Richard Henry Dana Middle School

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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Wiseburn Unified School District
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Director of Human Resources

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Director of Psychological 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 13.71% points in ELA to 76..41% of students meeting or exceeding the standards in ELA. In Mathematics, Dana Middle School has grown 28.7% in 4 years by reaching 63% 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 English support, and a MTSS Specialist focused on Writers Workshop.

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 Hackachallenges, which provide students with an engineering-based task to solve in collaboration with our elementary schools and Da Vinci High Schools.

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.

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 addition of Olweus, a bullying prevention program, helps support CORE and an overall positive school climate.

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 administration and our tech TOSA attending the ISTE conference in Chicago, spending a week planning for the digital future of the school. As a result a new technologies were researched and introduced to students, including IXL, 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. The DPSG was revamped and converted to Google Slides during the reboot of Pod class. 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, IXL, 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. We are continuing to work on parent workshops and training opportunities for parents to better navigate Canvas.

A Chromebook loaner program will help support families who cannot afford devices and a 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 Performance Matters, an online data program, will become part of our small learning communities' conversations in analyzing and planning for student learning.

Dana's math team is developing strategies to support Common Core standards in all classes and conducting lesson studies. Lessons are developed by the entire department, taught, debriefed and adjusted and taught again. There is an emphasis on data collection and instruction during the lesson study process. 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 IXL web-based math skill building program.

In 2019-2020 Dana Middle School began its eighth 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 2019-2020 Dana Middle School began its eighth 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	348
Grade 7	332
Grade 8	334
Total Enrollment	1,014

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	15.4
Asian	3.7
Filipino	1.6
Hispanic or Latino	59.7
Native Hawaiian or Pacific Islander	0.6
White	11.9
Two or More Races	7.1
Socioeconomically Disadvantaged	40.7
English Learners	5.9
Students with Disabilities	8.2

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 for Richard Henry Dana	17-18	18-19	19-20
With Full Credential	44	43	43
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Wiseburn Unified	17-18	18-19	19-20
With Full Credential	♦	♦	125
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Richard Henry Dana Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 happened in 2017 with the introduction of Writer's Workshop.

Textbooks and Instructional Materials
Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	Writer's Workshop Units of Study 2017	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Mathematics	College Preparatory Math (CPM) 2016	
	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%
Foreign Language	Holt McDougal, Avancemos, Level 1 - 4	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%

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: December 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Pest control
Electrical: Electrical	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Ceiling damage; toilet partition
Safety: Fire Safety, Hazardous Materials	Good	Trouble listed on fire panel
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Door closers
Overall Rating	**Good**	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	76	76	72	74	50	50
Math	58	63	53	57	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	12.9	28.0	47.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	1016	1013	99.70	76.41
Male	478	476	99.58	72.06
Female	538	537	99.81	80.26
Black or African American	154	154	100.00	75.97
Asian	38	38	100.00	84.21
Filipino	13	13	100.00	76.92
Hispanic or Latino	609	607	99.67	73.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	121	121	100.00	85.12
Two or More Races	75	74	98.67	83.78
Socioeconomically Disadvantaged	432	431	99.77	66.59
English Learners	166	164	98.80	56.71
Students with Disabilities	82	82	100.00	29.27
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	1016	1013	99.70	62.78
Male	478	477	99.79	60.80
Female	538	536	99.63	64.55
Black or African American	154	153	99.35	60.13
Asian	38	38	100.00	76.32
Filipino	13	13	100.00	69.23
Hispanic or Latino	609	608	99.84	58.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	121	121	100.00	74.38
Two or More Races	75	74	98.67	77.03
Socioeconomically Disadvantaged	432	431	99.77	50.12
English Learners	166	165	99.40	46.06
Students with Disabilities	82	82	100.00	23.17
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2019-20)
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 PTSA works with teachers to coordinate student orientations and welcome activities at the beginning of the school year. PTSA also supports student social activities and celebrations, as well as enrichment activities to include field trips, drama productions, PLTW competitions and more. PTSA hosts a variety of events and fund-raisers, including our Halloween family event, career day, Winterim (Open House) and parent education and technology events. Parent Workshops are provided to introduce parents to Canvas and other tech tools commonly used on campus. The principal and school librarian/clerk work together in supporting all parent involvement at Dana and remain the direct contacts for parent involvement opportunities. 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. A Spring Mixer, sponsored by our PTSA, welcomes incoming 6th grade families onto campus for an info night and dinner. Collaboration with the DaVinci high schools provides 8th grade students and families with opportunities to attend tours and information nights to support the transition 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, unless properly signed out by a parent/guardian. 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. 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, one Dana administrator is a trainer of the ALICE protocol and ongoing training occurs at all sites in the Wiseburn Unified School District. In addition to physical safety, Dana provides students with many programs and resources that emphasize students' emotional safety and well-being. Dana Middle School has two full time counselors who support students individually and in groups. The Olweus Bullying Prevention program is in it's 3rd year of implementation which provides engaging lessons and activities to support students in identifying bullying behavior and strategies to address it. Restorative practices are emphasized and positive reinforcements/incentives are utilized across the school to promote positive behavior expectations. We revise our School Safety Plan annually in collaboration with our Site Council and local agencies. An outside agency was also brought in to conduct a safety audit that provides feedback and suggestions to best bolster our safety measures and procedures. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. The plan is updated and coordinated with the District Safety Plan and aligned across all school sites. We work closely with the Hawthorne Police Department and Los Angeles County Fire Department to coordinate these plans. The plan was reviewed by the safety sub-committee within our School Site Council on November 12, 2019. The plan was reviewed and approved by the SSC on January, 14, 2020 to be submitted to the school board for approval.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.4	0.8	1.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.1	0.9	1.3
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	507.0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	3.2

*   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 (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
6	33	5	10	56	32	2	29	38	34	3	12	55
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	29	4	7	13	30	3	9	11	31	2	9	11
Mathematics	4	1			26	2	20		29		18	1
Science	32	1	7	13	33	1	2	20	32	1	2	18
Social Science	32	1	7	13	31	2	2	18	32	1	3	17

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

During the 2016–2017 school year, our teachers attended 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 2016-2017, 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.

The 2017-2018 and 2018-2019 school years continued the focus on personalized learning for students. This meant diving further into the uses of Canvas to push out curriculum and mastery pathways that met the students' needs. Professional development days are always provided before school starts at our Summer Institute, where teachers are provided an array of data on their students to better know them and plan for their personalized learning. The implementation of Writers Workshop, with the support of an ELA TOSA and outside consultant group, provided a writing platform that allowed for more student choice and personal writing topics. Math department meetings, with the help of a Math TOSA, have led to lesson studies driven by student data. Opportunities to observe one another and work as a department has strengthened the math instruction and allowed for teachers to meet the needs of all students. In the 2019-20 school year a schoolwide Guiding Coalition team was developed with members from all curricular and specialist areas to develop common assessments, protocols, and instructional practices that will support achievement for all learners. The Guiding Coalition team meets bi-monthly to plan staff development for their departments. Collaborative planning time takes place during weekly meetings to review student data, reflect on progress and practice, and plan instruction.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,110	$46,208
Mid-Range Teacher Salary	$84,191	$72,218
Highest Teacher Salary	$101,385	$92,742
Average Principal Salary (ES)	$112,940	$134,864
Average Principal Salary (MS)	$122,817	$118,220
Average Principal Salary (HS)	$0	$127,356
Superintendent Salary	$234,512	$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	33%
Administrative Salaries	5%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$6,257	$745	$5,512	$79,927
District	N/A	N/A	$6,487	$85,470
State	N/A	N/A	$7,506.64	$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-16.3	-6.7
School Site/ State	-30.6	9.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Types of services funded in 2018-19 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 https://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.