Dale Junior High School
School Accountability Report Card
Reported Using Data from the 2011-12 School Year
Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2012-13)

School Contact Information	
School Name	Dale Junior High School
Street	900 South Dale Avenue
City, State, Zip	Anaheim, CA 92804-4097
Phone Number	(714) 220-4210
Principal	Daphne Hammer
E-mail Address	hammer_d@auhsd.us
CDS Code	30664316058820

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Web Site	www.auhsd.us
Superintendent	Elizabeth I. Novack, Ph.D.
E-mail Address	webmaster@auhsd.k12.ca.us

School Description and Mission Statement (School Year 2011-12)
This section provides information about the school, its programs and its goals.

The mission of Dale Junior High School is to provide each student with a diverse educational experience in a safe, supportive environment that "PROMOTES" rigorous curriculum, self-discipline, and model citizenship, in order to transition students from adolescence into young adulthood.

Pride
Respect
Optimism
Motiviation
Opportunity
Trust
Excellence

Dale Junior High School offers a rigorous curriculum and many opportunities to explore elective classes. Dale Junior High School has a strong after school program with a variety of opportunities for exploration, including sports, tutoring, and computers. Teachers collaborate weekly to refine curriculum and instructional methods at professional development meetings.

Opportunities for Parental Involvement (School Year 2011-12)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are actively involved with Dale Junior High School staff through the Parent Teacher Student Association (PTSA), athletics, performing arts, Advancement Via Individual Determination (AVID), and the School Site Council. Dale Junior High School has a strong volunteer program, which encourages parents to get involved. There are monthly Parent Partnership meetings, which educate parents about teens and their community. The topics for these meetings are determined by the parents. There are five ELAC meetings held each school year. The Greeter Program facilitates parent volunteers to greet students in the morning when they arrive at school. Providing a welcoming "hello" and a smile is a great way for students to start the day. Several of Dale's parent greeters have volunteered to help with lunch supervision. Student performances and information nights, which encourage parent participation, are held throughout the school year. Parents are encouraged to be a part of their students' education, and are welcome to meet with staff members to discuss the learning experiences of their students. Through the new Aeries Student Information System, parents are able to view student grades, check on discipline, monitor attendance, and update home information daily.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Grade 7	601
Grade 8	671
Total Enrollment	1,272

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.6	**White**	11.2
American Indian or Alaska Native	0.1	**Two or More Races**	1.4
Asian	7.3	**Socioeconomically Disadvantaged**	82.2
Filipino	2.6	**English Learners**	60.8
Hispanic or Latino	72.5	**Students with Disabilities**	5.3
Native Hawaiian/Pacific Islander	1.3		

Average Class Size and Class Size Distribution (Secondary)

Subject	2009-10				2010-11				2011-12			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.6	10	22	13	35.2	11	12	43	32.1	11	15	37
Mathematics	28.9	6	25	10	36.9	4	11	34	35.8	7	2	35
Science	33.7	0	12	26	42.7	0	0	35	40.2	0	1	33
Social Science	34.2	0	7	30	43.7	0	1	32	37.6	0	4	30

* 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.

III. School Climate

School Safety Plan (School Year 2011-12)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Student and staff safety is of utmost importance at Dale Junior High School. The School Safety Plan is reviewed on an annual basis and was last updated in 2012. Input is gathered from the School Site Council, staff, and community resource groups in order to determine any needed changes. We have excellent campus safety aides who work to be proactive instead of reactive. Our Discipline Committee meets regularly to address issues and come up with plans to keep our school safe. The Discipline Committee consists of staff members and parents.

The staff works hard to create an environment where students feel connected and feel comfortable talking with adults on campus when they have concerns. Dale uses the Living Above the Line Program to encourage excellent student behavior, in which students strive to maintain appropriate behaviors and respect one another.

Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	15.6	13.88	7.39	12.3	10.01	4.55
Expulsions	0.61	0.84	0.63	0.97	0.70	0.52

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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Year and month in which data were collected: November 2012

The Dale Junior High School facility opened in 1959. The 27 acre site includes 41 regular classrooms and a number of portable classrooms. There are 4 computer labs as well as groupings of computers in every classroom. There are specialty classrooms for conducting science labs, or for running the music programs. The site also has a cafeteria, a media center, a gym and a variety of sports fields.

Maintenance and Repair: Site and District maintenance staff ensure that the 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. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on November 6, 2012.

School Facility Good Repair Status (School Year 2012-13)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[ ]	[ ]	[X]	Several stained and loose ceiling tiles in various areas.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	Ants are present in Boys' Locker Room Restroom.
Electrical: Electrical	[ ]	[ ]	[X]	[ ]	Two lamps are out in Room 600. Missing exterior light cover in Room 909. Several lights are out and light difusers are missing in Girls' and Boys' Locker Rooms.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	[ ]	Missing water shut off cover plate in assisted Restroom. Sink is coming loose from wall in Girls' Restroom. Drinking fountain in Boys' Locker Room has low pressure.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[ ]	[ ]	[X]	Paint is peeling from facia and cove at Main Office building, Media Center and at Rooms 200-211. Sagging wood overhang outside Room 801.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]	[ ]	Uneven concrete outside Room 101. 3" raised and uneven concrete on sidewalk by Rooms 200-211. Multiple etched windows in Rooms 400-411. Asphalt outside Boys' Locker Room needs repair.
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	52	47	49	1,281
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	2	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	2	1	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	N/A	N/A

*   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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	636
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	.5	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	0.5	---
Social Worker	.25	---
Nurse	1	---
Speech/Language/Hearing Specialist	0.8	---
Resource Specialist	0	---
Other	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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2009

Dale Junior High uses textbooks and instructional materials that are aligned to the State standards. Students have access to a textbook in each of their subject areas that use textbooks. We follow the District curriculum cycle for purchasing new standards based textbooks. Teachers are trained on the use of new textbook materials. Annually we assess what textbooks we have to be sure that every student has access.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks were adopted in 2008-09. There is one textbook available per student. We have textbooks for the ELA course offerings in Reading, EAP and ELM.	Yes	0
Mathematics	Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	Yes	0
Health	We teach health as part of the science and PE curriculum.	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$6,482	$1,614	$4,868	$85,403
District	---	---	$5,475	$81,535
Percent Difference: School Site and District	---	---	-11.09%	4.74%
State	---	---	$5,425	$67,932
Percent Difference: School Site and State	---	---	-10.27%	25.72%

*   **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
**   **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011-12)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Dale receives EIA-LEP funding, which is used in a variety of ways to provide additional support to English learners, including an after school homework club. Title I funding provides additional support classes in reading and mathematics, and also supports a computer lab for targeted interventions. *Qualifying Dale Junior High School students also participate in Supplemental Educational Services (SES) through the Title I program.

*SES is also referred to as free Title I after-school tutoring.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,634	$42,660
Mid-Range Teacher Salary	$84,860	$69,198
Highest Teacher Salary	$97,693	$88,943
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$122,243	$121,140
Average Principal Salary (High)	$135,376	$127,707
Superintendent Salary	$236,654	$202,123
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	4%	5%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	38	43	49	48	49	54	52	54	56
Mathematics	34	39	40	31	35	37	48	50	51
Science	56	56	64	53	58	64	54	57	60
History-Social Science	34	37	43	46	49	51	44	48	49

*   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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	37	64	51
All Student at the School	49	40	64	43
Male	42	37	64	42
Female	55	42	64	44
Black or African American	45	27	55	35
American Indian or Alaska Native				
Asian	71	76	90	73
Filipino	60	53	65	59
Hispanic or Latino	44	35	61	40
Native Hawaiian/Pacific Islander	41	41		
White	61	44	69	43
Two or More Races				
Socioeconomically Disadvantaged	45	37	62	40
English Learners	13	16	36	12
Students with Disabilities	26	12	35	9
Students Receiving Migrant Education Services				

* 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.

California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.9	27.1	22.4

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	4	4	4
Similar Schools	4	4	6

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	16	15	21
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	14	17	29
Native Hawaiian/Pacific Islander			
White	22	25	-32
Two or More Races			
Socioeconomically Disadvantaged	17	12	25
English Learners	31	-17	10
Students with Disabilities	27	0	107

*   "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,167	764	25,547	779	4,664,264	788
Black or African American	44	742	771	762	313,201	710
American Indian or Alaska Native	1		88	788	31,606	742
Asian	93	893	3,228	927	404,670	905
Filipino	35	869	1,103	889	124,824	869
Hispanic or Latino	844	744	16,793	733	2,425,230	740
Native Hawaiian/Pacific Islander	15	734	223	795	26,563	775
White	134	783	3,296	834	1,221,860	853
Two or More Races	0		4		88,428	849
Socioeconomically Disadvantaged	966	749	18,105	742	2,779,680	737
English Learners	678	710	11,909	698	1,530,297	716
Students with Disabilities	137	537	2,573	555	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	12
Percent of Schools Currently in Program Improvement	---	57.1

XII. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:
- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Dale Junior High School staff members participate in professional development every Thursday, when students have a weekly late-start day. The teachers meet from 7:30-8:50 am on Thursdays, by department, to assess the quarterly benchmark exams that students take to determine areas of strength and areas that may need to be re-taught in a different way. Teachers also meet as a whole staff, or they meet in small groups of their choosing to work on school projects. They collaborate on the best practices for teaching the standards with the greatest learning and retention. Dale Junior High School has three professional development days each school year. One day occurs before the school year begins, and two of the professional development days occur during the school year. Many of the teachers at Dale attend conferences to expand their teaching tools and refine instructional practices. Dale has three Lesson Design Specialists who work with teacher volunteers to help refine lessons to successfully engage more students. Teachers work with course-alike teams to collaboratively develop lesson plans, which they then observe each other teach, and then meet up to assess, revamp and revise. The leadership team helps in the planning of the professional development, so that the needs of staff are met.