



Richard Henry Dana Middle School

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

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Wiseburn Unified School District

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District Governing Board

Israel Mora
JoAnne Kaneda
Roger Banuelos
Neil Goldman
Nelson Martinez

District Administration

Tom Johnstone, Ed. D.
Superintendent
Chris Jones, Ed. D.

Deputy Superintendent

David Wilson

Chief Business Official

Ana Montes

Director of Human Resources

Cathy Waller

Director of Psychological Services

Vince Madsen

Director Facilities Planning

Aileen Harbeck, Ed. D.

Director of Curriculum, Instruction & Technology

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 successfully close the achievement gap. Our school's most recent API 3-year average of 866 points up the school's overall success in addressing student learning in math and ELA. Dana also succeeded in passing the 800 mark on the API for numerically significant subgroups including Hispanic and African American. This remarkable achievement reflects our central belief that all children can learn within our highly diverse student population.
- 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 STAR, 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. Math club has also provided academic support for students. We continued supporting English Learners within the school day through program STELLAR, a collaborative out of Loyola Marymount College focused on ELD teachers and administrators offering related professional development, coaching, and curriculum to support ELD classes.
- 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. 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.
- The eighth grade social studies team, again, received a grant to support field trips to the Museum of Tolerance in Los Angeles as part of their unit on the Holocaust. The Cotsen Foundation supported Dana via a grant to bring professional development and mentoring to Dana's math teachers through Loyola Marymount College's Math Learning Corps (MLC).
- 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 school's technology leadership team joined the nationally recognized Future Ready Schools collaborative to plan and implement personalized, research-based digital learning strategies for student learning. This led to seven teachers attending the ISTE conference in Denver, spending a week planning for the digital future of the school. As a result a new learning management system, Canvas, was purchased and professional development planned and facilitated in the roll-out of this important digital tool for schoolwide use with all students.
- The new lunch program which provides freshly prepared, healthy lunches is a popular addition to the campus as student lunch sales have exponentially increased.
- The new extended day program (EDP) offers families an on-campus option for students beyond the school day keeping students safe and productive until their family's can pick them up from school. This program enrolls more than 100 students and has worked to notably decrease after school behavior issues with our students.

Focus for Improvement

- This past year we have been able to offer more courses and programs for students, provide more training for our staff, and expand our services to families. We want to increase our students' awareness of their learning and potential, and to increase professional sharing and parent/community interest in Dana Middle School. The results we are looking for include student academic success, a decrease in student performance reviews and disciplinary actions, an increase in parent satisfaction with students' learning, and an increase in community interest and support via 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 at school. Dana will further develop its Response to Intervention (RTI) program by expanding interventions in math and language arts skill development as well as math workshops for parents.
- Dana will also emphasize access to technology using online learning opportunities and 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, and 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 have new opportunities to assess and place students in appropriate math classes through multiple measures. Through various assessments, teachers examine student outcome data and tailor instruction for each student. Such data review has become the catalyst for important school wide conversations about goal-setting and classroom instruction. In the coming years, the use of Schoolzilla, an online data program, will become part of our small learning communities' conversations in analyzing and planning for student learning.
- In 2015 Dana began its partnership with the Math Learning Center based at Loyola Marymount University to provide regular professional development and in-class mentoring for our math teachers at all grade levels. Through a generous grant from the Cotsen Foundation, Dana's math team is developing strategies to support Common Core standards in all classes. The addition of two math coaches to support this process will work to increase sustainability of this program for years to come.
- In 2015-2016 Dana Middle School began its fourth year with Project Lead the Way, an early engineering elective supported by El Camino College and the Chevron Corporation.
- In 2015-2016 Dana Middle School began its second year of a student Crossfit program expanding this fitness platform from to include both 7th and 8th grade physical education classes. Students also participate in afterschool Crossfit team offerings as well as a girls' running/self-esteem building program named FLEET as well as a boys running team named BOSS. Each program serves to heighten awareness of physical fitness and well-being.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	317
Grade 7	337
Grade 8	330
Total Enrollment	984

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	20.1
American Indian or Alaska Native	0.2
Asian	3.8
Filipino	1.8
Hispanic or Latino	60.7
Native Hawaiian or Pacific Islander	0.2
White	7.7
Two or More Races	4.9
Socioeconomically Disadvantaged	51.6
English Learners	3.2
Students with Disabilities	8.7
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Richard Henry Dana Middle School	14-15	15-16	16-17
With Full Credential	42	43	43
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Wisburn Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	127
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Richard Henry Dana Middle	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.2	0.8
High-Poverty Schools	99.4	0.6
Low-Poverty Schools	97.7	2.3

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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 textbook adoption is expected in 2017.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Rinehart Winston Literature and Language Arts 2003 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%

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. A 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 two full time and one part time evening custodians are assigned to Dana Middle School. The day custodian is responsible for:

- Campus trash cleanup
- Office cleaning
- Lunch area setup/cleanup
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Gym and community center area cleanup
- Campus trash cleanup
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	63	75	62	71	44	48
Math	34	43	38	45	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	87	86	86	83	76	64	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	12.2	25.3	51.5

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

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

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

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	322	318	98.8	66.3
	7	339	337	99.4	80.1
	8	328	324	98.8	77.2
Male	6	146	142	97.3	54.2
	7	158	158	100.0	74.7
	8	147	145	98.6	71.0
Female	6	176	176	100.0	76.1
	7	181	179	98.9	84.9
	8	181	179	98.9	82.1
Black or African American	6	66	63	95.5	68.3
	7	63	63	100.0	74.6
	8	71	70	98.6	74.3
American Indian or Alaska Native	8	--	--	--	--
Asian	6	16	15	93.8	86.7
	7	11	11	100.0	100.0
	8	--	--	--	--
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	183	183	100.0	61.2
	7	226	225	99.6	79.6
	8	191	190	99.5	74.2
Native Hawaiian or Pacific Islander	6	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	6	26	26	100.0	80.8
	7	20	19	95.0	84.2
	8	29	28	96.5	82.1
Two or More Races	6	20	20	100.0	80.0
	7	12	12	100.0	83.3
	8	16	16	100.0	93.8
Socioeconomically Disadvantaged	6	151	151	100.0	58.9
	7	186	186	100.0	75.3
	8	165	165	100.0	72.7
English Learners	6	14	13	92.9	23.1
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	6	28	27	96.4	14.8
	7	29	29	100.0	51.7
	8	28	27	96.4	25.9
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	322	318	98.8	35.9
	7	339	337	99.4	43.6
	8	328	324	98.8	50.6
Male	6	146	142	97.3	28.9
	7	158	158	100.0	42.4
	8	147	145	98.6	49.7
Female	6	176	176	100.0	41.5
	7	181	179	98.9	44.7
	8	181	179	98.9	51.4

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	6	66	63	95.5	33.3
	7	63	63	100.0	36.5
	8	71	70	98.6	45.7
American Indian or Alaska Native	8	--	--	--	--
Asian	6	16	15	93.8	66.7
	7	11	11	100.0	81.8
	8	--	--	--	--
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	183	183	100.0	32.2
	7	226	225	99.6	42.2
	8	191	190	99.5	45.3
Native Hawaiian or Pacific Islander	6	--	--	--	--
White	6	26	26	100.0	46.1
	7	20	19	95.0	57.9
	8	29	28	96.5	71.4
Two or More Races	6	20	20	100.0	35.0
	7	12	12	100.0	41.7
	8	16	16	100.0	68.8
Socioeconomically Disadvantaged	6	151	151	100.0	32.5
	7	186	186	100.0	34.4
	8	165	165	100.0	43.0
English Learners	6	14	13	92.9	
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	6	28	27	96.4	3.7
	7	29	29	100.0	20.7
	8	28	27	96.4	11.1
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Dana encourages active participation by parents and benefits tremendously from the skills and contributions of our community. We have many ways for parents to be a part of our school community. Parents join our School Site Council and work collaboratively with school administration to make financial decisions. Our PTA works with teachers to coordinate student orientation and welcome activities at the beginning of the school year. PTA also supports student social activities and celebrations, as well as enrichment activities to include field trips, drama productions, PLTW competitions and more. PTA hosts a variety of events and fund-raisers, including our Halloween family event, multicultural day, career day, and parent education and technology events. Math parent/student Saturdays and evenings further support shared learning between school and home. The principal and school librarian/clerk work together in supporting all parent involvement at Dana and remain the direct contacts for parent involvement opportunities.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Nothing takes priority over our students' physical and emotional safety. Teachers regularly review the rules for safe, responsible behavior in school and on the grounds. We have a closed campus and all visitors must enter the school through the main office to and sign in and obtain a visitor's pass. Students are not allowed off campus during the school day. We follow the school board policy for visitors to campus. Grounds are monitored by school staff throughout the day. We revise our School Safety Plan annually in collaboration with our school safety committee and local agencies. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. The plan is updated and coordinated with the District Safety Plan. We work closely with the Hawthorne Police Department and Los Angeles County Fire Department to coordinate these plans. Each classroom in the school district has a shelter-in-place box in the unlikely event students and teachers are confined to classrooms for an extended period of time. There is a well-equipped emergency supply area at the school site in addition to the shelter-in-place boxes. The School Safety Plan also includes psychological first aid and other mental health necessities.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.3	1.9	1.7
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.0	1.2	1.1
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.85
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	29	28	28	2	5	5	11	4	4	10	16	16
Mathematics	27	7	7	3	2	2	15			6		
Science	29	31	31	2	2	2	10	4	4	10	16	16
Social Science	28	31	31	3	2	2	12	2	2	8	18	18

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

During the 2015–2016 school year, our teachers attending ongoing staff development tied to our overall professional development plan for the implementation of Common Core State Standards and technology. Through our continued partnership with the Talking Teaching Network and Loyola Marymount University's MLC program, the focus was on both English Language Arts and Mathematics through the work of grade level monthly extended time department meetings. We also continued our focus on student results, allowing our teachers to create their own assessments with analysis of student achievement based on the new California Content Standards. Each week, teachers meet in grade-level teams, by curricular department or as a staff to effectively plan for overall student learning. When planning staff training, teachers and administrators look at student outcome data and review the most pressing issues of the previous year to focus on specific topics and refine instruction.

In the past year staff development was dedicated to helping teachers meet the learning needs of all students. Dana’s math team voluntarily participated in coaching and professional development sponsored by the Math Learning Corps (MLC) out of Loyola Marymount University to address new approaches to teaching mathematics in the middle grades. Staff development days were dedicated to effective technology use in the classrooms while staff meetings were devoted to grade-level teacher teams and new instructional technology to include Kahoot, screencastify, Google classroom, and Google Drive and more. Time was also allotted to review strategies to facilitate students’ portfolios for student growth program, Accelerated Reader, and math intervention classes. We allotted math and science department staff 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. All staff and department meetings were planned based on the overall emphasis on individualized, personalized instruction for students.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,739	\$42,063
Mid-Range Teacher Salary	\$78,639	\$64,823
Highest Teacher Salary	\$94,694	\$84,821
Average Principal Salary (ES)	\$114,060	\$101,849
Average Principal Salary (MS)	\$123,359	\$107,678
Average Principal Salary (HS)		\$115,589
Superintendent Salary	\$219,048	\$169,152
Percent of District Budget		
Teacher Salaries	39%	35%
Administrative Salaries	6%	6%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,352	567	4,785	74,306
District	♦	♦	5,411	78,484
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			-11.6	-5.3
Percent Difference: School Site/ State			-15.7	10.3

* Cells with ♦ do not require data.

Types of Services Funded

Types of services funded in 2015-16 were the overall educational program to the students of Dana Middle School. The school also provided supplemental instructional programs to students who displayed need.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.