



# Richard Henry Dana Middle School

5504 W. 135th Street • Hawthorne, CA 90250 • (310) 725-4700 • Grades 6-8

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danamiddle.org

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Wiseburn Unified School District

13530 Aviation Blvd.  
Hawthorne, CA 90250  
(310) 643-3025  
www.wiseburn.k12.ca.us

#### District Governing Board

Roger Banuelos  
Israel Mora  
Neil Goldman  
JoAnne Kaneda  
Nelson Martinez

#### District Administration

Dr. Tom Johnstone  
**Superintendent**  
Dr. Chris Jones  
**Deputy Superintendent**  
David Wilson  
**Chief Business Official**  
Ana Montes  
**Director of Human Resources and  
Maintenance & Operations**  
Cathy Waller  
**Director of Psychological Services**

### School Description

At Richard Henry Dana Middle School (DMS), our staff focuses on preparing students for the world they will soon inherit. Our diverse school culture reflects a vitality, an enthusiasm, and a commitment that all students can and will be successful. Student success and safety are always our top priorities. During 2014–2015 we continued our Portfolio for Student Growth/Student Ownership of Learning program. Each student compiled a portfolio over the course of a year and completed various reflection activities which were then presented to a parent/guardian during their student-led conference. In addition, Dana continues to participate in the Centinela Valley Middle School Sports League competing in volleyball, basketball, soccer, cross-country, and track and field for boys and girls as well as boys' flag football and girls' softball. We continued the process of analyzing the California new Common Core State Standards by having teachers revisit and revise learning targets for student mastery of content. We increased collaboration time for teachers with shared common prep periods and grade-level teacher teams. Our math, science, social studies and English departments participate in monthly professional development to increase rigor and student engagement.

### Major Achievements

- Dana Middle School was named a California Distinguished School during the 2004-2005 school year and again in April 2013. In 2006 Dana Middle School was named a National Forum Schools To Watch and was awarded this designation again in 2009, 2012, 2014, and 2015. More than just a recognition program, Schools to Watch is an opportunity to be connected with other high-achieving schools throughout the nation and provides a vehicle through which Dana faculty and staff can reflect and build on best practices. In 2014 Dana was also honored at a special ceremony hosted by the California Department of Education as a California Gold Ribbon School award winner.
- Dana's students continue to be recognized for outstanding achievement of our SIM City STEM competition at Los Angeles County competitions. Each summer Dana students attend science camp hosted by Tech Trek and space camp sponsored by Northrop Grumman. The Dana Middle School PLTW team entered the Robert H. Herndon Engineering competition, testing the viability of wirelessly transporting electricity to a light emitting diode. The team worked with an Aerospace Corporation electrical engineer for 150 hours after school and on weekends. In addition, fifteen students, four Dana parents, and three teachers, known as 'Team Dana', trained and finished the Long Beach Half Marathon.
- The eighth grade social studies team received a grant to support field trips to the Museum of Tolerance in Los Angeles as part of their unit on the Holocaust. Boeing Corporation supported Dana via a grant to bring real-time professional development and mentoring to Dana's math and science teachers through Loyola Marymount College's Center for Math and Science. Northrop Grumman further supported Dana's math and science connections program with a grant to purchase necessary supplies in support of math tutorials and programs.
- School culture continues to be a priority at Dana. The introduction of the CoRE (community or respect and empathy) program to promote a sense of community has resulted in a notable decrease in student disciplinary infractions and suspensions.

### Focus for Improvement

- This past year we have been able to offer more courses and programs for students, provide more training for our staff, and expand our services to families. We want to increase our students' awareness of their learning and potential, and to increase professional sharing and parent/community interest in Dana Middle School. The results we are looking for include

student academic success, a decrease in student performance reviews and disciplinary actions, an increase in parent satisfaction with students' learning, and an increase in community interest and support via attendance at school events, volunteerism and donations.

- We plan to continue Dana's Portfolios for Student Growth (PSG) and student binder programs, which lead to our highly successful spring student-led conferences and a strong sense of student self-efficacy at school. Dana will further develop its Response to Intervention (RTI) program by expanding interventions in math and language arts skill development as well as math tutorials with local community partners such as Raytheon, DirectTV, and Northrop Grumman.
- Dana will also emphasize access to technology using online learning opportunities and Google Apps for Education and Google Classroom. We are currently partnering with

Pepperdine University to offer individual family counseling services to Dana families. Learning alliances with local universities, aerospace corporations, and local businesses will provide students with technology, mentoring, and tutoring, and connect Dana Middle School with aspiring educators.

- Brain POP, Accelerated Reader, and Google Apps for Education and other interactive, research- and standards-based online skills reinforcement programs are available to all students at DMS through various curricular areas. Each offers students additional online support and can be used by students at home and throughout the school day during the Targeted Learning in Content (TLC) period, lunch, and regular classes.
- Parents and students are able to access grades, teacher comments, and information on class assignments online through PowerSchool, using confidential password information provided to all families. This web-based student-information system is designed to connect home with school and provide both email and teacher website links to communicate with teachers from home.
- We have new opportunities to assess and place students in appropriate math classes through multiple measures. Through various assessments, teachers examine student outcome data and tailor instruction for each student. Such data review has become the catalyst for important school wide conversations about goal-setting and classroom instruction.
- In 2014–2015 Dana continued its partnership with the Center for Math and Science Teaching (CMAST) based at Loyola Marymount University to provide monthly professional development and in-class mentoring for our math teachers at all grade levels. Through a generous grant from the Boeing Corporation, Dana is developing into a CMAST demonstration school open to visiting math instructors to observe and learn CMAST strategies. In addition, Dana continued to extend CMAST professional development and mentoring to all math and science teachers.
- In 2014-2015 Dana Middle School began its third year with Project Lead the Way, an early engineering elective supported by El Camino College and the Chevron Corporation.
- In 2014-2015 Dana Middle School began its second year of a student Crossfit program as part of the 7th grade physical education plan. Students also participate in afterschool Crossfit team offerings as well as a new girls' running/self-esteem building program named FLEET as well as a boys running team named BOSS. Each program serves to heighten awareness of physical fitness and well-being.

### About the SARC

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 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 at (310) 725-4700 or the district office.

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	20.6
American Indian or Alaska Native	0.2
Asian	3.6
Filipino	1.5
Hispanic or Latino	61.8
Native Hawaiian or Pacific Islander	0.5
White	7.4
Two or More Races	3.6
Socioeconomically Disadvantaged	51.3
English Learners	3.2
Students with Disabilities	9.2

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	336
Grade 7	337
Grade 8	345
Total Enrollment	1,018

## 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			
Richard Henry Dana Middle School	13-14	14-15	15-16
With Full Credential	40	42	43
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Wisburn Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	125
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Richard Henry Dana Middle	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

\* "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

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.9	3.1
High-Poverty Schools	96.5	3.5
Low-Poverty Schools	100.0	0.0

\* 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 2015-16)

All textbooks used in the core curriculum at Dana Middle School are aligned to the California Standards and Frameworks. New 6-8 Mathematics textbook adoption is scheduled for 2015 and a new K-8 ELA textbook adoption in 2016.

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Rinehart Winston Literature and Language Arts 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Prentice Hall Algebra & Pre Algebra 2001, McDougal Littell 6th Math Concepts & Skills 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Holt Rinehart Winston CA Science Earth, Life Science, Physical Science 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McDougal Littell World History, Ancient Civilizations Middle Ages, Creating America 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two full time and one part time evening custodians are assigned to Dana Middle School. The day custodian is responsible for:

- Campus trash cleanup
- Office cleaning
- Lunch area setup/cleanup
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Gym and community center area cleanup
- Campus trash cleanup
- Restroom cleaning

The principals communicate with custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 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		

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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 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], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	63	60	44
Math	34	37	33

\* 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 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	83	87	86	77	83	76	59	60	56

\* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	8.40	27.60	53.20

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	76
All Student at the School	86
Male	89
Female	82
Black or African American	88
Asian	93
Filipino	--
Hispanic or Latino	87
Native Hawaiian or Pacific	--
White	78
Two or More Races	--
Socioeconomically Disadvantaged	70
English Learners	38
Students with Disabilities	87
Foster Youth	--

\* 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	6	339	336	99.1	9	30	47	13
	7	337	332	98.5	14	21	47	17
	8	347	344	99.1	9	26	51	14
<b>Male</b>	6		161	47.5	14	33	39	14
	7		148	43.9	18	26	42	12
	8		176	50.7	10	28	49	13
<b>Female</b>	6		175	51.6	5	28	54	13
	7		184	54.6	10	17	51	21
	8		168	48.4	8	23	54	15
<b>Black or African American</b>	6		60	17.7	5	27	52	17
	7		72	21.4	8	29	49	14
	8		77	22.2	5	25	58	12
<b>American Indian or Alaska Native</b>	7		2	0.6	--	--	--	--
<b>Asian</b>	6		10	2.9	--	--	--	--
	7		10	3.0	--	--	--	--
	8		17	4.9	6	18	53	24
<b>Filipino</b>	6		7	2.1	--	--	--	--
	7		8	2.4	--	--	--	--
	8		5	1.4	--	--	--	--
<b>Hispanic or Latino</b>	6		226	66.7	12	33	44	12
	7		193	57.3	18	23	43	17
	8		200	57.6	11	31	49	11
<b>Native Hawaiian or Pacific Islander</b>	6		1	0.3	--	--	--	--
	8		4	1.2	--	--	--	--
<b>White</b>	6		19	5.6	5	21	53	21
	7		29	8.6	17	0	55	28
	8		28	8.1	14	7	43	36
<b>Two or More Races</b>	6		11	3.2	0	36	45	18
	7		16	4.7	0	25	56	19
	8		10	2.9	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	6		183	54.0	12	33	45	10
	7		166	49.3	18	22	45	15
	8		169	48.7	11	28	52	8
<b>English Learners</b>	6		12	3.5	42	33	17	8
	7		8	2.4	--	--	--	--
	8		13	3.7	31	69	0	0

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	6		28	8.3	29	43	18	11
	7		28	8.3	46	29	21	0
	8		36	10.4	36	36	19	8
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	339	336	99.1	28	46	19	7
	7	337	331	98.2	24	39	26	11
	8	347	345	99.4	26	35	26	13
Male	6		161	47.5	32	42	16	10
	7		147	43.6	25	37	29	9
	8		177	51.0	23	34	30	14
Female	6		175	51.6	25	50	21	5
	7		184	54.6	22	40	24	14
	8		168	48.4	30	37	21	12
Black or African American	6		60	17.7	28	43	23	5
	7		72	21.4	18	38	35	10
	8		77	22.2	16	53	25	6
American Indian or Alaska Native	7		2	0.6	--	--	--	--
Asian	6		10	2.9	--	--	--	--
	7		10	3.0	--	--	--	--
	8		17	4.9	18	29	18	35
Filipino	6		7	2.1	--	--	--	--
	7		7	2.1	--	--	--	--
	8		5	1.4	--	--	--	--
Hispanic or Latino	6		226	66.7	31	46	17	5
	7		193	57.3	29	41	22	8
	8		200	57.6	32	31	28	10

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	6		1	0.3	--	--	--	--
	8		4	1.2	--	--	--	--
White	6		19	5.6	11	58	16	16
	7		29	8.6	14	38	31	17
	8		28	8.1	18	32	14	36
Two or More Races	6		11	3.2	18	36	18	27
	7		16	4.7	25	25	19	31
	8		10	2.9	--	--	--	--
Socioeconomically Disadvantaged	6		183	54.0	36	46	15	3
	7		166	49.3	29	40	23	7
	8		170	49.0	28	34	29	9
English Learners	6		12	3.5	58	33	0	8
	7		8	2.4	--	--	--	--
	8		13	3.7	92	8	0	0
Students with Disabilities	6		28	8.3	50	39	7	4
	7		28	8.3	57	25	14	4
	8		36	10.4	64	19	8	8
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**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**

Dana encourages active participation by parents and benefits tremendously from the skills and contributions of our community. We have many ways for parents to be a part of our school community. Parents join our School Site Council and work collaboratively with school administration to make financial decisions. Our PTA works with teachers to coordinate student orientation and welcome activities at the beginning of the school year. PTA also supports student social activities and celebrations, as well as enrichment activities to include field trips, drama productions, PLTW competitions and more. PTA hosts a variety of events and fund-raisers, including our Halloween carnival, multicultural day, career day, and parent education evenings. Math and Technology parent/student Saturdays and evenings further support shared learning between school and home. The principals and school librarian/clerk work together in supporting all parent involvement at Dana and remain the direct contacts for parent involvement opportunities.

**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.



### School Safety Plan

Nothing takes priority over our students' physical and emotional safety. Teachers regularly review the rules for safe, responsible behavior in school and on the grounds. We have a closed campus and all visitors must enter the school through the main office to and sign in and obtain a visitor's pass. Students are not allowed off campus during the school day. We follow the school board policy for visitors to campus. Grounds are monitored by school staff throughout the day. We revise our School Safety Plan annually in collaboration with our school safety committee and local agencies. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. The plan is updated and coordinated with the District Safety Plan. We work closely with the Hawthorne Police Department and Los Angeles County Fire Department to coordinate these plans. Each classroom in the school district has a shelter-in-place box in the unlikely event students and teachers are confined to classrooms for an extended period of time. There is a well-equipped emergency supply area at the school site in addition to the shelter-in-place boxes. The School Safety Plan also includes psychological first aid and other mental health necessities.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.93	1.34	1.93
Expulsions Rate	0.10	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate			1.16
Expulsions Rate			0.02
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

### 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
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		1
Percent of Schools Currently in Program Improvement		20.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	27	29	28	3	2	5	21	11	4		10	16
Math	28	27	7	2	3	2	18	15		3	6	
Science	28	29	31	3	2	2	12	10	4	8	10	16
SS	28	28	31	3	3	2	12	12	2	8	8	18

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.85
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

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

### Professional Development provided for Teachers

During the 2014–2015 school year, our teachers attended 3 days of staff development that tied into our overall professional development plan for the implementation of Common Core State Standards and technology. Through our continued partnership with the Talking Teaching Network and Loyola Marymount University's CMAST program, the focus was on both English Language Arts and Mathematics through the work of grade level monthly extended time Department Learning Network meetings. We also continued our focus on student results, allowing our teachers to create their own assessments with analysis of student achievement based on the new California Content Standards. Each Wednesday, teachers meet in grade-level teams, by curricular department or as a staff to effectively plan for overall student learning. When planning staff training, teachers and administrators look at student test scores and review the most pressing issues of the previous year to choose specific topics to focus on and refine instruction.

In the past year staff development was dedicated to helping teachers meet the learning needs of all students. Dana's math team as well as a newly hired 7th grade science teacher continued participating in coaching sponsored by Center for Math and Science Teaching to address new approaches to teaching mathematics in the middle grades. One staff development day was dedicated to effective technology use in the classroom. Staff meetings were devoted to grade-level teacher teams and new technology offerings for the classroom to include Kahoot, screencastify, Google classroom, and Google Apps for Education for teaching and reviewing student data. Time was also allotted to review strategies to facilitate students' portfolios for student growth program, TLC, and math intervention classes. We allotted math and science department staff release days to assist staff in developing CMAST based lessons based on the new California Content Standards. In addition, teachers are asked to complete a survey annually to identify interest areas for future staff development programs. All staff and department meetings are planned based on the overall emphasis on individualized instruction for the year.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (ES)	N/A	N/A
Average Principal Salary (MS)	N/A	N/A
Average Principal Salary (HS)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of District Budget		
Teacher Salaries	N/A	N/A
Administrative Salaries	N/A	N/A

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,217	601	4,616	71,738
District	♦	♦	4,983	71,824
State	♦	♦	N/A	N/A
Percent Difference: School Site/District			-7.4	-0.1
Percent Difference: School Site/ State			N/A	N/A

\* Cells with ♦ do not require data.

### Types of Services Funded

Types of services funded in 2014-15 were the overall educational program to the students of Dana Middle School. The school also provided supplemental instructional programs to students who displayed need.

### 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, the county, and the state. 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.