

# Danbrook 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Danbrook Elementary School
<b>Street</b>	320 Danbrook Street
<b>City, State, Zip</b>	Anaheim, CA 92804
<b>Phone Number</b>	(714) 228-3230
<b>Principal</b>	Erasmus Garcia
<b>E-mail Address</b>	erasmo_garcia@cesd.us
<b>Web Site</b>	<a href="http://db.cesd.k12.ca.us/">http://db.cesd.k12.ca.us/</a>
<b>CDS Code</b>	30664726027684

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

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

#### **School Description**

Danbrook Elementary School, located in West Anaheim, is one of eight schools in the Centralia Elementary School District. Danbrook offers an exemplary educational program for students in Pre-Kinder through sixth grade. Teachers and support staff at Danbrook Elementary believe that a strong academic focus supported by a positive and caring learning environment is essential to the success of our students.

A strong emphasis is placed on providing a safe, attractive environment for our students and staff. Equally important is the emphasis on developing strong positive character traits through our Positive Behavior Intervention System (PBIS) program which focuses on instructing students in the core school values, positive attitude, respect for self and others, integrity, dependability and excellence. This program has tremendous staff and parent support. Referrals to the principal's office for serious offenses are rare and suspensions virtually non-existent. Our Visual and Performing Arts Academy provides students with an array of fine arts classes including, Violins, Art, Dance, Theater and Fashion Design. Every student from 4th through 6th grade takes piano class in our recently renovated music room. This will ensure that in two years and thereafter every student that promotes from Danbrook will know how to read and play music. After the school day we provide a robust after school reading and math intervention program. The Club CASA program through ASES provides students with tutoring, homework assistance and enrichment activities. Students can also join the Anaheim PD's Junior Cadets or a sports club.

Danbrook School has been the recipient the following achievements in the past few years:

- Spring 2012 Largest API jump in Orange County, California (81 points)
- 2012, 2013, 2014 California Business for Educational Excellence Star Honor Roll Award
- 2017 Rated Top Look-A-Like School in Orange County by the Educational Results Partnership
- 2107 Rated Top 10 Look-A-Like School in California by the Educational Results Partnership
- 2017 California PBIS Coalition's System of Recognition (PBIS) Silver Award
- 2017 California School Board's Association (CSBA) Golden Bell Award (Neighborhood Resource Center located at the Danbrook Elementary campus)

#### **School Mission and Vision**

Danbrook School is center of the community where children learn academic and social skills that will help them to be successful adults and contributing citizens. We will use the results from a variety of academic and social assessments to guide the decision making for designing programs and services to meet these needs. Students will take pride in their accomplishments as the school celebrates their successes. Students will be taught how to be successful through adult modeling, instructional lessons and practical experiences. Parents will be assisted with individual and group services in the areas of parenting, health care, social services and learning English. The atmosphere of the school will be maintained to be attractive and well kept. Teachers will work collaboratively to make the best decisions for program planning and instructional strategies. Supplemental services will be provided as "interventions" to assist target students who are at risk in order to ensure each child's success.

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

Grade Level	Number of Students
Kindergarten	129
Grade 1	79
Grade 2	58
Grade 3	94
Grade 4	92
Grade 5	77
Grade 6	85
<b>Total Enrollment</b>	<b>614</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.0
Asian	2.8
Filipino	3.9
Hispanic or Latino	83.6
Native Hawaiian or Pacific Islander	0.5
White	6.5
Socioeconomically Disadvantaged	94.0
English Learners	64.2
Students with Disabilities	9.0
Foster Youth	0.5

## 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	31	27	26	189
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: December 2017

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

Resolution Date: 08/11/15

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

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	Not applicable.		N/A
<b>Health</b>	Health instruction is incorporated into science and physical education programs. A separate text is not adopted in this curricular area.		N/A
<b>Visual and Performing Arts</b>	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
<b>Science Laboratory Equipment (grades 9-12)</b>	na		

#### 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

Danbrook School was built in 1960.

##### 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 301 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

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: November 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Bells not loud enough on the playgrounds. System will be updated with renovations
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Roofs were repaired to prevent leaks
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Aerated fields woodchips and sand will be removed and replaced with rubber surfacing.

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: November 2017</b>	
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)	47.0	48.0	60.0	64.0	48.0	50.0
Mathematics (grades 3-8 and 11)	44.0	47.0	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	343	337	98.25	48.07
Male	173	172	99.42	47.67
Female	170	165	97.06	48.48
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	13	12	92.31	75.00
Hispanic or Latino	295	292	98.98	45.21
White	16	15	93.75	73.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	331	325	98.19	47.69
English Learners	279	274	98.21	45.62
Students with Disabilities	28	25	89.29	20.00
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	343	340	99.13	47.35
Male	173	173	100	50.87
Female	170	167	98.24	43.71
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	13	13	100	76.92
Hispanic or Latino	295	292	98.98	44.18
White	16	16	100	68.75
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	331	328	99.09	47.26
English Learners	279	277	99.28	45.85
Students with Disabilities	28	25	89.29	12
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	19.5	16.9	15.6

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

The Centralia School District welcomes and values parental involvement in District and school programs. During the 2013-14 school year, CESD began the Local Control Accountability Plan (LCAP) process. This new funding process requires school districts to engage parents, teacher, employee groups, and the wider community to be a part of the development of the LCAP. Informational meetings were held with various stakeholders including Board members, parents, PTAs, and advisory groups (DELAC, GATE, PTA). An LCAP committee was formed that included representatives from each stakeholder group. The culmination of the LCAP committee was the adoption of the 2014-15 LCAP on June 24, 2014 by the Board of Trustees. The LCAP represents an opportunity to further strengthen the commitments between our District and our community on behalf all of students.

Parents at Danbrook Elementary School are an integral part of the students' education and success. Numerous opportunities are available to increase parental involvement by having parents attend school events, volunteer their time, and sharing in the decision-making process of the school. Parents may volunteer to assist classroom teachers and help with other school activities. Centralia School makes an effort to involve parents with a wide range of opportunities to interact with the school staff and support their child's academic efforts. Such activities include:

- Back to School Night
- Open House
- Parent Education Training and/or Workshops
- Field Trip Chaperone
- Class Volunteer
- Principal Coffee Chats
- Coffee with an Office
- Parent Greeter Program
- PTA-Sponsored Activities
- Fall & Spring Conferences
- Family Nights
- Book Fairs
- Student Study Team Meetings
- IEP Meetings
- School Site Council Meetings
- English Learner Advisory Committee

The annual English Language Development (ELD) parent informational meeting, conducted by the school principal, is held in September. The meeting is provided in English and Spanish. Input from parents is accepted and questions are answered. The plan for providing English language instruction is explained. The School Site Council approves the school's ELD Plan. The plan is explained to parents, and their child's language level and classroom assignment is reviewed. At this meeting, a fully constituted English Language Advisory Committee (ELAC) with elected officers is established. ELAC Committee members will be identified and elected to represent the school at the District ELAC Committee which will meet four times next year at the District office; dates and times are determined in the fall when membership has been determined. A minimum of five ELAC meetings during the school year, guided by an agenda outlining EL issues to be discussed, will take place. Minutes are kept of each of these meetings with a copy of the names of the elected officers, sign in sheets for each meeting, agendas and minutes sent to the District's Student Services office for compliance purposes.

Danbrook provides parents with a variety of workshops to empower parents in the education and well-being of their children. In an effort to enhance communication with the parents, encourage families to spend time together and to be involved in their child's education, the PTA holds monthly Family Nights. The Family Nights have themes such as reading, science, math and safety, with ideas for helping parents help their children learn, as well as helping the school to build a positive connection with parents.

**Title 1 Parent/School Compact:**

Danbrook 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 schoolwide 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. Danbrook School fulfills the annual Title I Parent Involvement Policy and implements it with the full support of the School Site Council and English Learner Advisory Council.

For additional information about organized opportunities for parent involvement at Danbrook Elementary, please contact Principal Erasmo Garcia at (714) 228-3230.

**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
<b>Suspensions</b>	0.1	0.0	0.0	0.3	0.4	0.3	3.7	3.7	3.5
<b>Expulsions</b>	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 Danbrook Elementary. The School Site Action Plan was developed by the Site Safety Committee and the School Site Council with input from the School Safety team. The safety plan is reviewed and revised annually by all groups. New goals and tasks are added as necessary. The 2017-18 goals of our Safe School Action Plan include the following goals:

**Goal #1:** Danbrook 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:** Danbrook School's climate shall provide an emotionally secure learning environment for all students.

**Goal #3:** Danbrook School shall provide a secure campus with careful monitoring and supervision of all areas to ensure student safety and adherence to the rules.

**Goal #4:** Danbrook School shall provide 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. Active shooter training was conducted in August to the entire district staff with a follow up training in September. All staff members are aware of the three levels of lockdowns and are able to identify evacuation locations. 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.

Danbrook has implemented an award winning Positive Behavior Interventions and Supports (PBIS) program. Through this schoolwide program students earn Courteous, Aware, Responsible, Eager to Learn (CARE) cards or points. Students exchange these cards for prizes or activities that can be found online at the PBIS store. Among the most popular items is time with their favorite teacher or the principal. The program also matches at risk students with a mentor staff member. Mentor-mentee activities are the highlights of students time at Danbrook. At Tuesday morning assemblies students are recognized for being models of the CARE attributes. By teaching and rewarding positive behaviors, students become partners in creating a safe learning environment for all.

Date of Last Review/Update: December 2018

Date Last Reviewed with Staff: December 2018

The Centralia School District's Board of Trustees reviews the School Safety Action Plan 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	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	23		5		23	1	4		24		6	
1	26		3		26		2		26		2	
2	25		3		26		4		27		2	
3	23		4		25		4		28		4	
4	30		3		30		3		31		3	
5	31		3		29		3		26		3	
6	27		4		25		4		28		3	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.625	N/A
Social Worker	.125	N/A
Nurse	.3125	N/A
Speech/Language/Hearing Specialist	1.0625	N/A
Resource Specialist (non-teaching)	1	N/A
Other	1.125	N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8344	1021	7324	94363
District	N/A	N/A	7360	\$90,031
Percent Difference: School Site and District	N/A	N/A	-0.5	3.6
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-39.8	18.2

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 Danbrook School to support and assist students include the following:

At Danbrook School, the principal works with the school's leadership team and the School Site Council to develop the comprehensive School Plan for Student Achievement. Through the Local Control and Accountability Plan, the school provides a variety of support for students. An Intervention Specialist provides additional support for students not meeting grade level proficiency in small groups. A Bilingual Instructional Assistant provides additional small group reinforcement of core skills, and works with parents for translations. Computer based instruction and support is provided with the use of online programs such as Mind Math, Ticket to Read, More Star Fall, Discovery Learning, and Accelerated Reader. The classrooms are equipped with smart board technology and upper grades have access to 1:1 Chromebooks on carts to facilitate use of technology. The funds from LCAP are also used to provide GATE students with an enrichment after school program. The GATE program is site based with differentiated instruction during the school day.

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

Danbrook School receives categorical funds from Title I and Title III support. Together these programs provide the following programs and services to assist qualifying at-risk students:

The Title I Program provides supplemental services including a School Wide Intervention Specialist and Bilingual Clerk. The school was able to employ a .5 Intervention Specialist, two Bilingual Assistants, and five Instructional Assistants to provide specialized support for eligible at-risk students. The Title III funds provide Bilingual Instructional Assistant support, as well as intervention programs and materials to students including the ASIP (After School Intervention 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 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. SPED coordinator 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 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.