



Ethel R. Dwyer Middle School

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

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2018-19 School Accountability Report Card Published During the 2019-20 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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District Administration

Gregory Haulk
Superintendent
Cynthia Guerrero, Ed.D.
**Assistant Superintendent
Educational Services**
Patricia Hager
**Assistant Superintendent
Human Resources**

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 1,300 students in the northwest section of Huntington Beach, six blocks from the ocean. The Dwyer staff, over 90 members strong, is dedicated to the mindset 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. This continued our PBIS (Positive Behavior Interventions and Supports) program titled GRIT (Gratitude, Responsibility, Integrity and Tenacity) and began to develop the social-emotional component of Multi-Tiered Systems and Supports (MTSS). The students were trained school-wide on the expectations of behavior and rewards system, as well as teachers being trained on implementation.

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 five possible literacy skill levels in language arts; one of six possible math skill levels, and one of two possible skill levels in science - general education science at each grade level and one general co-taught science for select special education and English learner students. 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.

Dwyer has been fortunate to receive bond monies from Measure Q to increase technology on site. During the 2019-2020 school year, Dwyer has had a complete technology integration and modernization upgrade in all the buildings and classrooms. All the classrooms have Chromebook carts, collaborative seating, interactive boards and have been completely renovated with new furniture, paint, carpeting and infrastructure. To address any safety concerns, camera systems have been upgraded and increased along with upcoming increased security fencing to be installed. By spring 2020, the STEM Labs and multi-purpose room/athletic areas will have been completed.

Dwyer is a targeted Title I school and therefore supports two major interventions aimed at increasing student academic performance. Dwyer has instituted an after-school tutoring service for all students who sign up to receive it. Students receive grade-level support from Huntington Beach High School National Honor Society members (through our library-media technician) who help Dwyer students who struggle in all subject areas. The second intervention is Extended Learning Academy, in which students are invited to a three-hour block to catch up on zeros and missing work with the assistance of a credentialed teacher. Dwyer is also using an academic incentive program named STAR (Students Taking Academic Responsibility), to reward students for their hard work.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	408
Grade 7	449
Grade 8	450
Total Enrollment	1,307

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	10.9
Filipino	1.1
Hispanic or Latino	23.9
Native Hawaiian or Pacific Islander	0.5
White	53.4
Two or More Races	8.4
Socioeconomically Disadvantaged	24
English Learners	6.4
Students with Disabilities	9.4
Foster Youth	0.2
Homeless	1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Ethel R. Dwyer Middle	17-18	18-19	19-20
With Full Credential	48.75	48.25	48.85
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	8	7	6

Teacher Credentials for Huntington Beach City	17-18	18-19	19-20
With Full Credential	♦	♦	264.89
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	7

Teacher Misassignments and Vacant Teacher Positions at Ethel R. Dwyer Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 2019-20 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 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt – California Collections Adoption Year 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Prentice Hall - California Science Explorer Adoption Year 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Teachers' Curriculum Institute - History Alive! Adoption Year 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Dwyer Middle School built in 1936 and enlarged in 1991 consists of 43 permanent classrooms, administrative offices, library, a food commons and warming kitchen as well as an auditorium.

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

Improvements during this past year included modernization of 43 classrooms into 21st Century classrooms with new furniture, infrastructure, technology and Chromebooks, other necessary repairs and upgrades to existing facilities P.A. and Bell System and updated phones and fire alarm system. Completed this year was a new multipurpose room and STEM building consisting of a gymnasium, stage, restrooms, exterior break out spaces and three labs. Also, new security fencing installed.

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 23, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	71	71	75	75	50	50
Math	64	64	69	69	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	16.6	22.6	39.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 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	1285	1269	98.75	71.47
Male	657	649	98.78	65.79
Female	628	620	98.73	77.42
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	144	144	100.00	89.58
Filipino	12	12	100.00	58.33
Hispanic or Latino	311	304	97.75	54.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	679	671	98.82	73.32
Two or More Races	110	110	100.00	80.91
Socioeconomically Disadvantaged	339	334	98.53	50.90
English Learners	118	117	99.15	38.46
Students with Disabilities	132	127	96.21	29.92
Foster Youth	--	--	--	--
Homeless	15	15	100.00	0.00

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 2018-19 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	1285	1270	98.83	63.51
Male	657	649	98.78	62.87
Female	628	621	98.89	64.19
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	144	144	100.00	88.89
Filipino	12	12	100.00	66.67
Hispanic or Latino	311	305	98.07	44.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	679	671	98.82	64.78
Two or More Races	110	110	100.00	75.45
Socioeconomically Disadvantaged	339	335	98.82	41.02
English Learners	118	118	100.00	33.90
Students with Disabilities	132	127	96.21	21.43
Foster Youth	--	--	--	--
Homeless	15	15	100.00	0.00

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

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. In the spring, parents and the community are invited to Dwyer's Open House to see a sampling of each student's academic accomplishments. 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. 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. This year our community put on a fundraiser event called the "haunted basement", which was a fun night of family and community connections.

Parents are informed of opportunities here at Dwyer through our e-mail communication system, School Loop, as well as Blackboard Connect phone messages. Information is posted regularly to our school website and is included in the weekly newsletter from the principal, The Weekly Jr. Oiler. HBCSD provides parents with an annual survey in the spring to give feedback about involvement and overall school ratings.

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.

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 and assessment of school crime; identification of strategies and programs that provide and maintain a high level of school safety; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment and discrimination policy; policies and procedures for the prevention of bullying; provision of a school-wide 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 makes any modifications as needed. Safety procedures, including elements of the Safe School Plan, were reviewed with school and district staff at the beginning of the 2019-20 school year. The plan was reviewed and updated with staff and School Site Council in early 2020.

The district progressively addresses structural needs at each school to ensure facilities are safe and comply with education codes as well as building and safety regulations. An automated external defibrillator (AED) was installed in the administration building and new Gym/STEM lab. A \$169 million bond (Measure Q) approved in November 2016 provides the necessary funding for District- wide modernization efforts. The Dwyer campus was under construction during 2018-19 and 2019-20 with major improvements including the renovation of all learning spaces, infrastructure, additional cameras, a reconfigured office entrance, and additional parking areas. Permanent campus perimeter fencing was completed during Winter 2019 to increase student safety.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.9	4.3	3.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.3	1.9	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	.2
Other	.3

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	26	10	17	8	27	9	13	13	27	8	16	10
Mathematics	29	2	2	6	29	1	20	10	28	5	15	12
Science	28	6	24	4	30	2	21	10	29	4	17	12
Social Science	28	5	17	8	28	6	13	13	29	5	16	10

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

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. Instructional program 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 continue to support technology strategies through Digital TOSAs, Direct Interactive Instruction (DII) and on-going professional development from textbook publishers. 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 school 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 2019-20 school year, there are multiple district-wide staff development days scheduled to be held for teaching and classified staff. District-level training activities and professional development revolved around the alignment of curriculum and differentiated instructional strategies to meet the needs of all students. Staff members can choose which professional development activities they would participate in on those district allotted days, ranging from technology in the classroom to in-depth English Language Arts adoption training. With the technology supplied to the classrooms, much of the training at Dwyer is on using the technology and setting up classrooms for 21st century learning. Also this year, we will have two articulation days with the entire staff from Huntington Beach High School where our students matriculate to for high school. Our staff and the high school staff meet by department to discuss how to transition the students for success to high school.

On-going 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 in the School Plan for Student Achievement (SPSA) for professional development activities to support improved instruction. Focus areas for staff development include: technology in the classroom, writing for students below grade-level with Units of Study, 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 (PLC) 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,437	\$45,741
Mid-Range Teacher Salary	\$91,223	\$81,840
Highest Teacher Salary	\$111,275	\$102,065
Average Principal Salary (ES)	\$136,839	\$129,221
Average Principal Salary (MS)	\$125,857	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$235,754	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	41%	36%
Administrative Salaries	6%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,802.52	\$1,053.75	\$4,748.76	\$ 93,482
District	N/A	N/A	\$2,179.48	\$ 91,912
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	74.2	-200.0
School Site/ State	-30.8	-200.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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. Dwyer currently has one counselor, one school psychologist that provide individual and group short-term counseling. Student guidance is provided by the assistant principals. 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.

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 Targeted intervention supports in a collaborative model; students receive instruction in the general education classroom with assistance from Special Education teachers and instructional aides; Targeted interventions are also provided within the special education setting taught by a qualified special education teacher.

Dwyer services are funded in a multitude of ways. We receive community donations, general fund, and Title I funding. Students are identified and scheduled into interventions that are funded through Title I federal monies. Dwyer's students below grade level or at-risk of retention have extra funds in many areas. All students who struggle with homework completion are given the opportunity to seek extra help and are assigned Extended Learning Academy if they have failed to complete a homework assignment in the classroom within the past two weeks. Dwyer sets aside 10% of Title I funding to address the needs of it's subgroups by providing professional development to staff and teachers. Professional development programs include supplemental writing program training for collaborative core classes, additional math training so our math teachers can provide intervention math support to struggling students, technology training, and writing training. Part of the Title I budget has also been earmarked for after-school enrichment activities to encourage engagement of struggling students.

DataQuest

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

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.