Richard Henry Dana Middle School

5504 W. 135th Street • Hawthorne, CA 90250 • (310) 725-4700 • Grades 6,7,8
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2013-14 School Accountability Report Card
Published During the 2014-15 School Year

Wiseburn Unified School District
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Superintendent

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Deputy Superintendent

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Chief Business Official

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Director of Human Resources and Maintenance & Operations

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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 2013–2014 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, and 2014 one of only 200 middle schools in the United States to receive this honor. 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.
- 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. At the Aerospace Corporation's Herndon Competition, Dana placed second in the team Experiment competition in 2013. In addition, thirty-six students, two Dana parents, and three teachers, known as 'Team Dana', trained and finished the Los Angeles 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 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 SMART Notebook software, online learning opportunities and Google Apps for Education. 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 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 2013–2014 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 2013-2014 Dana Middle School began its second year with Project Lead the Way, an early engineering elective supported by El Camino College and the Chevron Corporation.
- In 2013-2014 Dana Middle School began its 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. Both programs serve to heighten awareness of physical fitness and well-being.

About the SARC

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 at (310) 725-4700.

2013-14 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Gr. 6	317
Gr. 7	336
Gr. 8	306
Total	959

2013-14 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	24.3
American Indian or Alaska Native	0.3
Asian	3.5
Filipino	2.1
Hispanic or Latino	56.9
Native Hawaiian/Pacific Islander	0.7
White	7.8
Two or More Races	3.1
Socioeconomically Disadvantaged	50.6
English Learners	3.4
Students with Disabilities	9.2

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	**12-13**	**13-14**	**14-15**
Fully Credentialed	40	40	42
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Wiseburn Unified School District	**12-13**	**13-14**	**14-15**
Fully Credentialed	♦	♦	121
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Richard Henry Dana Middle School	**12-13**	**13-14**	**14-15**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	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

2013-14 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	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	100.00	0.00

* 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)

Textbooks and Instructional Materials Year and month in which data were collected: September 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Holt Rinehart Winston Literature and Language Arts 2003
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Prentice Hall Algebra & Pre Algebra 2001, McDougal Littel 6th Math Concepts & Skills 2001
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Holt Rinehart Winston CA Science Earth, Life Science, Physical Science 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	McDougal Littell World History, Ancient Civilizations Middle Ages, Creating America 2006

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2015				
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]		Handball court walls need repair and top cap of block wall loose or missing.
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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	91	84	88	66	66	69	60	59	60

* Science (grades 5, 8, and 10) 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	72	81	74	71	73	73	54	56	55
Math	49	58	55	51	51	52	49	50	50
HSS	69	73	71	68	69	70	48	49	49

* 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	8	9	8
Similar Schools	10	10	9

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

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

2013-14 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	69
All Student at the School	88
Male	93
Female	84
Black or African American	85
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	87
Native Hawaiian/Pacific Islander	
White	100
Two or More Races	
Socioeconomically Disadvantaged	83
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	35	31	-22
Black or African American	53	27	-20
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	24	35	-24
Native Hawaiian/Pacific Islander			
White	38		
Two or More Races			
Socioeconomically Disadvantaged	31	40	-26
English Learners	34	70	-31
Students with Disabilities			

* "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

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 Jumpstart Days at the beginning of the school year. PTA also supports student social activities such as dances 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	**11-12**	**12-13**	**13-14**
Suspensions Rate	4.7	1.9	1.3
Expulsions Rate	0.0	0.1	0.0
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	1.8	1.2	1.2
Expulsions Rate	0.0	0.0	0.0
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

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.

2013-14 Adequate Yearly Progress Overall and by Criteria

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		
Met API Criteria		

2014-15 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		25.0

* 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

	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6		28	27		18	19		62	61		13	13
English	29.8	27	29	2	3	2	10	21	11	11		10
Math	28.9	28	27	3	2	3	13	18	15	8	3	6
Science	29.9	28	29	3	3	2	0	12	10	20	8	10
SS	29.9	28	28	3	3	3	0	12	12	20	8	8

* 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	1
Counselor (Social/Behavioral or Career Development)	.75
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.50
Psychologist	.75
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	2
Other	.50

Average Number of Students per Staff Member

Academic Counselor	600

* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	42,639	40,329
Mid-Range Teacher Salary	62,436	69,435
Highest Teacher Salary	84,579	79,279
Average Principal Salary (ES)	98,048	
Average Principal Salary (MS)	101,624	
Average Principal Salary (HS)		
Superintendent Salary	191,009	
Percent of District Budget		
Teacher Salaries	46%	
Administrative Salaries	5%	

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4,437,114	507,789	3,929,325	65,620
District	◆	◆	10,936,390	64,433
State	◆	◆		69,435
Percent Difference: School Site/District			-64.1	1.8
Percent Difference: School Site/ State				-5.5

Types of Services Funded at Richard Henry Dana Middle School

Types of services funded in 2013-14 were the overall educational program to the students of Dana Middle School. The school also provided supplemental instructional programs to students who displayed need.

Professional Development provided for Teachers at Richard Henry Dana Middle School

During the 2013–2014 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. 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 HUB meetings. We also continued our focus on student results, allowing our teachers to create their own assessments with analysis of student achievement based on 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.

Two years ago our district chose to involve all teachers and administrators in professional development focused on brain development and differentiated instruction. In the past year staff development was dedicated to helping teachers meet the learning needs of all students. Each year Dana's math team attended a conference sponsored by Center for Math and Science Teaching to address new approaches to teaching mathematics in the middle grades. Social Studies teachers from all grade levels attended a conference sponsored by UCLA specific to middle school instruction. 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 California Streaming, email, Study Island, Google Apps for Education for viewing student assessment 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 California Content Standards. 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.