Centralia 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	Centralia Elementary School
Street	195 North Western Avenue
City, State, Zip	Anaheim, CA 92801
Phone Number	(714) 228-3210
Principal	Roy Lopez Jr.
Email Address	roy_lopez@cesd.us
Website	http://ct.cesd.k12.ca.us/
County-District-School (CDS) Code	30664726027676

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)

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 teach scholars how to be respectful, responsible, safe, and scholarly. In our HIVE we have Honor (respectful), Integrity (responsible) Value (safe), and 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 2018-19)

Grade Level	Number of Students
Kindergarten	48
Grade 1	47
Grade 2	73
Grade 3	70
Grade 4	81
Grade 5	75
Grade 6	89
Total Enrollment	483

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.7
Asian	3.5
Filipino	5.2
Hispanic or Latino	85.1
Native Hawaiian or Pacific Islander	0.2
White	2.9
Two or More Races	1.2
Socioeconomically Disadvantaged	94.2
English Learners	39.5
Students with Disabilities	16.4
Foster Youth	0.4
Homeless	12

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	25	23	22	188
Without Full Credential	0	0	1	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
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 260 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 Classroom and Administration Office renovations. This include 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	22 Classroom 21st Century upgrade
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Campus wide prevention treatment for all pests
Electrical: Electrical	Good	Campus wide lighting upgrade.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	New bottle filling stations at playground and lunch area
Safety: Fire Safety, Hazardous Materials	Good	Anticipated new locks for all rooms and security cameras
Structural: Structural Damage, Roofs	Good	New solar shade structure
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	AERATED FIELDS. New outdoor learning area added.
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)	49	44	64	64	50	50
Mathematics (grades 3-8 and 11)	41	39	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	308	99.04	0.96	44.16
Male	173	172	99.42	0.58	34.88
Female	138	136	98.55	1.45	55.88
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	18	18	100.00	0.00	88.89
Hispanic or Latino	266	264	99.25	0.75	39.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	295	292	98.98	1.02	43.49
English Learners	193	190	98.45	1.55	38.42
Students with Disabilities	53	53	100.00	0.00	11.32
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	30	29	96.67	3.33	34.48

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	311	100.00	0.00	38.59
Male	173	173	100.00	0.00	32.95
Female	138	138	100.00	0.00	45.65
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	18	18	100.00	0.00	77.78
Hispanic or Latino	266	266	100.00	0.00	34.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	295	295	100.00	0.00	37.63
English Learners	193	193	100.00	0.00	32.64
Students with Disabilities	53	53	100.00	0.00	9.43
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	30	30	100.00	0.00	23.33

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	21.6	16.2	6.8

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 involvement in District and school programs. During the 2019-2020 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 2019-2020 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 Chats
- Parent Action Walks
- Fall & Spring Conferences
- Family Nights
- PTA sponsored activities
- Carnival
- Talent Show
- Holiday Shop
- Book Fairs
- Family Booknics

- CAASPP Parent Meeting
- Grandparents Day
- Lunch with a Loved One Days
- 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, Mr. Roy Lopez Jr. (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 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	0.7	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)

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 in a safe environment. Individual creativity and contributions are promoted in a nurturing environment that promotes cooperative spirits, positive attitudes, and mutual respect.

Belief Statements

At Centralia we:

- Instill and foster high expectations for all scholars
- Meet the academic, social, emotional, and physical needs of all scholars
- Provide staff and students with purposeful growth and development opportunities
- Campus should be safe, clean, and welcoming
- Value and respect all stakeholders' contributions
- Utilize technology as a tool to enhance student learning and organization efficacy
- Believe maximum student achievement will be attained by implementing a pro-active approach for creating and maintain a safe, respectful, responsible, and scholarly learning environment

COMPONENT ONE: PEOPLE AND PROGRAMS

What activities and programs are planned for students and staff at your school to improve the learning environment, social and emotional climate of the school? How can we create a "caring and connected" school climate?

Goal 1: Centralia 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.

COMPONENT TWO: PHYSICAL ENVIRONMENT

What activities and programs are planned for students and staff at your school to improve the learning environment, social and emotional climate of the school? How can we create a "caring and connected" school climate?

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

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

The Centralia School District's Board of Trustees reviews the School Safety Action Plans plans annually by March 1.

D. Other SARC Information

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

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	19	1	3		24		2		25		2	
1	23		3		27		2		24		1	
2	22	1	3		26		3		27		3	
3	26		3		23	1	3		31		2	
4	31		2		30		2		30		2	
5	30		3		28		3		29		3	
6	26	1	3		26	1	3		24	1	3	
Other**					10	1			13	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.

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	1.0
Social Worker	0.25
Nurse	0.375
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	1.0
Other	3.0

*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	$9,371.00	$2,004.00	$7,367.00	$90,275.00
District	N/A	N/A	$7,360.00	$91,674.00
Percent Difference - School Site and District	N/A	N/A	0.1	-1.5
State	N/A	N/A	$7,506.64	$77,619.00
Percent Difference - School Site and State	N/A	N/A	-1.9	15.1

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 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 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	12

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.