



# Ethel Dwyer Middle School

1502 Palm Ave. • Huntington Beach, CA 92648 • (714) 536-7507 • Grades 6-8

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



### Huntington Beach City School District

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#### District Governing Board

Bridget Kaub  
Shari Kowalke  
Paul Morrow, Ed. D.  
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Rosemary Saylor

#### District Administration

Gregory Haulk  
**Superintendent**  
Jennifer Shepard  
**Assistant Superintendent  
Educational Services**

Patricia Hager  
**Assistant Superintendent  
Human Resources**

Jon M. Archibald  
**Assistant Superintendent  
Administrative Services**

### School Description

We will provide an environment where students learn about themselves and the world around them, develop their potential, and acquire the skills necessary to become life-long learners.

We envision a school that provides an environment that focuses on high academic instruction and values responsibility!

Dwyer Middle School provides a stimulating, quality instructional environment for approximately 1284 students in the northwest section of Huntington Beach, seven blocks from the ocean. The Dwyer staff, over 60 members strong, is dedicated to the proposition that all students can learn and find success. We have created classes that help students achieve at this high level of performance. We are confident that with our help, students will master the challenging academic program we have created at Dwyer. We work collaboratively with colleagues, students, and parents to ensure that our academic programs continue to improve.

In order to continue to raise the bar for all of our students and to close the gap for students with below grade level skills, Dwyer teachers will continue a tiered approach to placing students in CORE language arts/social studies, math, and science. Students are placed in one of 6 possible literacy skill levels in language arts; one of 7 possible math skill levels, and one of 2 possible skill levels in science. Each student is placed according to a multiple measures approach that includes on-going teacher formative assessment, GPA, SBAC assessments, teacher recommendations, district Benchmark assessments, and collaboratively created teacher assessments. When appropriate students move between levels as skills improve or intervention is deemed necessary.

Placement in our CORE program is as follows: Using multiple measures, each Dwyer student is assessed at the end of the school year and at the beginning of the next year to determine their CORE (Literacy/Social Studies) placement, and to see if they need interventions outside the regular classroom setting. Dwyer has instituted a comprehensive, tiered literacy program for all students. Tier 1 includes ELD classes for our English Learners to improve English fluency. Students use ELD Language Workshop CA. Collection by HMH for English Learners with little or no English skill, and for emerging readers, they transition into READ 180 CORE classes for 6th, 7th, and 8th graders who are 1 to 2 years below grade level in reading skills. A reading fluency assessment helps in identifying targeted students as well as GPA; the Scholastic Reading Inventory (SRI) is used for all students in all CORE classrooms to identify this data. Tier 2 includes our Collaboration classes that pair students who are below grade level on their ELA Benchmark, as well as students who have extra support services described in their IEP in the areas of English and History. Tier 2 also includes Co-teach and Developmental Reading for students with IEPs that generally require instruction two or more years below grade level and have mild to moderate learning disabilities. Tier 3 classes are regular CORE classes. All other students not needing Tier 1 and 2 classes are placed in CORE classes using the multiple measures listed above. Students who are not proficient on the ELA Benchmark or below a 2.0 GPA are given either a Guided Support or Study Skills intervention class taught by a regular CORE teacher. These students are targeted to receive this intervention to help push them to ELA Benchmark proficiency. Students with learning disabilities are placed with students without learning disabilities throughout the tiered system unless specifically scheduled into a Collab class. Dwyer has specially designated collaborative classes at each grade level for students with learning disabilities and are grouped with regular education students with similar skills.

These classes have a regular education teacher, a special education teacher, and a special education aide. These classes have the appropriate grade level curriculum expectations. Special Education students may also be placed in any other literacy level class depending on multiple measures and the IEP team's recommendation. Classes follow the RTI (Response to Intervention) model to support all students with needs. There are special classes for Proficient to Advanced learners, and we have Honors classes for students who have high to advanced skills. Students are placed meeting the required targets for honors selection. For the 2016/17 School year, all teachers will continue to implement Direct Interactive Instruction to support the implementation of the Common Core Standards.

Our Math program is similar to our CORE program. Using multiple measures, students are assigned to levels at each grade. If students are more than 2 grade levels below in math, we offer a Basic Math co-teach class. It is taught by a credentialed math teacher and a special education teacher. It may have students in all grade levels within the class needing intensive intervention. If they have learning disabilities they may take a collaborative class of Math 6 with regular education students or have a double block of math with Math 6 and our Opportunities class. Students may take Math 6 without support, if they are at grade level or above. Qualifying students, including Title 1, At-Risk and English Learners have two intervention web based programs, ST Math and ALEKS. All 7th graders also may be placed in 1 of 2 classes; Math 7 or Math 7 Accelerated. In addition to their math classes, qualifying 7th graders have access to ST Math and ALEKS in and out of the classroom. All 8th graders also may be placed in 1 of 2 classes; Math 8 and Math 8 Accelerated with Algebra 1. In addition to their math classes, qualifying 8th graders have access to ST Math and ALEKS in and out of the classroom. As with all of our academic programs, students may move between levels as appropriate to their learning needs. As with all of our academic programs, students are constantly monitored using our multiple measures to assure that they are in the right classes. Wherever any doubt exists, students are always placed in the higher level. We want instruction to be slightly above every student's comfort zone. All Math teachers are trained in using ST Math, our online Math Intervention program designed to help students build their foundational skills and fill in gaps in necessary skill areas.

## 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	467
Grade 7	400
Grade 8	417
<b>Total Enrollment</b>	<b>1,284</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.3
Asian	10.4
Filipino	1.5
Hispanic or Latino	23
Native Hawaiian or Pacific Islander	0.4
White	56.7
Two or More Races	7.1
Socioeconomically Disadvantaged	22
English Learners	7.6
Students with Disabilities	9.8
Foster Youth	0.2

## 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			
Ethel Dwyer Middle School	14-15	15-16	16-17
With Full Credential	45	47	47.25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	8	8
Huntington Beach City School District	14-15	15-16	16-17
With Full Credential	♦	♦	276.98
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Ethel Dwyer Middle School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

\* "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	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

\* 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)

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2014-15 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

Textbooks and Instructional Materials Year and month in which data were collected: October 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pearson Prentice Hall - Timeless Voices, Timeless Themes Adoption Year 2003  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Mathematics	McGraw-Hill - Glencoe California Math, Courses 1-3 McGraw-Hill - Glencoe Math Accelerated (Grade 7 Accelerated) McGraw-Hill - Glencoe Algebra 1 (Grade 8 Accelerated) Adoption Year 2015  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Science	Pearson Prentice Hall - California Science Explorer Adoption Year 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
History-Social Science	Teachers' Curriculum Institute - History Alive! Adoption Year 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

The main building at Dwyer School was built in 1934 and consists of an office area, auditorium and 31 classrooms. An addition in 1995 provides a library, multipurpose room and 9 classrooms. A locker room building was added in 2008 providing upgraded facilities for boys and girls physical education.

This site has 2 solar arrays on the upper field, in the front of the main building, providing shade for students and the site has been retrofit with energy efficient interior and exterior lighting.

Dwyer added air conditioning to a computer lab to prevent computers from overheating and make the room more comfortable.

Improvements/repairs completed during 2016 included painting exterior doors, new partition in the library storage area, new ceiling fans in 3 classrooms, new roof area on main building, paint hallways on 1st and 2nd floors, and modernize the elevator in the Case Building. The auditorium curtains, seating, floor covering, and sound system was replaced and the walls were painted.

Dwyer will continue to invest in additional security cameras on campus to decrease vandalism incidents after hours.

Facilities are inspected continuously by custodial and maintenance personnel and work orders are submitted as needed.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: August 25, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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
<b>ELA</b>	71	72	71	74	44	48
<b>Math</b>	54	60	64	67	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
<b>Science</b>	84	82	84	85	84	86	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
<b>7</b>	14.8	26.7	34.6

\* 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	429	422	98.4	83.7
Male	222	220	99.1	88.6
Female	207	202	97.6	78.2
Asian	47	46	97.9	95.7
Hispanic or Latino	94	92	97.9	66.3
White	244	241	98.8	88.0
Two or More Races	30	29	96.7	86.2
Socioeconomically Disadvantaged	109	107	98.2	66.4
English Learners	26	25	96.2	36.0
Students with Disabilities	42	42	100.0	59.5

\* 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	468	462	98.7	70.1
	7	405	402	99.3	69.4
	8	429	425	99.1	77.7
Male	6	236	234	99.2	62.0
	7	218	216	99.1	63.0
	8	222	220	99.1	75.0
Female	6	232	228	98.3	78.5
	7	187	186	99.5	76.9
	8	207	205	99.0	80.5
Asian	6	52	52	100.0	88.5
	7	37	37	100.0	89.2
	8	47	47	100.0	91.5
Hispanic or Latino	6	110	108	98.2	50.9
	7	94	93	98.9	47.3
	8	94	92	97.9	60.9
White	6	260	257	98.8	75.5
	7	232	230	99.1	74.3
	8	244	242	99.2	82.6
Two or More Races	6	32	31	96.9	64.5
	7	33	33	100.0	81.8
	8	30	30	100.0	73.3

**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
Socioeconomically Disadvantaged	6	115	115	100.0	46.1
	7	87	86	98.8	39.5
	8	109	108	99.1	58.3
English Learners	6	35	35	100.0	8.6
	7	32	31	96.9	12.9
	8	26	25	96.2	28.0
Students with Disabilities	6	48	44	91.7	20.4
	7	36	36	100.0	19.4
	8	42	42	100.0	28.6

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	468	462	98.7	63.2
	7	404	400	99.0	64.4
	8	404	400	99.0	64.4
Male	6	236	234	99.2	56.4
	7	217	215	99.1	61.4
	8	217	215	99.1	61.4
Female	6	232	228	98.3	70.2
	7	187	185	98.9	67.9
	8	187	185	98.9	67.9
Asian	6	52	52	100.0	90.4
	7	37	37	100.0	86.5
	8	37	37	100.0	86.5
Hispanic or Latino	6	110	108	98.2	38.0
	7	94	92	97.9	43.5
	8	94	92	97.9	43.5
White	6	260	257	98.8	69.7
	7	231	229	99.1	67.5
	8	231	229	99.1	67.5

**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
Two or More Races	6	32	31	96.9	54.8
	7	33	33	100.0	78.8
	8	33	33	100.0	78.8
Socioeconomically Disadvantaged	6	115	115	100.0	36.5
	7	87	86	98.8	31.4
	8	87	86	98.8	31.4
English Learners	6	35	35	100.0	5.7
	7	32	31	96.9	22.6
	8	32	31	96.9	22.6
Students with Disabilities	6	48	44	91.7	15.9
	7	36	35	97.2	17.1
	8	36	35	97.2	17.1

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)

The administration and staff at Dwyer Middle School have a deep respect for community input, and a coordinated strategic plan has been developed to involve parents and other community members. Every fall parents are invited to meet teachers at Dwyer's Back-to-School Night and gain an understanding of the vision, expectations, and practices in each class. The Family Night Dinner follows a few weeks later, and it provides a social evening for staff and parents to become better acquainted. Throughout the year, there are numerous opportunities for parents and community members to team with staff and develop the plans and policies that guide the school in technology, health and safety, drug and tobacco education, student achievement awards, and textbook adoption. The Parent Teacher Student Association (PTSA) and the School Site Council (SSC) regularly collaborate with parents to help define school direction. In the spring, parents and the community are invited to Dwyer's Open House to see a sampling of each students academic accomplishments. The PTSA and SSC are only two of the many possibilities for parent involvement. At the beginning of the year, parents are given a list of areas on campus where help is needed and appreciated. Typically, the school logs more than 12,000 hours of volunteer service, but as many as 36,000 additional hours have been provided. There are many ways in which community members interact with Dwyer students and offer their support to the school. Students from Huntington Beach High School provide tutoring services; local businesses donate prizes for the positive referral program; and senior citizens volunteer their time to help in the classrooms. Local businesses and organizations sponsor contests in art and writing to strengthen student learning.

Dwyer students participate in numerous community projects planned by the Leadership class and the National Junior Honor Society, and students also become involved in the community through their local congregations. The partnership that exists between the school and the community enhances the educational experience and encourages community involvement and support. The Huntington Beach Education Foundation (HBEF), a joint business and educational partnership, provides funding for teacher mini-grants, classroom speakers, supplemental materials and supports the parent educational 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

Each year Dwyer evaluates the school safety plan before implementing training for staff and students the following school year. Dwyer works closely with the Huntington Beach Safe School Coalition to adopt the most up-to-date practices and protocols. Training for all staff was provided during the September Staff Development day. Students receive similar training the second week of school during their PE classes in the auditorium. The Dwyer safety plan has four important goals at it's core.

Goal #1: All students and staff members are provided a safe teaching and learning environment.

Goal #2: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.

Goal #3: District programs and approved community resources are made available to students and parents.

Goal #4: Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial and religious backgrounds.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	4.7	5.4	8.1
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.9	2.4	2.7
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	In PI	In PI
First Year of Program Improvement	2012-2013	2012-2013
Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	100.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	1.4
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1.2
Resource Specialist	N/A
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	N/A

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	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	25	27	22	8	6	11	17	15	21	10	11	4
Mathematics	28	28	22	7	3	13	14	6	21	10	6	4
Science	33	31	26		3	6	9	7	17	17	19	9
Social Science	30	29	25	2	2	7	16	15	20	10	11	4

\* 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**

All training and curriculum development at Dwyer Middle School revolves around the California Teacher Practices, the Common Core Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Huntington Beach City School District (HBCSD) regularly collaborates with all levels of district and school site staff when developing professional development activities in alignment with the No Child Left Behind Improving Teacher Quality Expectations. Instructional program improvement is driven by student needs and guided by state standards and frameworks. District and school administrators use site trend analysis, state testing, district-level assessments, teacher response, and administrator observations to identify more effective methods and strategies to achieve positive results for teachers and students. Dwyer and HBCSD is entering the fourth year of Direct Interactive Instruction (DII). All new teachers on site will participate in additional training opportunities to bring them up to speed with veteran teacher best practices and use of DII strategies.

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation time lines, and student achievement. Feedback is gathered at the site level through direct input and staff observation. Periodic Curriculum Development Committees are formed to address identified areas of need and focus. During the 2015-16 school year, three staff district wide development days were held during the school year. District-level training activities and professional development revolved around the alignment of curriculum and differentiated instructional strategies to meet the needs of all students. Ongoing examination and modification of practice is essential to professional growth. The primary purpose of professional development is to directly improve teaching and learning for all children. A portion of Dwyer Middle School's categorical program budget is allocated for professional development activities to support improved instruction. Focus areas for staff development include: writing, reading in every subject area, and using a variety of instructional strategies to meet all learning styles.

Staff members attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. Teachers new to the profession are supported by peer coaching and are encouraged to attend in-services offered by the West Orange County Consortium for Special Education or education consultants. Teachers are encouraged to attend subject-specific seminars and major conferences and share what they learn with other staff members.

The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students. Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. In-services for classified staff are geared to their specialty areas.

Staff members on campus collaborate in Professional Learning Communities at the site and district level. At the site level there are departmental, whole staff and leadership level opportunities for teachers to design, implement and evaluate best practices and data that drives instruction. Course offerings are determined by student need and offered by highly qualified and credentialed teachers. Administration observes and evaluates the curriculum and instruction of each teacher in the classroom. All staff members work together to improve the learning of all students at Dwyer Middle School.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,038	\$44,573
Mid-Range Teacher Salary	\$81,044	\$72,868
Highest Teacher Salary	\$98,852	\$92,972
Average Principal Salary (ES)	\$119,970	\$116,229
Average Principal Salary (MS)	\$122,537	\$119,596
Average Principal Salary (HS)		\$121,883
Superintendent Salary	\$206,525	\$201,784
Percent of District Budget		
Teacher Salaries	43%	39%
Administrative Salaries	6%	5%

\* 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

Dwyer Middle School staff see themselves as an essential part of the support system for students. Our teachers, classified staff, assistant principals, and the principal join with the school psychologist, nurse, speech and language specialist, and resource specialist to ensure the well-being of students. The ratio of academic counselors provided by Outreach Concern counseling services to students is 3:1, 317. Student guidance provided by the assistant principals is complemented by a school psychologist who provides individual and group short-term counseling. The district nurse is scheduled at Dwyer Middle School for two half days each month. The nurse and health clerk are responsible for student care, health counseling, and record keeping. A consult agency conducts vision and hearing testing annually. The Student Study Team (SST) meets regularly to discuss referred students. Strategies are discussed and plans are implemented to assist students to achieve success at school.

Dwyer Middle School's Honor's program is part of the language arts and social science curriculum for identified students in sixth through eighth grades. Honor's classes are taught by appropriately trained, certificated teachers. The district's special education program addresses the needs of students with special needs through appropriate assessment, identification of problem areas, placement, program implementation, evaluation, and review. Huntington Beach City School District participates in the West Orange County Consortium for Special Education (WOCCSE), which also serves Fountain Valley, Ocean View, Westminster, and Huntington Beach Union High school districts. The consortium allows participating districts to pool special education resources and expertise. Dwyer Middle School offers both Specialized Academic Instruction and Special Day Class in a collaborative model; students receive instruction in the regular classroom with assistance from Special Education teachers and instructional aides.

Dwyer services are funded in a multitude of ways. We receive community donations, work within our general fund and receive Title I as well as Local Control Funding Formula (LCFF) funding. Students are identified and then tagged and scheduled into interventions that are funded through Title I Federal funding. Dwyer's Students Taking Academic Responsibility (STAR) program supports students with Title I, and LCFF. All students who struggle with homework completion are given the opportunity to seek extra help and are assigned Friday STAR Academy if they have failed to complete a homework assignment in the classroom. Dwyer is in the fourth year (program is on hold) of Program Improve (PI), which adds to our focus of intervention. Dwyer sets aside 10% of Title I funding to address the needs of its subgroups by providing Professional Development to staff and teachers. Professional Development programs include Direct Interactive Instruction (DII) for all subject areas, additional Math training so our Math teachers can provide intervention Math support to struggling students, technology training and writing training.

### DataQuest

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

### Internet Access

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,912.81	\$718.41	\$4,194.4	\$84,859
District	♦	♦	\$1,917.62	\$84,118
State	♦	♦	\$5,677	\$75,137
Percent Difference: School Site/District			118.7	0.9
Percent Difference: School Site/ State			-26.1	12.9

\* Cells with ♦ do not require data.