

Richard Henry Dana Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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.

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.

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.

2022-23 School Contact Information

School Name	Richard Henry Dana Middle School
Street	5504 W. 135th Street
City, State, Zip	Hawthorne, CA 90250
Phone Number	(310) 725-4700
Principal	Kiana Clark
Email Address	kclark@wiseburn.org
School Website	dana.wiseburn.org
County-District-School (CDS) Code	19651696023832

2022-23 District Contact Information

District Name	Wiseburn Unified School District
Phone Number	(310) 725-2101
Superintendent	Dr. Blake Silvers
Email Address	bsilvers@wiseburn.org
District Website Address	www.wiseburn.org

2022-23 School Overview

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 57% Hispanic, 19% African American, 12% White and 38% 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 embarking 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 engineering/technology 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 School 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.

2022-23 School Overview

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, STAR Math and common formative and summative assessments to help monitor student academic progress.

Major Achievements

*In 2022 Dana was selected as a California Pivotal Practice Award Winner.

*In 2022 Dana Middle School was redesignated a National Forum Schools To Watch. Originally earning the recognition in 2006, Dana was previously redesignated in 2009, 2012, 2015 and 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 2021 US News and World Report: Dana ranked 159th when compared to over 3,000 middle schools in California

* Dana Middle School was named a California Distinguished School during the 2004-2005 school year, again in April 2013, and most recently in Spring 2021.

*In 2019 Los Angeles County Top Public School for low-income African American Students in the area of Math

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

* 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. 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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	312
Grade 7	322
Grade 8	322
Total Enrollment	956

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.2
Asian	3.3
Black or African American	16.1
Filipino	1.4
Hispanic or Latino	58.5
Native Hawaiian or Pacific Islander	0.7
Two or More Races	7.1
White	12.1
English Learners	6.1
Foster Youth	0.1
Homeless	0.1
Migrant	0.0
Socioeconomically Disadvantaged	38.6
Students with Disabilities	8.5

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.70	78.83	165.70	90.32	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.54	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.30	7.30	5.20	2.88	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.00	12.27	6.40	3.49	12115.80	4.41
Unknown	0.50	1.53	5.00	2.76	18854.30	6.86
Total Teaching Positions	32.60	100.00	183.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	2.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	4.00	
Total Out-of-Field Teachers	4.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. Dana is currently in the early stages of Readers Workshop for ELA and most recently completed a Science adoption in the Spring of 2022, with the adoption of StemScopes.

Year and month in which the data were collected	September 2019
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Writer's Workshop Units of Study 2017	Yes	0%
Mathematics	College Preparatory Math (CPM) 2016	Yes	0%
Science	StemScopes, Accelerate Learning	Yes	0%
History-Social Science	McDougal Littell World History, Ancient Civilizations Middle Ages, Creating America 2006	Yes	0%
Foreign Language	Holt McDougal, Avancemos, Level 1 - 4	Yes	0%

School Facility Conditions and Planned Improvements

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 and those pertaining to safety 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 full time 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 setup/cleanup
- Campus trash cleanup
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues and has constant communication with Director of Facilities, Maintenance and Operations.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Flooring needs to be redone and carpet showing wear. 900s building HVAC showing worn coils and there is a leak from condensation and loose ducting in the HVAC for the kitchen.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Blacktop cracks and bid will be put forward for a 2023 summer project

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	69	N/A	67	N/A	47
Mathematics (grades 3-8 and 11)	N/A	47	N/A	47	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	959	954	99.48	0.52	68.76
Female	461	461	100.00	0.00	72.89
Male	498	493	99.00	1.00	64.91
American Indian or Alaska Native	--	--	--	--	--
Asian	32	31	96.88	3.12	87.10
Black or African American	157	156	99.36	0.64	70.51
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	559	557	99.64	0.36	63.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	77	76	98.70	1.30	82.89
White	113	113	100.00	0.00	78.76
English Learners	60	59	98.33	1.67	8.47
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	378	376	99.47	0.53	57.98
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	83	81	97.59	2.41	20.99

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	959	955	99.58	0.42	47.12
Female	461	461	100.00	0.00	45.77
Male	498	494	99.20	0.80	48.38
American Indian or Alaska Native	--	--	--	--	--
Asian	32	32	100.00	0.00	75.00
Black or African American	157	156	99.36	0.64	41.67
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	559	557	99.64	0.36	42.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	77	76	98.70	1.30	59.21
White	113	113	100.00	0.00	60.18
English Learners	60	60	100.00	0.00	6.67
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	378	377	99.74	0.26	35.54
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	83	81	97.59	2.41	16.05

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	43.4	NT	45.63	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	321	318	99.07	0.93	43.4
Female	151	151	100	0	37.75
Male	170	167	98.24	1.76	48.5
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	53	53	100	0	32.08
Filipino	--	--	--	--	--
Hispanic or Latino	181	179	98.9	1.1	42.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	26	96.3	3.7	42.31
White	45	45	100	0	57.78
English Learners	17	17	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	123	122	99.19	0.81	32.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	9.09

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98%	99%	99%	98%	99%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Dana encourages active participation by parents and caregivers 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 and staff to make financial and programmatic decisions, while looking at data. Our PTSA works with teachers to coordinate student orientations and welcome activities at the beginning of the school year, to help students transition to middle school. 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 fundraisers, including our Halloween family event, career day, Winterim (Open House) and parent education and technology events. 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. Zoom webinars were hosted for families and student centered webinars were also hosted, enabling students to ask questions of high schoolers and gain a student's perspective of high school. In addition, information is disseminated to parents in multiple ways including weekly email correspondence, Facebook, Instagram, and SMS messaging.

Dana piloted a new opportunity for parental involvement called the Own It Workshops. Parent/caregiver workshops were offered 5 different days in October, November, and January in lieu of traditional parent teacher conferences. Individual teams of teachers created parent/caregiver workshops to meet the needs of their families. The topics included but were not limited to Canvas observers, supporting academics at home, connecting with others families and student scenarios. The counseling team also participated and provided a workshop regarding communicating and connecting with middle schoolers. This pilot was result of data from the annual family survey and data indicating that our traditional parent teacher conferences were ineffective.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	977	973	91	9.4
Female	472	471	48	10.2
Male	505	502	43	8.6
American Indian or Alaska Native	2	2	0	0.0
Asian	32	32	3	9.4
Black or African American	160	160	9	5.6
Filipino	13	13	0	0.0
Hispanic or Latino	568	565	59	10.4
Native Hawaiian or Pacific Islander	7	7	3	42.9
Two or More Races	72	71	3	4.2
White	118	118	14	11.9
English Learners	76	76	15	19.7
Foster Youth	1	1	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	389	388	49	12.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	87	87	11	12.6

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.19	0.77	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.10	2.76	0.04	1.41	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.76	0.00
Female	0.85	0.00
Male	4.55	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.13	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.17	0.00
White	0.85	0.00
English Learners	7.89	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.60	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.49	0.00

2022-23 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 only necessary visitors are allowed on campus. They must enter the school through the main office to sign in and obtain a visitor's pass. This year, the school moved to a closed and locked office model. This limits the accessibility to our campus through an open front office. At 8:45 am the office doors lock and remain locked till 4:00 pm. Parents and caregivers are encouraged to call ahead if they are picking up their child and a table is left outside for items to be dropped off. This greatly decreases the amount of people in the front office and therefore limits the access to our campus and students.

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. 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 three full time counselors who support students individually and in groups. The Olweus Bullying Prevention program is in it's 4th year of implementation which provides lessons and activities to support students in identifying bullying behavior and strategies to address it. Weekly social emotional lessons through Second Step are also provided for every student via Pod class. 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 entire new section was added that included Covid-19 health and safety protocols. An outside agency was also brought in within the last few years 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 in January 2023 to be submitted to the school board for approval.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	4	4	16
Mathematics	14	22	19	
Science	34		1	19
Social Science	34			20

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	1	7	13
Mathematics	32		10	8
Science	33		5	15
Social Science	33		6	14

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	2	17	3
Mathematics	31		17	3
Science	32		16	4
Social Science	32		16	4

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	478

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	4.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,496	\$741	\$5,755	\$84,260
District	N/A	N/A	\$6,971	\$90,319
Percent Difference - School Site and District	N/A	N/A	-19.1	-6.9
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-13.6	6.2

2021-22 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, 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. Special Education funds are utilized to provide support for students with special needs. This could include personnel support and resources. Resource support is provided as stated in each student's individualized education plan (IEP).

To support students both academically and social-emotionally, Dana employs 3 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 activities, the CORE positive behavior program, student achievement awards and positive behavior awards (Dana Student Merits), student incentives (Merit Market), student government, and student intramural sports at lunch. In addition, 6th and 8th grade students are part of a school mentorship and outreach program entitled, Where Everybody Belongs (WEB).

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,969	\$48,503
Mid-Range Teacher Salary	\$88,902	\$74,912
Highest Teacher Salary	\$107,052	\$100,321
Average Principal Salary (Elementary)	\$128,948	\$122,160
Average Principal Salary (Middle)	\$133,424	\$127,632
Average Principal Salary (High)		\$137,578
Superintendent Salary	\$254,958	\$198,665
Percent of Budget for Teacher Salaries	36%	31%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Each year teachers are contractually provided 3 full days of professional development, along with multiple opportunities for supplemental professional development. Every Wednesday teachers are provided one hour of professional learning, with one Wednesday a month having the option to stay an additional paid hour. In addition, the master schedule has grade level partners sharing the same prep period, providing collaborative lesson planning time for teachers. Professional Development focus areas and highlights over the past three years are as follows:

2020-2021 focused on pedagogy and instruction in a virtual setting. That included the use of 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.

The 2021-2022 school year circled back to personalizing the learning for all students. There was an emphasis on accessing and analyzing data so that teachers could appropriately plan lessons to meet students where they are. This included training on Performance Matters so that teachers could easily access up to date and prior data on student performance. Department time was provided for teachers to collaborate on a larger scale to determine what instructional strategies and resources would best serve students that might have learning gaps or need extra spiraling in of prior standards. Working on and revisiting the essential standards for each grade level and content area was part of this work.

The 2022-2023 school year emphasized the DEI/family partnership assurance and student centered. There was an emphasis on student data, which was accessed through Performance Matters, and time with service providers to review IEPs and 504s. This enabled teachers to reflect on their teaching practices with CAASPP and benchmark data. To successfully meet the needs of all our students, it is imperative teachers and support staff understand services and accommodations for students with an IEP or 504. This was the first time staff had a significant amount of time to work with service providers to ensure students' needs were met. Professional learning time was also used to plan Own It workshops for students and families, that provided more partnership opportunities.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	8	3	4