



# Richard Henry Dana Middle School

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

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Wiseburn Unified School District

201 N. Douglas Street  
El Segundo, CA 90245  
(310) 725-2101  
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#### District Governing Board

JoAnne Kaneda  
**Member**

Roger Bañuelos  
**Member**

Israel Mora  
**Member**

Nelson Martinez  
**Clerk/Vice President**

Neil Goldman  
**President**

#### District Administration

Dr. Blake Silvers  
**Superintendent**

Dr. Aileen Harbeck  
**Assistant Superintendent,  
Educational Services**

Dr. Nisha Dugal  
**Assistant Superintendent of  
Human Resources**

David Wilson  
**Chief Business Official**

Peggy Mazzarella  
**Director of Psychological Services**

### School Description

Richard Henry Dana Middle School is committed to providing students with the tools and opportunities for success that create life-long learners and compassionate, productive citizens. We serve a diverse population of nearly 1,000 students in grades 6, 7 and 8. We are proud of our diverse student body comprised of approximately 60% Hispanic, 15% African American, 12% White and 40% socioeconomically disadvantaged students. Dana is grounded in our signature practices which include student ownership of learning, student ownership of behavior, and personalization. These practices serve as guiding principles when we adopt or modify programs and systems on campus. Our math program has a long partnership with Loyola Marymount University and uses the Math Leadership by Design strategies to facilitate the mastery of the California State Standards. Our English Language Arts team supports our students writing with Writers Workshop and is ready to embark on Readers Workshop all in alignment with the California State Standards. Students receive rich and engaging lessons in both Science and Social Studies courses, while also having access to fitness based physical education, visual arts, music, and Project Lead the Way elective courses.

Dana Middle School also offers students a variety of additional supports and services. There is a range of counseling supports at all tier levels provided by our counselors, speech pathologist, and school psychologist. Our focus on Positive Behavior Supports (PBS) teaches and reinforces positive behaviors at school, while our system of restorative consequences addresses misbehavior in a constructive way. Students receive student merits when they demonstrate Dana PRIDE (preparedness, respect, integrity, determination and empathy) which can earn them special recognition at our monthly Student Recognition assemblies. Dana is committed to providing an effective educational program that meets the needs of all students and addresses it in a comprehensive way. We rewrite our Single Plan for Student Achievement annually to address and embrace these needs. Our goals this year include:

1. Dana school will ensure equitable conditions of learning to all students through safe and secure campuses, access to highly qualified teachers and required materials, as well as programs and resources to ensure their social-emotional wellbeing.
2. Dana School will ensure an instructional program that is focused on supporting individual student growth and achievement, as well as social-emotional development, by creating systems that meet the needs of all students.
3. Dana school will ensure that students are equipped for future success by focusing on collaboration, critical thinking, problem solving, and creativity across all curricular areas, while also nurturing student growth as confident, resilient learners, and responsible citizens.
4. Dana school will increase family and community involvement in school activities and decisions and ensure regular communication with families through multiple formats.
5. Dana school will regularly evaluate and manage organization procedures and practices in order to maintain a strong fiscal position in support of advancing school site goals.

Our faculty consistently engages in collaborative work to further their instructional practices and best serve our students. Our leadership team of teachers, called our Guiding Coalition, lead our department teams in collaborative planning and progress monitoring. Our school uses data gathered from IXL, STAR Reading, and common formative and summative assessments to help monitor student academic progress.

**Major School Achievements:**

\* Named a 2019 Platinum Award Winner by the California PBIS Coalition

\* In 2019 Cabrillo initiated a two-year Writer's Workshop cohort, including one mentor teacher and six teaching fellows (through a grant from the Cotsen Foundation)

\* In 2018 Cabrillo received a Cotsen Foundation grant for \$8,000 to sustain Cognitively Guiding Instruction in math

\* In 2016 Cabrillo was named a Gold Ribbon School.

\* In 2015 Cabrillo initiated a two-year Cognitively Guided Instruction cohort, including one mentor teacher and five teaching fellows (through a grant from the Cotsen Foundation)

\* A continued commitment to the arts, including Hands-on Art for every classroom, family art nights (in collaboration with the organization P.S. Arts), multicultural dance instruction (provided by support of our PTA), and music for every student (with support of the Wiseburn Education Foundation)

\* 2011-2012 and 2007 California Distinguished School designation

\* 2011-2012 Title 1 Academic Achievement School

**Major Achievements**

\* Named a 2019 Platinum Award Winner by the California PBIS Coalition

\* 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.

**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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

**2019-20 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	16.4
American Indian or Alaska Native	0.1
Asian	3.4
Filipino	1.3
Hispanic or Latino	59.3
Native Hawaiian or Pacific Islander	0.7
White	12.4
Two or More Races	6.2
Socioeconomically Disadvantaged	41.1
English Learners	6
Students with Disabilities	5.9
Homeless	0.3

**2019-20 Student Enrollment by Grade Level**

Grade Level	Number of Students
Grade 6	326
Grade 7	342
Grade 8	331
Total Enrollment	999

## 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	18-19	19-20	20-21
With Full Credential	43	43	37
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Wiseburn Unified	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

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

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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 2020-21)

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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	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%
Science	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%
History-Social Science	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%
Foreign Language	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%

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: December 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	
<b>Interior:</b> Interior Surfaces	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Exterior lights
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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**

<b>Subject</b>	<b>School 18-19</b>	<b>School 19-20</b>	<b>District 18-19</b>	<b>District 19-20</b>	<b>State 18-19</b>	<b>State 19-20</b>
<b>ELA</b>	76	N/A	74	N/A	50	N/A
<b>Math</b>	63	N/A	57	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	61	N/A	42	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

#### 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 areas of physical education.

#### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

#### CAASPP Test Results in Science by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

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 session and tour of campus. 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 (School Year 2020-2021)

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 its 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 and approved by our School Site Council on January 12, 2021 to be submitted to the school board for approval.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.8	1.8	0.9	1.3	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	11		
Expulsions	0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## 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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
<b>Academic Counselor*</b>	499.5

\*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
<b>Counselor (Social/Behavioral or Career Development)</b>	2
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.5

\*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
<b>English</b>	30	3	9	11	31	2	9	11	29	0	4	16
<b>Mathematics</b>	26	2	20		29		18	1	14	0	20	2
<b>Science</b>	33	1	2	20	32	1	2	18	34	0	4	16
<b>Social Science</b>	31	2	2	18	32	1	3	17	34	0	4	16

\*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	8

The 2018-2019 and 2019-2020 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.

2020-2021 is focusing on pedagogy and instruction in a virtual setting. This includes the use of our Arizona State University curriculum, online teaching tools and programs, and techniques to stay connected and engaged with students. A major push to best prepare teachers before the start of the school year, resulted in 5 optional professional development days the week before school started. It was a priority to provide teachers a time and space to learn, grow, and try out virtual learning tools before starting the year with students. During the professional development there is also an emphasis on collaboration as time ins built in for departments and grade level partners to collaborate and plan.

**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,387	\$47,145
Mid-Range Teacher Salary	\$86,295	\$74,952
Highest Teacher Salary	\$103,913	\$96,092
Average Principal Salary (ES)	\$119,270	\$116,716
Average Principal Salary (MS)	\$115,615	\$120,813
Average Principal Salary (HS)		\$131,905
Superintendent Salary	\$235,698	\$192,565

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39.0	31.0
Administrative Salaries	5.0	6.0

\* 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**

District funding and Dana donation account funds have been utilized to provide teacher training in the area of the California State Standards, the Next Generation Science Standards, professional development, teaming for success, learning target development, lesson design, differentiated instruction, student data review, and technology training. All staff development is focused on goals set by staff which address those areas in most need of attention based on student assessment outcomes. Under-performing students' needs are addressed through staff development focused on teaching practices and the individual needs of students. Special Education funds are utilized to provide support for students with special needs. Resource support is provided as stated in each student's individualized education plan (IEP).

To support students both academically and social-emotionally, Dana employs 2 full-time counselors that provide academic guidance and other needed supports. The counselors also facilitate and coordinate the school-wide and targeted interventions. To further promote positive choices in middle school, Dana provides a positive behavior intervention support plan for students. This plan involves extended day sports and activities, the CORE positive behavior program, student achievement awards and good behavior awards (Dana Student Merits), student incentives (Merit Market), student government, a student garden, and student intramural sports at lunch and beyond the school day. In addition, 6th and 8th grade students are part of a school mentorship and outreach program entitled, Where Everybody Belongs (WEB).campaign.

**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).

**California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

**FY 2018-19 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	\$86,889
State	N/A	N/A	\$7,750	\$75,706

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-16.3	-8.3
School Site/ State	-33.8	5.4

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