



Dana Elementary School

920 W. Tefft St. • Nipomo, CA 93444 • (805) 474-3790 • Grades K-6

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<https://sites.google.com/a/lmsd.org/dana-elementary/home>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Lucia Mar Unified School District

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Principal's Message

In 2012 the Dana School community worked together to develop a specific vision statement which has been the focus for our school for these past four years. Through the vision development process we prioritized communication skills, specifically speaking, listening, and writing as areas in need of deeper focus and attention. Over the past four years we have developed practices which allow Dana students to experience quality writing, listening and speaking instruction so that when these students leave our school they are confident and able communicators.

Students are exposed to a variety of writing strategies such as Step up to Writing and Thinking Maps Writing curriculum. Students engage in multiple opportunities to speak, both informally through group and partner work or individual answers to questions and formally through short speeches. Students learn to use rubrics to analyze their own speaking abilities as well as those of their peers. Students work together to assist each other in becoming more articulate speakers.

At Dana School, teachers collaborate on a regular basis to develop lessons, plan strategies, create assessments, analyze student assessment data, and formulate a plan to meet the varying needs of our student population. Our teachers are highly qualified and dedicated to our students and their families.

We provide students with many extracurricular activities. We offer monthly spirit and dress-up days, as well as many enriching learning experiences such as field trips and assemblies. Our PTO is very active in supporting our school. The Dana Diplomats (student council) and our newly formed Random Acts of Kindness club support our school through service projects and daily positive message announcements to our students. Our 4th-6th grade students participate in an interactive program each year to deepen their understanding of Social Studies topics (Walk through the American Revolution, Walk through Ancient Civilizations, and Walk through California.) Students participate in the arts through presentations by the Children's Creative Project (art and drama), and many opportunities to participate in school performances and classroom art projects throughout the school year.

Dana is fortunate to have a relatively new 34-station computer lab, and 12 computer stations in our library. All classrooms are equipped with a large screen TV linked to a computer and document camera. Dana has a goal of 1:1 access for all students. We are well on our way to reaching this goal! Currently, our students enjoy 1:1 Chromebook access in all 3rd, 4th, 5th, and 6th grade classrooms. Our TK, K, and first grade classrooms have a 1:5 ratio of Kindles. The site holds licenses for several helpful software and Web-based programs including Scholastic Reading Inventory, Rosetta Stone, Kidspiration, Brainpop, RAZ kids and Dreambox learning. We added wireless Internet access to our staff room and library and received a grant from the Lucia Mar Foundation for Innovation to provide iPad access to our special education students.

With dedicated teachers and staff, helpful and devoted parents, and a supportive, involved community, Dana is a highly effective school. Dana students are well represented in district and county writing contests, Destination Imagination competitions, and in other academic and athletic competitions including the District track meet and the Pismo Beach Kiwanis Club's Annual Read Aloud Contest. Academic and Character awards are presented following each trimester.

School Mission Statement: Lucia Mar's Mission is to engage, challenge, and inspire students through the power of learning. School Vision Statement: The students of Dana Elementary will be effective communicators in speaking, writing, and listening in order to successfully thrive in an increasingly competitive world. Students will be expected to demonstrate competency in expository, personal narrative and persuasive forms of writing as well as public speaking and conversation skills in both formal and informal settings

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	111
Grade 1	83
Grade 2	74
Grade 3	77
Grade 4	85
Grade 5	95
Grade 6	86
Total Enrollment	611

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	0.8
Filipino	0.7
Hispanic or Latino	57.3
Native Hawaiian or Pacific Islander	0.3
White	37.3
Two or More Races	2.6
Socioeconomically Disadvantaged	60.1
English Learners	17.3
Students with Disabilities	12.1
Foster Youth	0.5

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.

Teacher Credentials			
Dana Elementary School	15-16	16-17	17-18
With Full Credential	28	28	30
Without Full Credential	1	3	1
Teaching Outside Subject Area of Competence	0	0	0
Lucia Mar Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	523
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Dana Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Lucia Mar Unified School District held a public hearing Sept. 19, 2017, and determined each school within the District has sufficient and good-quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams v. the State of California. All students, including English Learners, are given their own individual Standard aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. Lucia Mar Unified School District follows the State’s seven-year adoption cycle. Auxiliary materials, such as math manipulatives, trade books, and science kits, are also purchased to support the textbook adoption.

Textbooks and Instructional Materials	
Year and month in which data were collected: 2016-2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw-Hill - Reading Wonders (Grades K-6) Adopted in 2014</p> <p>Houghton Mifflin Harcourt - California Collections (Grades 7-12) Adopted in 2016</p> <p>BFW - Advanced Language and Composition (Grades PreAP 9-10) Adopted in 2016</p> <p>BFW - Advanced Literature and Composition (Grade 11) Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Pearson - Investigations (Grades K-5) Adopted in 2017</p> <p>Houghton Mifflin Harcourt - Big Ideas Math (Grades 6-11) Adopted in 2014/15</p> <p>Glencoe - Advanced Mathematical Concepts - Precalculus with Applications (Grades 11-12) Adopted in 2008</p> <p>Wiley - Calculus Early Transcendentals Part AB (Grades AP 11-12) Adopted in 2014</p> <p>Pearson Prentice Hall - Calculus Graphical, Numerical, Algebraic Part CD (Grades AP 11-12) Adopted in 2008</p> <p>BFW - The Practice of Statistics (Grades AP 11-12) Adopted in 2016</p> <p>BFW - Statistical Reasoning in Sports (Grades 11-12) Adopted in 2016</p> <p>Kenyon - Understanding Basic Statistics (Grades 11-12) Adopted in 2013</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Macmillan/McGraw-Hill - California Science (Grades K-6) Adopted in 2008</p> <p>Holt - California Life Science (Grade 7) Adopted in 2007</p> <p>Holt/Houghton Mifflin Harcourt - California Physical Science (Grade 8) Adopted in 2007</p> <p>Glencoe - Life Science (Grade 9) Adopted in 2004</p> <p>Prentice Hall - Earth Science (Grade 9) Adopted in 2008</p>

Textbooks and Instructional Materials
Year and month in which data were collected: 2016-2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Prentice Hall - Biology (Grade 9) Adopted in 2001</p> <p>Holt - Chemistry (Grade 10) Adopted in 2004</p> <p>Prentice Hall - Conceptual Physics (Grades 10-11) Adopted in 2002</p> <p>Houghton Mifflin - AP Chemistry (Grades 11-12) Adopted in 2002</p> <p>Pearson - AP Environmental Science (Grades 11-12) Adopted in 2008</p> <p>John Wiley & Sons - AP Physics (Grades 10-12) Adopted in 2006</p> <p>Pearson - AP Physics (Grades 10-12) Adopted in 2005</p> <p>Pearson - AP Biology (Grades 11-12) Adopted in 2011</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Harcourt - Reflections (Grades K-6) Adopted in 2007</p> <p>Holt/Houghton Mifflin Harcourt - World History, Medieval to Early Modern Times (Grade 7) Adopted in 2006</p> <p>Holt-Houghton Mifflin Harcourt - United States History Independence to 1914 (Grade 8) Adopted in 2006</p> <p>McDougal Littell - Modern World History (Grade 10) Adopted in 2005</p> <p>McGraw-Hill - Traditions and Encounters (Grades AP 10-11) Adopted in 1999</p> <p>Houghton Mifflin - The American Pageant (Grade AP 11) Adopted in 2006</p> <p>Houghton Mifflin - History of Western Society (Grade AP 11) Adopted in 2005</p> <p>McDougal Littell - The Americans (Grade 11) Adopted in 2005</p> <p>Pearson - Government in America-People, Politics, and Policy (Grade AP 12) Adopted in 2007</p> <p>Pearson - Practical Research Planning and Designing (Grade AP 12) Adopted in 2014</p> <p>Prentice Hall - Economics Principles in Action (Grade 12) Adopted in 2005</p> <p>TCi - Econ Alive! The Power to Choose (Grade 12) Adopted in 2010</p>

Textbooks and Instructional Materials
Year and month in which data were collected: 2016-2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Glencoe - Government Democracy in Action (Grade 12) Adopted in 2003</p> <p>Prentice Hall - The Cultural Landscape-Intro to Human Geography (Grades 10-12) Adopted in 2010</p> <p>Worth Publishers - Psychology in Modules (Grades AP 11-12) Adopted in 2004</p> <p>Holt - Psychology Principles in Practice (Grades 9-12) Adopted in 2015</p> <p>Glencoe - Sociology and You (Grades 9-12) Adopted in 2001</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>HMH - Avancemos (Grades 7-12) Adopted in 2017</p> <p>HMH - Bien Dit (Grades 7-12) Adopted in 2017</p> <p>Dawn Sign Press - Signing Naturally (Grades 9-12) Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Holt - Teen Health (Grade 7-8) Adopted in 2017</p> <p>Pearson - Health (Grades 9-12) Adopted in 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Dana Elementary School provides a safe, clean environment for learning. Built in 1960 and modernized in 2002, Dana Elementary School is situated on 10.4 acres. The school buildings span 41,228 square feet, consisting of a cafeteria, kitchen, office, library, and classrooms. The campus features, in effect, three playgrounds. The kindergarten playground, in the southeast corner of the campus, features a jungle gym, blacktop, and grass area. Behind the school is a large playground with two playground structures, one on each side of the campus. The school installed a new well on campus, removed the old well in the summer of 2007, and refurbished the area in the summer of 2008.

With money earned from a grant, teachers developed the area near Room 32 as a garden, featuring six above-ground beds. With School Improvement Program money, the school purchased several additional picnic tables for lunch areas and for outside learning stations. The school recently upgraded to new electrical service, which will be online in November of 2017. An anticipated switch from septic to sewer service is in the planning stages, with completion targeted for the Summer of 2018.

Dana Elementary School is a closed campus. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check-in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, adults supervise students and school grounds, such as the cafeteria and recreation area, to ensure a safe and orderly environment.

Safety concerns are the No. 1 priority of maintenance and operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100 percent of all toilets on school grounds are in working order.

A team of custodians ensures classrooms, campus grounds, and restrooms are kept clean and safe. A scheduled maintenance program is administered by Lucia Mar Unified School District to ensure that all classrooms and facilities are well maintained and provide a suitable learning environment. A summary of these standards is available at the school office or at the District office.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 6/28/2017				
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		Room 1: 4) Damaged ceiling tiles Room 16: 4) Damaged ceiling tiles Room 27: 4) Torn ceiling tiles Room 29: 4) Torn pinnable Room 39: Room 7: 4) Damaged ceiling tiles Room 9: 4) Old/worn paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Room 10: 5) Cluttered Room 28: 5) Cluttered
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 20: 9) Drinking fountain very loose 10) Need hanger for fire extinguisher Room 24: 9) Faucet loose Room 31: 7) Light out
Safety: Fire Safety, Hazardous Materials	X			Room 20: 9) Drinking fountain very loose 10) Need hanger for fire extinguisher
Structural: Structural Damage, Roofs	X			Room 13: 13) Stained ceiling tile Room 14: 13) Stained ceiling tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 12: 15) BB holes in windows Room 18: 15) BB holes in windows Room 19: 15) BB holes in windows Room 24: 9) Faucet loose
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	41	40	50	52	48	48
Math	31	29	37	37	36	37

* 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	79	75	94.9	42.7
Male	39	37	94.9	46.0
Female	40	38	95.0	39.5
Hispanic or Latino	45	44	97.8	31.8
White	30	27	90.0	59.3
Socioeconomically Disadvantaged	53	51	96.2	39.2
English Learners	16	15	93.8	13.3

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	32	43	53	55	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	28.4	30.5	10.5

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	347	339	97.69	39.53
Male	187	183	97.86	36.61
Female	160	156	97.5	42.95
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	207	202	97.58	28.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	127	124	97.64	57.26
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	225	218	96.89	30.28
English Learners	83	81	97.59	12.35
Students with Disabilities	59	52	88.14	5.77
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	347	339	97.69	28.61
Male	187	183	97.86	30.05
Female	160	156	97.5	26.92
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	207	202	97.58	17.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	127	124	97.64	43.55
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	225	218	96.89	20.18
English Learners	83	81	97.59	11.11
Students with Disabilities	59	52	88.14	1.92
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Parents and the community are very supportive of the educational program at Dana Elementary School. The school encourages parents to become involved in their child's education by volunteering in the classroom, attending PTO meetings, SSC meetings, ELAC meetings, and the Title I School Advisory Committee.

Dana Elementary School welcomes parents and the community to activities held throughout the year including Back-to-School Night, Open House, Fall Family Carnival, and Family Nights including: Math parent education Night, and Wax Museum(social science historical figure presentation night), and the Volunteer Recognition Social. We also hold a Science Fair in conjunction with Open House, and an oral reading family night in conjunction with a schoolwide book fair. Dana also welcomes parents to other special school performances, demonstrations, and activities including: Family Movie Nights, Sixth-Grade Band concerts, GREAT assemblies, student recognition assemblies, Sixth-Grade Farewell Assembly, and a major drama production held at the Clark Center each year.

The school keeps parents apprised of school events through the student handbook, an online calendar on the school's Web site, a bimonthly principal's newsletter, classroom newsletters, automated telephone calls, the school's marquee, and through the local newspaper.

Numerous fundraisers held by the PTO have greatly enhanced the educational program. Fundraisers support new computers, playground equipment, sound equipment, books, teacher scholarships, field trips, on-campus assemblies, and many other student activities.

State Priority: School Climate

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

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

School Safety Plan

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The Plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their Safe School Plans: current status of school crime; child abuse reporting procedures; disaster procedures, both routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a schoolwide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. The Injury, Illness & Prevention Plan was last updated and reviewed with school staff in October 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.66	1.13	1.23
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.33	3.27	3.25
Expulsions Rate	0.24	0.23	0.18
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2010-2011
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	12	
Percent of Schools Currently in Program Improvement	85.7	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.33
Speech/Language/Hearing Specialist	1.00
Resource Specialist	1.50
Other	0.33
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	23	24				3	3	3			
1	19	19	23	4	4				3			
2	23	23	24				4	4	3			
3	23	23	19			4	4	4				
4	26	26	27				3	3	3			
5	29	29	30				3	3	3			
6	27	27	27	1	1		1	1	3	2	2	
Other	9	9	10	1	1	2						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Lucia Mar invests time and resources to ongoing, district-wide staff development in key initiative areas aligned to district goals to increase student achievement and support school improvement.

School Goals are derived in a variety of ways. Teachers generally review data from the previous school year including state test results, district benchmarks, and local assessments. This data is the springboard for determining site goals. Our goals are also a product of the priorities and goals outlined by the Lucia Mar Unified Board of Education; subsequently, Dana Elementary School's goals are aligned to district goals, and our professional development focus supports and reinforces our school goals. After consulting with our site colleagues, Dana School's goals are selected by the Dana Instructional Leadership Team.

During the 2015-16 school year, we emphasize effective implementation of the Common Core Standards using inquiry and investigative approaches. We implemented the Thinking Maps Writing program to help develop students as critical thinkers and effective communicators. During the 16-17 school year, we continued to refine writing instruction with Thinking Maps, moving into the Expository genre, while also embedding integrated/designated ELD learning, and a focus on math. Professional Development occurs weekly on Mondays for 60 minutes. During 17-18 school year, we focus this time on math professional development as we implement the new math adoption. During each professional development session, teachers receive "new learning." After ideas, strategies, and techniques are shared and modeled, teachers have "development time" to work with grade level colleagues on practical approaches for implementing the new learning.

District-initiated professional development occurs during the school day, and teachers are provided substitutes. Most teachers will receive a minimum of three days of training during the school year. Dana teachers also receive release time to meet as a grade level team a minimum of once per trimester. This time is spent analyzing grade level data, developing assessments, refining curriculum, setting year-long plans and goals, and planning intervention strategies.

New teachers receive support as part of the district's "Teacher Induction" program. Staff often seek feedback from our "intervention teacher/professional development coordinator, and the principal conducts "walk-through" visits and informal and formal observations. Teachers are also supported with goal-setting conferences at the outset and at the conclusion of each school year. Each teacher, in addition to embracing the school-wide goals, has the opportunity to set a personal goal and to focus on one of California Standards for the Teaching Profession.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,664	\$48,522
Mid-Range Teacher Salary	\$63,972	\$75,065
Highest Teacher Salary	\$86,745	\$94,688
Average Principal Salary (ES)	\$107,672	\$119,876
Average Principal Salary (MS)	\$106,271	\$126,749
Average Principal Salary (HS)	\$122,290	\$135,830
Superintendent Salary	\$190,000	\$232,390
Percent of District Budget		
Teacher Salaries	39%	37%
Administrative Salaries	5%	5%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4236.07	482.91	3753.16	63446
District	♦	♦	75	\$64,375
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			4904.2	-1.4
Percent Difference: School Site/ State			-42.9	-18.5

* Cells with ♦ do not require data.

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

Types of Services Funded

Lucia Mar offers a comprehensive range of programs and services to support student learning. A strong core curriculum is taught by highly qualified teachers. Student learning is monitored closely. Proficient and advanced students are challenged to master skills at the highest levels. Students not yet proficient are supported with additional time and instructional support. Academic support is provided during the school day and after school. Social and emotional support is provided to eliminate barriers to academic success.

Academic support services:

- Standards-based instructional materials
- New teacher support
- Staff development
- Intervention programs
- Intensive instructional services
- English language development
- Title I, Response to Intervention
- Students with disabilities
- After school programs

Social and emotional support services:

- Counseling support
- Intensive counseling services
- Mental Health early prevention
- Safe Schools
- Referrals to Community Agencies

Comprehensive academic and social support services enable Lucia Mar students to achieve at high levels in school and life.

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.