

# Danbrook Elementary School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
<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>	Erasmio Garcia
<b>E-mail Address</b>	erasmo_garcia@cesd.us
<b>Web Site</b>	<a href="http://db-centralia-ca.schoolloop.com/">http://db-centralia-ca.schoolloop.com/</a>
<b>CDS Code</b>	30664726027684

District Contact Information	
<b>District Name</b>	Centralia Elementary School District
<b>Phone Number</b>	(714) 228-3100
<b>Superintendent</b>	Dr. Diane Scheerhorn
<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 (Most Recent Year)

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### 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 kindergarten through grade six. 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. The Club CASA program through ASES provides students with tutoring, homework assistance and intervention programs.

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 California Business for Educational Excellence Star Honor Roll Award

Similar Schools Ranking of 10

### School Mission and Vision

Danbrook School is becoming the 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 2013-14)

Grade Level	Number of Students
Kindergarten	117
Grade 1	86
Grade 2	91
Grade 3	89
Grade 4	95
Grade 5	79
Grade 6	97
<b>Total Enrollment</b>	<b>654</b>

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.0
Asian	1.7
Filipino	4.7
Hispanic or Latino	82.9
Native Hawaiian or Pacific Islander	1.4
White	4.4
Two or More Races	1.8
Socioeconomically Disadvantaged	96.2
English Learners	65.6
Students with Disabilities	6.0

## 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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	31	32		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00	0.00
<b>All Schools in District</b>	100.00	0.00
<b>High-Poverty Schools in District</b>	100.00	0.00
<b>Low-Poverty Schools in District</b>	100.00	0.00

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 2014-15)**

**Year and month in which data were collected:** September 2014

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: 9/23/14

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).s. At this time the State is in the process of creating frameworks for English Language Arts, and Math which will assist in our implementation of the Common Core. We are currently revising the approved materials to reflect the rigor of the Common Core, teachers are developing curricula units, and various resources are provided additional instructional materials Centralia School District is consistently seeking curriculum materials through a variety of avenues,

Core Curriculum Area	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%

Core Curriculum Area	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. 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**  
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 388 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 and well-groomed campus.

**Deferred Maintenance Budget**  
The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with 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 and floor systems.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: April 2013				
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]	[ ]	[ ]	

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

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	66	74	63	73	76	73	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	73
All Student at the School	63
Male	58
Female	67
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	59
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	62
English Learners	34
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

### Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	43	59	53	64	71	69	54	56	55
Mathematics	60	73	70	70	78	77	49	50	50
History-Social Science							48	49	49

Note: STAR Program was last administered in 2012-13. 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.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	3	7	7
Similar Schools	7	10	10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	19	81	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	28	90	-7
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	20	91	-8
English Learners	23	83	-7
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### 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 English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.8	28.8	10.0

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.



## 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 (Most Recent Year)

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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  
PTA-Sponsored Activities  
Fall & Spring Conferences  
Family Nights  
Talent Show  
Book Fairs  
Student Study Team Meetings  
IEP Meetings

The annual parent information 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 227 Plan. The plan is explained to parents, and their child's language level and classroom assignment (ELL or ELM) 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 5 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.

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. In addition, Danbrook is part of the Gang Reduction Intervention Partnership (GRIP) program with the Anaheim Police Department, which holds monthly parent support meetings throughout the year helping parents deal with issues affecting the home and their child's education.

Danbrook School is an identified Program Improvement School. During the 2013-14 school year, the school was identified as being in Year 3 of Program Improvement. The school complies with all communication and efforts to involve parents through support of the District's Office of Curriculum and Instruction. Such communication home involves information regarding Program Improvement status, School of Choice, and Supplemental Educational Services options.

**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 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	1.8	0.2	0.4	1.0	0.4	0.3	5.7	5.1	4.4
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

**School Safety Plan (Most Recent Year)**

Safety of students and staff is a primary concern of Los Coyotes 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 2013-14 goals of our Safe School Action Plan include the following goals:

Goal #1: All students and staff members are provided a safe physical environment to support teaching and learning.

Goal #2: All students experience a safe, respectful, accepting and emotionally nurturing environment while at school, when traveling to and from school, and when traveling to and from school related activities.

Goal #3: District programs, strategies, and approved community resources are provided to students and parents in order to ensure that students develop resiliency skills.

Goal #4: Schools provide an educational environment where students, parents, staff and community members show respect to people of all cultural, racial and religious backgrounds.

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

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

\*\*\*\*NEED TO ADD A DESCRIPTOR OF GRIP

Date of Last Review/Update: February 2014

Date Last Reviewed with Staff: February 2014

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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2010-2011	
Year in Program Improvement*	Year 3	
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	50.0

Note: Cells with "---" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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

Grade Level	2011-12				2012-13				2013-14			
	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	24	0	5	0	29		4		29		4	
1	26.6	0	5	0	26		4		22	2	2	
2	25.4	0	5	0	25		4		23		4	
3	27.7	0	3	0	24	2	3		30		3	
4	33	0	0	3	21	2	1	1	32		3	
5	34	0	0	3	32		2	1	26		3	
6	30.7	0	3	0	32		2	1	32		1	2
Other												

Note: 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 2013-14)**

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	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	1	---
Social Worker	0	---
Nurse	0.25	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	1	---
Other	0	---

Note: Cells with "----" 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 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7,758	2,699	5.059	\$70,691
District	---	---	5,059	\$78,954
Percent Difference: School Site and District	---	---	-99.9	-10.5
State	---	---	\$4,690	\$67,289
Percent Difference: School Site and State	---	---	-99.9	5.1

Note: Cells with "----" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

Danbrook School receives categorical funds from Title 1, and EIA/EL. Together, these programs provide the following programs and services to assist qualifying at-risk students:

The Title 1 Program provides supplemental services including a School Wide Intervention Specialist, Bilingual Clerk and academic coach. The school was able to employ three .5 Intervention specialists to provide specialized support for eligible at risk students

The EIA/EL funds provide Bilingual Instructional Assistant support, as well as intervention programs and materials to students including the ASIP(After School Intervention Program).

The funds from GATE are used to provide GATE students with an enrichment after school program.

As a year 2 program improvement school, Danbrook School is required to provide transportation to parents requesting their child be transferred to a non-PI district school.

Additional, Title I funds must be allocated to provide supplemental tutoring services which occur outside the school day by an educational service provider approved by the State.

### Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,767	\$41,535
Mid-Range Teacher Salary	\$75,061	\$64,101
Highest Teacher Salary	\$92,852	\$82,044
Average Principal Salary (Elementary)	\$112,177	\$104,336
Average Principal Salary (Middle)	\$0	\$107,911
Average Principal Salary (High)	\$0	\$102,488
Superintendent Salary	\$204,883	\$155,309
Percent of Budget for Teacher Salaries	44	41
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

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 District's year long Curriculum Instructional Plan's purpose is to provide a consistent focus for curriculum and staff development Districtwide. It was developed through a process that involved teachers, site administrators and district administrators, who worked together to define the goals the plan should encompass and the processes needed to reach those goals. The scope of the plan includes curriculum alignment, assessments, instructional strategies and interventions, instructional materials, technology, and professional development.

Some key goals of the year long Curriculum and Instructional Plan are:

- To provide support to all district teachers to implement and assess mastery of grade level standards.
- Align and design formative assessments to state assessments.
- Identify instructional strategies and interventions needed to reach academic goals.
- Identify instructional materials needed at each stage of implementation to ensure program effectiveness.
- Convene Districtwide Math Committee to recommend materials for adoption and begin to develop math pacing guides.
- Implement Thinking Maps Training for all Certificated employees.
- Common Core Trainings for ELA for all Certificated employees.

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. The activities they are involved in are directly related to the employees' assignment. A brief example of this would be additional training that is provided for Noon Recreation Supervisors in the areas of student behavior management, first aid, and student supervision. All classifications have been trained in the areas of child abuse reporting, work place relations, and various strategies related to task management.

As a part of the incentive for participating in the available professional growth activities, compensation in salary is tied to increments on the established schedule. Increments are defined as one-time salary payments in recognition of the completion of nine (9) professional growth points.

Training provided by the District during the 2013-14 school year for Danbrook Staff include:

- Smartboard technology training
- Common Core State Standards for ELA
- Professional Learning Community
- Academic Conferences
- Thinking Maps Trainings