendar parents can find all school events and activities. Teachers keep in contact with parents via email and classroom appls such as Class Dojo and SeeSaw. A Sunday Night Message (SNM) goes home weekly via School Messenger, and is also posted on the website's homepage as a Weekly Announcement. These messages are sent home in English and Korean. The school's Twitter page is also updated regularly to keep parents and families updated on all school activities. Additionally, families know of upcoming events via the school's marquee, and can read about the school's achievements in the quarterly publication, School News.

Parent Opportunities for involvement and engagement include, but not limited to:
• School Site Council Meetings
• English Learner Advisory Committee Meetings
• Student Study Team Meetings
• Individualized Education Plan (IEP) Team Meetings
• School Attendance Review Team Meetings (SART)
• Parent Workshops (Topics include CCSS, CAASPP, MTSS/PBIS, school programs, Standards-based report cardsetc.)
• Coffee Chats with the Principal
• Tea Time with the Team (Autism Program Parent Meetings)
• Fall and Spring Parent Teacher Conferences
• Monthly PTA Meetings
• 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
- 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
- Quarterly Publication School News
- District-wide GATE Student Conference
- Kids Run the OC Marathon Event
- Science Olympiad
- The Great Kindness Challenge

Parents have an opportunity to provide input about the instructional program through their participation in a variety of meetings/committees including:
- School Site Council/English Learner Advisory Committee (SSC/ELAC) meetings - Committees are merged
- District DELAC Meetings
- Coffee Chats with the Principal
- LCAP Committee
- PTA Meetings
- District Facilities Committee

For additional information about opportunities for parent involvement at George B. Miller Elementary, please contact the School Principal, Robyn Yarbrough 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.3	0.2	0.0	0.4	0.3	0.2	3.6	3.5	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 2019-20)

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 2019-20 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 receive professional development and are assigned responsibilities for plan implementation. The school and District participate in the annual California Shake Out earthquake drill each October. Fire evacuation and other emergency drills are held monthly. The school maintains a Safety Committee and it meets at least 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 knows that ensuring a positive learning experience requires a safe and respectful environment. Toward this end, G. B. Miller implements a school-wide 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, reinforce, and exhibit these attributes throughout the year. All students and staff are expected to be role models for each other. The school has earned a Platinum medal (highest level) from the State of California PBIS coalition for the past three years for their PBIS program implementation. The school follows all District Board Policies including those pertaining to Safety, Suspension, Expulsion and Mandatory Expulsion and Sexual Harassment.

The Centralia School District's Board of Trustees reviews the safety plans annually by March 1st.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		4		23		3		18	1	3	
1	26		2		24		3		25		2	
2	27		3		28		2		27		3	
3	23	1	2		23	1	3		23	1	3	
4	32		1	2	30		3		32		2	
5	28		3		30		3		31		3	
6	26		3		27		3		29		3	
Other**	8	2			9	2			7	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.125
Psychologist	0.4
Social Worker	0.25
Nurse	0.375
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	1.0
Other	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,603.00	$1,497.00	$7,106.00	$96,669.00
District	N/A	N/A	$7,360.00	$91,674.00
Percent Difference - School Site and District	N/A	N/A	-3.5	5.3
State	N/A	N/A	$7,506.64	$77,619.00
Percent Difference - School Site and State	N/A	N/A	-5.5	21.9

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 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,661	$49,378
Mid-Range Teacher Salary	$88,074	$77,190
Highest Teacher Salary	$110,065	$96,607
Average Principal Salary (Elementary)	$133,895	$122,074
Average Principal Salary (Middle)	$0	$126,560
Average Principal Salary (High)	$0	$126,920
Superintendent Salary	$252,092	$189,346
Percent of Budget for Teacher Salaries	38%	36%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	11	9	9

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.
- Teachers participate in Meet the Masters professional development three times yearly.
- Teachers and staff participate in Epi-Pen administration training.
- Teachers participate in ZONES (PBIS Tier II Intervention) training.
- Teachers participate in Independent Study process training.

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.