

# Glen H. Dysinger Sr. Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Glen H. Dysinger Sr. Elementary School
<b>Street</b>	7770 Camellia Drive
<b>City, State, Zip</b>	Buena Park, CA 90620
<b>Phone Number</b>	(714) 228-3240
<b>Principal</b>	Shawn Stucht
<b>E-mail Address</b>	shawn_stucht@cesd.us
<b>Web Site</b>	<a href="http://www.cesd.us">http://www.cesd.us</a>
<b>CDS Code</b>	30664726027700

<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 2016-17)

### School Profile

Glen H. Dysinger School is located just north of La Palma Avenue in the city of Buena Park, California. The site, located in a well-kept residential area, is known as a "neighborhood school" and has served the community since 1957. The school's current enrollment is approximately 481 students with 17 regular education classrooms in grades K- 6, and 2 Special Day Classes serving students in grades K-3 and 4-6. A total of 24 certificated staff and 19 classified staff provide a comprehensive instructional program and related support services. The Centralia School District provides centralized funding for textbooks, Special Education, and English learner programs. District funds employ a principal, an office manager, a part time health clerk, a full time speech teacher, a part time school psychologist, a full time special education resource teacher, a child development coordinator for child care, a day custodian, and a night custodian.

### School Vision

In partnership with parents and the community, Dysinger is dedicated to producing responsible, self-confident, 21st Century learners who master concepts, skills, and positive character attributes through a comprehensive, technologically enhanced, CA CCSS-based curriculum.

Teachers and support staff at Dysinger Elementary believe that a strong academic focus, supported by a positive and caring learning environment, is essential to the success of our students. Students are provided a comprehensive curriculum in language arts, mathematics, history/social science, science, physical education, and health education. The addition of Dysinger's Innovation Lab provides an additional space to create a dynamic 21st Century learning environment for our students to apply concepts and skills in Science, Technology, Engineering, Arts, and Mathematics (S.T.E.A.M). All staff are highly qualified and are appropriately assigned. All teachers have CLAD certificates.

A strong emphasis is placed on providing a safe, clean environment for our students and staff. Equally important is the emphasis on developing strong positive character traits through the school wide Positive Behavior Interventions and Supports (PBIS) program, character education, and additional support from school personnel and programs including a schoolwide Second Step Social Skills program, and a small group Zones program for students providing daily/weekly positive reinforcements. Additional positive reinforcement is provided weekly for all students through Responsibility Recess and once a month through our Fun Filled Friday program. Many specialized programs including English Learner (EL), Gifted and Talented Education (GATE), Speech and Language, Special Education, Early Intervention Program, and the school Response to Intervention program provides extra support to students.

### Mission Statement

Centralia School District 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. In partnership with parents and the community, Dysinger Elementary School is dedicated to providing a challenging learning environment for all students, which will enable them to reach their maximum potential in becoming productive, contributing citizens for today and tomorrow. Staff members work collaboratively to provide students with a rigorous, CA CCSS-based curriculum and a safe place to learn. Creativity, communication, collaboration, and critical thinking are promoted in a nurturing environment of cooperative spirit, positive attitude, and mutual respect.

### Recent accomplishments

Dysinger school had the honor of four of our employees having received Employees of the Year in recent years; Our school office manager was awarded Classified Employee of the Year, 2014 and we have on staff the 2014, 2015, and 2016 Centralia School District Teachers of the Year. Dysinger School has been selected as one of the 100 public schools in California to receive the title of 2013 and 2014 STEM (Science, Technology, Engineering and Math) and 2015 California Business for Education Excellence Honor Roll School. Schools receiving this distinction from the California business community have demonstrated consistent high levels of student academic achievement, improvement in achievement levels over time and reduction in achievement gaps among student populations.

**Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	64
Grade 1	67
Grade 2	76
Grade 3	77
Grade 4	81
Grade 5	78
Grade 6	79
<b>Total Enrollment</b>	<b>522</b>

**Student Enrollment by Group (School Year 2015-16)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	2.5
American Indian or Alaska Native	0.2
Asian	7.5
Filipino	13
Hispanic or Latino	54.2
Native Hawaiian or Pacific Islander	0.4
White	18.4
Two or More Races	3.6
Socioeconomically Disadvantaged	57.5
English Learners	19.7
Students with Disabilities	10.7
Foster Youth	1.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	22		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2015

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
<b>Reading/Language Arts</b>	All students have access to current State adopted and Board approved textbooks for English Language Arts. At grades K and 1st, these are the Open Court materials (2000 for K and 2002 for 1st), and at grades 2nd - 6th, these are the Houghton Mifflin (2003) materials. These textbooks are aligned to State standards. Supplemental materials for intervention instruction are also available and include Reading Mastery and Corrective Reading. A full list of intervention materials used is available at the school site.	Yes	0%
<b>Mathematics</b>	All students have access to current State adopted and Board approved textbooks for Math. Grade levels K-5 utilize the Houghton Mifflin California Mathematics (2009) materials. Grade level 6 utilizes California Mathematics, Holt (2008) materials. These textbooks are aligned to State standards. Supplemental materials for intervention instruction are also available and include Hands-On Equations and Voyager Math. A full list of intervention materials used is available at the school site.	Yes	0%
<b>Science</b>	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%
<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. Centralia School District's Education Foundation enables school sites the opportunity to offer various types of instruction in the arts.		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

Dysinger School was built in 1956 and is located on 11.05 acres. There are 26 classrooms, four small group instruction rooms, a Learning Center, a multipurpose room, a library/media center with a computer lab and an office complex.

**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 275 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)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: April 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Kindergarten Play Equipment. looking at removal or replacement.

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

Year and month of the most recent FIT report: April 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	51	61	52	61	44	48
Mathematics	42	48	46	52	34	36

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.

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	74	72	97.3	56.9
	4	80	79	98.8	60.8
	5	78	75	96.2	56.0
	6	80	79	98.8	70.9
Male	3	41	40	97.6	50.0
	4	51	50	98.0	60.0
	5	39	38	97.4	42.1
	6	35	34	97.1	58.8
Female	3	33	32	97.0	65.6
	4	29	29	100.0	62.1
	5	39	37	94.9	70.3
	6	45	45	100.0	80.0
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	12	12	100.0	100.0
	5	--	--	--	--
	6	11	11	100.0	100.0
Hispanic or Latino	3	36	36	100.0	55.6
	4	53	53	100.0	50.9
	5	47	47	100.0	48.9
	6	43	42	97.7	59.5
Native Hawaiian or Pacific Islander	5	--	--	--	--
	6	--	--	--	--
White	3	17	17	100.0	58.8
	4	--	--	--	--
	5	--	--	--	--
	6	16	16	100.0	75.0
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	26	24	92.3	54.2
	4	27	26	96.3	46.1
	5	21	18	85.7	55.6
	6	30	30	100.0	70.0
English Learners	3	15	15	100.0	53.3
	4	14	14	100.0	28.6
	5	13	13	100.0	30.8
	6	--	--	--	--
Students with Disabilities	3	13	13	100.0	23.1
	4	12	12	100.0	25.0
	5	13	13	100.0	
	6	14	14	100.0	21.4
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.



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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	74	72	97.3	52.8
	4	80	79	98.8	58.2
	5	78	75	96.2	37.3
	6	80	79	98.8	41.8
Male	3	41	40	97.6	52.5
	4	51	50	98.0	60.0
	5	39	38	97.4	36.8
	6	35	34	97.1	44.1
Female	3	33	32	97.0	53.1
	4	29	29	100.0	55.2
	5	39	37	94.9	37.8
	6	45	45	100.0	40.0
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	12	12	100.0	83.3
	5	--	--	--	--
	6	11	11	100.0	63.6
Hispanic or Latino	3	36	36	100.0	52.8
	4	53	53	100.0	49.1
	5	47	47	100.0	25.5
	6	43	42	97.7	33.3
Native Hawaiian or Pacific Islander	5	--	--	--	--
	6	--	--	--	--
White	3	17	17	100.0	47.1
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	16	16	100.0	50.0
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	26	24	92.3	37.5
	4	27	26	96.3	42.3
	5	21	18	85.7	22.2
	6	30	30	100.0	33.3
English Learners	3	15	15	100.0	46.7
	4	14	14	100.0	42.9
	5	13	13	100.0	7.7
	6	--	--	--	--
Students with Disabilities	3	13	13	100.0	15.4
	4	12	12	100.0	16.7
	5	13	13	100.0	
	6	14	14	100.0	7.1
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	84	72	66	73	67	68	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	78	74	94.9	66.2
Male	39	37	94.9	70.3
Female	39	37	94.9	62.2
Hispanic or Latino	47	46	97.9	58.7
Socioeconomically Disadvantaged	21	18	85.7	50.0
English Learners	13	12	92.3	33.3
Students with Disabilities	13	13	100.0	38.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.3	16.4	53.4

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 Parental Involvement State Priority (Priority 3):

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

**Opportunities for Parental Involvement (School Year 2016-17)**

Glen H. Dysinger Elementary School welcomes and values parental involvement in District and school site programs and committees. Parent involvement promotes stellar educational opportunities for all students within an inspirational environment. Dysinger’s parent engagement program enhances both instruction and special events. Many parents regularly volunteer on PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), and in classrooms.

Parents are encouraged to become active participants in their children's education by joining PTA. Dysinger's PTA is very active and supports the school in a variety of ways. The Dysinger PTA supports student learning by funding assemblies, study trips, art and music programs, and book sales. PTA supports community events such as Harvest Carnival, Astronomy Night, and Family Nights. Opportunities for parent education and family involvement occur regularly throughout the school year. Parent information meetings are conducted by the principal during Principal Coffee Chats and the principal attends PTA meetings. Parents participate in our strategic planning process in many ways, through their involvement in SSC, GATE, ELAC and DELAC advisory groups. 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 combined committee oversees the development and implementation of the school's School Plan for Student Achievement and holds the final approval for the Safe School Action Plan. The district GATE parent meetings inform parents of our Gifted and Talented program and assist parents in supporting their students' specialized learning needs. Parents are involved in the writing of their child's Individualized Gate Plan (IGP.) Award Assemblies are held every trimester to recognize student academic and behavior achievement, and parents are invited to attend. The use of our district and school websites, as well as the weekly principal "School Messenger" phone calls and e-mails, help keep parents informed of events at the school.

Parent involvement opportunities include:

- Back to School Night
- Open House
- Student Recognition Assemblies
- Student Assemblies
- Parent Education Training and/or Workshops
- Field Trip Chaperone
- Classroom Volunteers
- PTA-Sponsored Activities
- Fall & Spring Academic Conferences
- Family Nights
- Book Fairs
- Student Study Team Meetings
- IEP/504 Meetings
- Parent Academic Meeting
- Parent CAASPP Meeting
- Parent Report Card Meeting
- Fall School Carnival
- Holiday Gift Shop
- School Site Council
- English Language Committee
- District English Language Advisory Committee
- School Safety Committee
- Red Ribbon Week Activities
- Daily Flag Ceremony
- Principal Coffee Chat
- School Messenger Calls with Weekly Update

A Neighborhood Resource Center (NRC) is supported by our district and is available to our families and provides information and resources for health insurance, clothing, food, transportation, counseling, and a variety of medical services. HERO program offers tutoring for students in the home at no charge. A district Social Worker is available on an as needed basis. Student Success Team (SST) monitors students who are struggling academically or behaviorally and involves parents in the intervention process. A Resource Specialist assists with observing, assessing, and monitoring students while working with teachers to provide classroom interventions that address their learning difficulties. Our school psychologist is on campus 3 days per week to provide support and administer assessments to identify learning difficulties.

For additional information about opportunities for parent involvement at Dysinger Elementary, please contact PTA president Giovanna Arellano or Principal Shawn Stuht at (714) 228-3240 or visit the school website at <http://www.cesd.us>

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.4	0.0	0.0	0.3	0.3	0.3	4.4	3.8	3.7
<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 2016-17)

Safety of students and staff is a primary concern of Glen H. Dysinger Elementary School. Dysinger's Safe School Action Plan was developed by the School Safety Committee and with input from the School Site Council. The safety plan is reviewed and revised annually by all groups. New goals and tasks are added as necessary. The 2015-2016 goals of our Safe School Action Plan include the following goals:

#### Component One: People and Programs

Goal #1: Glen H. Dysinger 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.

1. 100% of students will follow school rules.
2. Provide increased opportunities for students to become actively involved in their school and increase students' sense of connectedness.

Goal #2: Glen H. Dysinger's climate shall provide an emotionally secure learning environment for all students.

1. 100% of the classrooms at Glen H. Dysinger School are emotionally safe for students.
2. The playground is an emotionally safe place for 100% of the students.
3. Dysinger staff will participate in on-going training to effectively address the needs of our site in case of emergency/crises.

#### Component Two: Physical Environment

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

1. 100% of non-staff persons on campus are easily identifiable as authorized to be on campus.
2. To ensure that the playground is a physically safe place for all students.
3. Maintain clean and safe bathrooms.
4. Provide safe parking lot procedures for efficient student drop off and pick up.

Goal #2: Glen H. Dysinger School provides for the safety of all students and staff through a well planned and implemented crisis response plan.

1. To train staff, students, and inform parents of crises response procedures with 100% of the staff clear on all emergency response procedures, practices, and responsibilities.
2. Ensure that the school has all necessary supplies in the event of an emergency.

Centralia School District has developed a Disaster Plan for emergencies. Staff members are in-serviced and assigned responsibilities for plan implementation. The school and District participate in the annual California Shake Out earthquake drill each October. Fire evacuation drills are held monthly, along with bi-monthly lockdown and earthquake drills. 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.

Dysinger School believes that to ensure a positive learning experience requires a safe and orderly environment. Toward this end, we have established school-wide Positive Behavior and Intervention Support that communicates high expectations for student behavior. Each student receives training on behavior expectations in the classroom, at Flag Ceremony and in a school assembly lead by the principal. At the beginning of the school year or upon entrance into the school, parents are provided with a detailed description of the program. Dysinger students are expected to embrace the F.I.R.E. attributes (Focused on safety, acting with Integrity, being Respectful, and being Engaged learners) Teachers teach, monitor, enforce and exhibit positive attributes throughout the year. The school follows all District Board Policies including those pertaining to Safety, Suspension, Expulsion and Mandatory Expulsion and Sexual Harassment.

Date of Last Review/Update: January 2016

Date Last Reviewed with Staff: January 2016

The Centralia School District's Board of Trustees reviews the Safe School 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	30		3		29		3		29		3	
1	26		1		29		2		29		2	
2	27		3		30		2		30		2	
3	29		3		21	1	3		21	1	3	
4	24	1	2		28		3		28		3	
5	30		3		30		2		30		2	
6	25	1	2		26	1	3		26	1	3	

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

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.625	N/A
Social Worker	.125	N/A
Nurse	0.3125	N/A
Speech/Language/Hearing Specialist	0.5625	N/A
Resource Specialist	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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6582	1968	4614	83813
District	N/A	N/A	4889	85121
Percent Difference: School Site and District	N/A	N/A	-5.6	-1.5
State	N/A	N/A	9794	77179
Percent Difference: School Site and State	N/A	N/A	-52.9	8.6

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

**Types of Services Funded (Fiscal Year 2015-16)**

The majority of the per pupil funding comes from the Local Control Funding Formula.

Programs and Services Available at Dysinger School to Support and Assist Students:

At Dysinger 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 has provided the following: An Intervention specialist who provides additional support for students not meeting grade level proficiency in small groups. A Bilingual Instructional Assistant to provides additional small group reinforcement of core skills, and works with parents for translations. Computer based instruction using the online programs for Study Island, 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 Chromebooks on carts to facilitate use of technology for meaningful learning. The LCAP funds GATE enrichment to provide GATE students with an extended 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.

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,019	\$44,507
Mid-Range Teacher Salary	\$83,088	\$68,910
Highest Teacher Salary	\$103,834	\$88,330
Average Principal Salary (Elementary)	\$122,426	\$111,481
Average Principal Salary (Middle)		\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$237,449	\$169,821
Percent of Budget for Teacher Salaries	44%	39%
Percent of Budget for Administrative Salaries	6%	6%

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 on site and through 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, technology, and professional development.

- 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 a reading strategy, close reading.
- Teacher training on care and use of Chromebooks and charging cart.
- 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
- 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.
- Substitute Teacher Training for new sub hires
- Number Talks an instructional strategy for math alignment for teachers. Workshop provided after school.
- Principal training in the new math program.
- Each school site had Positive Behavior Intervention and Support System (PBIS) refresher course through OCDE.
- CAASPP/SBAC administration of exam training provided for teachers by principals and designated teacher 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.

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.

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