

Danbrook 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)

School Contact Information	
School Name	Danbrook Elementary School
Street	320 Danbrook Street
City, State, Zip	Anaheim, CA 92804
Phone Number	(714) 228-3230
Principal	Erasmus Garcia
E-mail Address	erasmo_garcia@cesd.us
Web Site	https://db-centralia-ca.schoolloop.com/
CDS Code	30664726027684

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

School Description and Mission Statement (School Year 2016-17)

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 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 enrichment activities.

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

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 2015-16)

Grade Level	Number of Students
Kindergarten	101
Grade 1	93
Grade 2	89
Grade 3	80
Grade 4	90
Grade 5	103
Grade 6	100
Total Enrollment	656

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0
Asian	1.4
Filipino	4.1
Hispanic or Latino	86.3
Native Hawaiian or Pacific Islander	0.6
White	4.6
Two or More Races	0.6
Socioeconomically Disadvantaged	92.5
English Learners	61.4
Students with Disabilities	5.6
Foster Youth	0.5

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	30.5	31		
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
Reading/Language Arts	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%
Mathematics	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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	For all grades K-6th, Houghton Mifflin California Science, 2007 materials are used. These are supplemented with Foss, AIMS and STC science kits designed to each grade level, based on their alignment to State Science Standards.	Yes	0%
History-Social Science	All students have access to current State adopted and Board approved textbooks for History Social Studies. Harcourt Reflections for California (2007) materials are used in grades K-6th. In addition to textbooks, students use consumable homework and practice books.	Yes	0%
Foreign Language	Not applicable.		N/A
Health	Health instruction is incorporated into science and physical education programs. A separate text is not adopted in this curricular area.		N/A
Visual and Performing Arts	There is no specific textbook adopted for VPA, however, materials used are aligned to the standards and incorporated into ELA instruction, as well as, into history social studies and science instruction. Centralia School District's Education Foundation enables school sites the opportunity to offer various types of instruction in the arts.		N/A
Science Laboratory Equipment (grades 9-12)	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 248 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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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	37	47	52	61	44	48
Mathematics	40	39	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	87	86	98.8	33.7
	4	92	89	96.7	48.3
	5	102	99	97.1	47.5
	6	103	101	98.1	58.4
Male	3	42	41	97.6	36.6
	4	54	51	94.4	54.9
	5	52	49	94.2	28.6
	6	52	50	96.2	46.0
Female	3	45	45	100.0	31.1
	4	38	38	100.0	39.5
	5	50	50	100.0	66.0
	6	51	51	100.0	70.6
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Asian	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	75	74	98.7	31.1
	4	74	72	97.3	43.1
	5	85	82	96.5	45.1
	6	95	94	99.0	56.4
Native Hawaiian or Pacific Islander	4	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	65	64	98.5	34.4
	4	68	66	97.1	43.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	75	72	96.0	44.4
	6	70	69	98.6	53.6
English Learners	3	62	61	98.4	31.1
	4	57	54	94.7	37.0
	5	56	56	100.0	28.6
	6	54	53	98.2	37.7
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	11	11	100.0	
	6	--	--	--	--
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	87	87	100.0	43.7
	4	92	91	98.9	44.0
	5	102	99	97.1	34.3
	6	104	103	99.0	35.0
Male	3	42	42	100.0	42.9
	4	54	53	98.2	50.9
	5	52	49	94.2	26.5
	6	52	51	98.1	35.3
Female	3	45	45	100.0	44.4
	4	38	38	100.0	34.2
	5	50	50	100.0	42.0
	6	52	52	100.0	34.6
Black or African American	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Asian	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	75	75	100.0	41.3
	4	74	73	98.7	41.1
	5	85	82	96.5	32.9
	6	95	94	99.0	34.0
Native Hawaiian or Pacific Islander	4	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	65	65	100.0	44.6
	4	68	67	98.5	43.3
	5	75	72	96.0	29.2
	6	70	69	98.6	31.9
English Learners	3	62	62	100.0	41.9
	4	57	56	98.3	37.5
	5	56	56	100.0	16.1
	6	54	54	100.0	16.7
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	11	11	100.0	
	6	--	--	--	--
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
Science (grades 5, 8, and 10)	62	60	57	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	102	99	97.1	56.6
Male	52	49	94.2	49.0
Female	50	50	100.0	64.0
Hispanic or Latino	85	82	96.5	53.7
Socioeconomically Disadvantaged	75	72	96.0	54.2
English Learners	56	56	100.0	42.9
Students with Disabilities	11	11	100.0	45.5

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	19.2	19.2	7.1

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)

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
Talent Show
Book Fairs
Student Study Team Meetings
IEP Meetings
School Site Council Meetings
English Learner Advisory Committee

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 parent support meetings throughout the year helping parents deal with issues affecting the home and their child's education.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.4	0.0	0.1	0.3	0.3	0.3	4.4	3.8	3.7
Expulsions	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 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 2016-17 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. 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 is a partner of Anaheim's Gang Reduction and Intervention Partnership . This programs works with fourth through sixth grade students and their families to implement coordinated targeted gang prevention, intervention and suppression activities. It trains teachers to identify gang behavior and students at-risk of adopting the gang lifestyle. GRIP removes barriers to learning by creating a safe drug free school and providing parent with effective skills, tools and support that promotes healthy childhood development and minimizes gang influences on their children. Though GRIP we have adopted the Greeter Program, a team of parent volunteers that greet students as they enter our campus providing us with an extra set of eyes and ears that help us identify potentially unsafe situations. GRIP's Parents Supporting Parents workshops provide parents with education regarding gang and drug prevention. At Coffee with an Officer meetings officers from the Anaheim police department conduct open forums for parents and community. Parent are able to ask officers questions in a risk free environment. During our officer led curriculum sessions students in 5th and 6th grade are educated regarding the dangers of drugs and gangs. Healthy responsible living is promoted. Though our GRIP mentor program staff members mentor at risk students and establish a relationship with families.

Date of Last Review/Update: January 2016

Date Last Reviewed with Staff: January 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.

Federal Intervention Program (School Year 2016-17)

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	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	29		4		24		6		24		6	
1	22	2	2		24		3		24		3	
2	23		4		29		3		29		3	
3	30		3		30		3		30		3	
4	32		3		28		3		28		3	
5	26		3		30		4		30		4	
6	32		1	2	27		3		27		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	.3125	N/A
Speech/Language/Hearing Specialist	1.0625	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	6665	1701	4964	80940
District	N/A	N/A	4889	85121
Percent Difference: School Site and District	N/A	N/A	1.5	-4.9
State	N/A	N/A	9794	77179
Percent Difference: School Site and State	N/A	N/A	-49.3	4.9

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 Danbrook School to Support and Assist Students:

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 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. The funds from LCAP are 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 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. 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).

As a year 3 Program Improvement school, Danbrook School is required to provide transportation to parents requesting their child be transferred to a non-PI district school, Title I funds are allocated to provide supplemental tutoring services which occur outside the school day by an educational service provider approved by the State for qualifying students.

The close the achievement gap, the district has allocated funds to provide additional administrative support to the school with a full time assistant principal in addition to the principal. The district also closely monitors spending of Title I funding to ensure programs directly relate to student achievement initiatives.

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.