



# Richard Henry Dana Middle School

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

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Wiseburn Unified School District

201 N. Douglas Street  
El Segundo, CA 90245  
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www.wiseburn.k12.ca.us

#### District Governing Board

JoAnne Kaneda  
Roger Bañuelos  
Neil Goldman  
Nelson Martinez  
Israel Mora

#### District Administration

Tom Johnstone, Ed.D.  
**Superintendent**  
Chris Jones, Ed. D.  
**Deputy Superintendent**  
David Wilson  
**Chief Business Official**  
Ana Montes  
**Director of Human Resources**  
Cathy Waller  
**Director of Psychological Services**  
Vince Madsen  
**Director Facilities Planning**  
Aileen Harbeck, Ed. D.  
**Director of Educational Services**

### School Description

The Dana Middle School community is committed to providing the students with the tools and opportunities for success that create life-long learners and compassionate, productive citizens.

### Major Achievements

- Dana Middle School continues to work each day to promote academic achievement and excellence among our student population. Since the first official administration of CAASPP in 2014-2015, Dana Middle School has grown by 12.25% points in ELA to 75.25% of students meeting or exceeding the standards in ELA. In Mathematics, Dana Middle School has grown 21.52% in 3 years by reaching 55.52% of students meeting or exceeding the standards. Overall, Dana continues to see growth in both ELA and Math.
- We have continued to provide more help to students not yet performing at grade level. We serve many students with our reading intervention program and have increased its duration. We implemented a universal screening measure for reading at all grade levels via Renaissance Learning's STAR assessments, and maximized our use of grade level teams to coordinate efforts of teachers in address specific reading issues with students through classroom and beyond the bell interventions. A targeted reading support program continues to aid our struggling readers. Math club has also provided academic support and enrichment for students. We continue supporting English Learners within the school day through the Talking Teaching Network consultant group, an Academic Improvement Program (elective), ELD elective, a push-in teacher for math support, and a 4 Period Teacher on Special Assignment to support ELA instruction.
- 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, and most recently in 2018. 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 at Los Angeles County competitions. 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. Each summer Dana students attend science camp hosted by Tech Trek and space camp sponsored by Northrop Grumman. Northrop Grumman also supports Dana's science teachers by sending two instructors and two students to Space Camp for a one week hands-on science based experience in Alabama. Further, Dana's focus on engineering led to the launch of Hackathons, which provide students with an engineering-based task to solve in collaboration with peers and mentor engineers.
- The eighth grade social studies team continues to work on the new History/Social Science Framework and with the help of the Talking Teaching Network is moving towards designing new, innovative lessons for students. LMU's Math Leadership by Design (MLD) Program supported Dana via a grant to bring professional development and mentoring to Dana's math teachers.
- School culture continues to be a priority at Dana. Continued implementation of the CORE (community or respect and empathy) program to promote a sense of community and support positive behavior has resulted in a notable decrease in student disciplinary infractions and

- suspensions. The program focuses on elements that support positive student behavior and community outreach/service.
- The school's technology leadership team joined the nationally recognized Future Ready Schools collaborative to plan and implement personalized, research-based digital learning strategies for student learning. This led to seven teachers attending the ISTE conference in San Antonio, Texas, spending a week planning for the digital future of the school. As a result a new technologies were researched and introduced to students, including Dreambox, Gizmos, Flip Grid, and Canvas - a learning management system.
- The lunch program which provides freshly prepared, healthy lunches is a popular addition to the campus as student lunch sales have exponentially increased.
- The Dana run extended day program (EDP) offers families an on-campus option for students beyond the school day keeping students safe and productive until their families can pick them up from school. This program enrolls more than 100 students and has worked to provide enrichment and academic support after school.

### **Focus for Improvement**

- This past year we have been able to offer more courses and programs for students, provide additional training for our staff, and expand our services to families. We want to increase our students' awareness of their learning and potential and increase professional sharing and parent/community interest in Dana Middle School. The outcomes we seek 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 personalizing education for our students with Dana's Portfolios for Student Growth (PSG) which leads to our highly successful spring student-led conferences and a strong sense of student self-efficacy and self-regulation 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 workshops for parents.
- Dana will also emphasize access to technology using online learning opportunities, Canvas, Google Drive and Google Classroom. We are currently partnering with Pepperdine University and Loyola Marymount 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.
- Canvas, Accelerated Reader, Google Drive 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 Canvas, using confidential password information provided to all families. This web-based learning management system is designed to connect home with school.
- A Chromebook loaner program will help support families who cannot afford devices and a pilot program will begin to provide wireless access for families who cannot afford wireless internet.
- 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 the coming years, the use of Schoolzilla, an online data program, will become part of our small learning communities' conversations in analyzing and planning for student learning.
- In 2015 Dana began its partnership with the Math Learning Center based at Loyola Marymount University to provide regular professional development and in-class mentoring for our math teachers at all grade levels. Through a generous grant from the Cotsen Foundation, Dana's math team is developing strategies to support Common Core standards in all classes. A part time math coach and a math intervention support coordinator help to regularly support teacher's pedagogical practices and collect/analyze data from our new Dreambox, web-based math skill building program.
- In 2016-2017 Dana Middle School began its fifth year with Project Lead the Way, an early engineering elective supported by El Camino College and the Chevron Corporation. PLTW is a signature program at Dana Middle School.
- In 2016-2017 Dana Middle School began its fifth year of a student Crossfit program expanding this fitness platform to include all grade level physical education classes. Students also participate in after-school Crossfit team offerings, a girls' running/self-esteem building program named FLEET, and a Dolphin Running Club. Olympic Weightlifting has also been added to our after school offerings to support student fitness and strength. Each program serves to heighten awareness of physical fitness and overall 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 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	349
Grade 7	334
Grade 8	341
<b>Total Enrollment</b>	<b>1,024</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	17.1
American Indian or Alaska Native	0.1
Asian	3.6
Filipino	1.8
Hispanic or Latino	61.2
Native Hawaiian or Pacific Islander	0.6
White	8.8
Two or More Races	6.4
Socioeconomically Disadvantaged	50.1
English Learners	4.2
Students with Disabilities	7.8
Foster Youth	0.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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	15-16	16-17	17-18
<b>With Full Credential</b>	43	43	44
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Wisburn Unified School District	15-16	16-17	17-18
<b>With Full Credential</b>	♦	♦	126
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Richard Henry Dana Middle	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

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 was completed in 2016 and a new K-8 ELA adoption is happened in 2017 with the introduction of Writer's Workshop.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: September 2017</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	Writer's Workshop 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	College Preparatory Math (CPM) 2016 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Holt Rinehart Winston CA Science Earth, Life Science, Physical Science 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	McDougal Littell World History, Ancient Civilizations Middle Ages, Creating America 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	Holt McDougal, Avancemos, Level 1 - 4 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

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

### 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. An electronic 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 three full 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 principal communicates 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 2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials		X		
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	75	75	71	71	48	48
Math	43	55	45	52	36	37

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	328	324	98.8	86.1
Male	147	145	98.6	87.6
Female	181	179	98.9	84.9
Black or African American	71	70	98.6	87.1
Hispanic or Latino	191	190	99.5	84.7
White	29	28	96.6	85.7
Two or More Races	16	16	100.0	93.8
Socioeconomically Disadvantaged	165	165	100.0	83.0
Students with Disabilities	28	27	96.4	33.3

\* 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. 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 for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	86	86	76	64	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	12.3	25.3	51.5

\* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,017	1,010	99.31	75.05
Male	473	468	98.94	68.59
Female	544	542	99.63	80.63
Black or African American	172	170	98.84	74.71
Asian	37	37	100	86.49
Filipino	14	14	100	85.71
Hispanic or Latino	621	619	99.68	72.37
Native Hawaiian or Pacific Islander	--	--	--	--
White	93	90	96.77	81.11
Two or More Races	67	67	100	86.57
Socioeconomically Disadvantaged	507	506	99.8	67.98
English Learners	180	179	99.44	59.78
Students with Disabilities	84	83	98.81	27.71
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: 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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,017	1,010	99.31	55.25
Male	473	468	98.94	51.07
Female	544	542	99.63	58.86
Black or African American	172	171	99.42	50.29
Asian	37	37	100	78.38
Filipino	14	14	100	71.43
Hispanic or Latino	621	618	99.52	52.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	93	90	96.77	63.33
Two or More Races	67	67	100	71.64
Socioeconomically Disadvantaged	507	506	99.8	47.63
English Learners	180	178	98.89	39.89
Students with Disabilities	84	83	98.81	12.05
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: 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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 2017-18)

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 family event, multicultural day, career day, and parent education and technology events. Math parent/student days and evenings further support shared learning between school and home. The principal and school librarian/clerk work together in supporting all parent involvement at Dana and remain the direct contacts for parent involvement opportunities. Dana added a new community outreach/family liaison consultant who supports activities that bring students and families to school. The outreach specialist utilizes a designated space - maker-space - to hold meetings and provide drop in support for families in need of direction with our array of technology and also helps coordinate parent education nights/activities. A major focus for our community outreach is preparing students for the transition from 5th grade to Middle School and from Middle School to High School. Information is disseminated to parents in multiple ways including, email correspondence, Facebook, Instagram, and SMS messaging.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (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 on campus. Grounds are monitored by school staff throughout the day, and a full time campus supervisor leads this effort. We revise our School Safety Plan annually in collaboration with our Site Council 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. In order to address violent incident preparedness, two Dana administrators are trainers of the ALICE protocol and ongoing training occurs at all sites in the Wiseburn Unified School District.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.9	1.7	1.4
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.2	1.1	1.1
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1



## 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.

2017-18 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		0
Percent of Schools Currently in Program Improvement		0

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	1
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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	28	28	28	5	5	4	4	4	7	16	16	13
Mathematics	7	7	6	2	2	2						
Science	31	31	30	2	2	2	4	4	7	16	16	13
Social Science	31	31	30	2	2	2	2	2	7	18	18	13

\* 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.

### Professional Development provided for Teachers

During the 2016–2017 school year, our teachers attending ongoing staff development tied to our overall professional development plan for the implementation of Common Core State Standards, the Next Generations Science Standards, the new History/Social Science Framework and technology integration into the curriculum. Through our continued partnership with the Talking Teaching Network and Loyola Marymount University's MLC program, the focus was on both English Language Arts, English Language Development, and Mathematics through the work of grade level and monthly extended time department 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 week, 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 outcome data and review the most pressing issues of the previous year to focus on specific topics 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 voluntarily participated in coaching and professional development sponsored by the Math Learning Corps (MLC) out of Loyola Marymount University to address new approaches to teaching mathematics in the middle grades. Staff development days were dedicated to effective technology use in the classrooms while staff meetings were devoted to grade-level teacher teams and new instructional technology to include Kahoot, Screencastify, Google classroom, and Google Drive, the Canvas LMS and more. Time was also allotted to review strategies to facilitate students' portfolios for student growth program (digital), Accelerated Reader, and math intervention classes. We allotted math and science department release days to assist staff in developing MLC based lessons based on the new California Content Standards. In addition, teachers completed a survey to identify interest areas for future staff development programs. Social Studies teachers were provided paid release time to study and plan using the new History/Social Science Framework. ELA teachers were allotted planning time to prepare for and plan the implementation of the Writer's Workshop adoption. All staff and department meetings were planned based on the overall emphasis on individualized, personalized instruction for students.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,604	\$44,144
Mid-Range Teacher Salary	\$83,357	\$69,119
Highest Teacher Salary	\$100,381	\$86,005
Average Principal Salary (ES)	\$122,035	\$106,785
Average Principal Salary (MS)	\$130,936	\$111,569
Average Principal Salary (HS)		\$121,395
Superintendent Salary	\$232,190	\$178,104
Percent of District Budget		
Teacher Salaries	39%	34%
Administrative Salaries	6%	6%

\* 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/).

### Types of Services Funded

Types of services funded in 2016-17 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 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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,137	\$739	\$5,398	\$77,235
District	♦	♦	\$6,090	\$84,479
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District			-12.0	-9.0
Percent Difference: School Site/ State			-19.6	10.3

\* Cells with ♦ do not require data.