

# School Accountability Report Card

## Reported for School Year 2005-06

*Published During 2006-07*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Dale Junior High	<b>District Name</b>	Anaheim Union High
<b>Street</b>	900 South Dale St.	<b>Phone Number</b>	714-999-3502
<b>City, State, Zip</b>	Anaheim, CA 92804-4097	<b>Web Site</b>	Auhsd.k12.ca.us
<b>Phone Number</b>	714-220-4210	<b>Superintendent</b>	Joseph M. Farley, Ed.D.
<b>Principal</b>	Kirsten Schaefer	<b>E-mail Address</b>	Farley_j@auhsd.k12.ca.us
<b>E-mail Address</b>	Schaefer_k@auhsd.k12.ca.us	---	---

### School Description and Mission Statement

This section provides information about the school's goals and programs.

The mission of Dale Junior High School is to provide strong, standards-based instruction using effective research-based strategies. In addition to core academics, we believe in the importance of offering a variety of elective and enrichment courses and extra curricular activities where students have opportunity to explore new experiences. We believe that junior high should be a time for students to acquire social skills and learn to be good citizens. We believe that junior high school should be a time where students develop useful life-long skills.

### Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parents are actively involved in the school through the Parent Teacher Student Association (PTSA), athletics, Junior Leadership Corps (JLC), performing arts, Advancement Via Individual Determination (AVID) and the School Site Council. We have a strong volunteer program and encourage parents to get involved at Dale. We have student performances and information nights throughout the school year which encourage parent participation. Parents are encouraged to be a part of their student's education and are welcome to meet with staff members to discuss the learning experiences of their students.

### Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	768
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	708	Total Enrollment	1476

### Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	3.0	White (not Hispanic)	14.0
American Indian or Alaska Native	0.3	Multiple or No Response	0.0
Asian	8.5	Socioeconomically Disadvantaged	60.0
Filipino	2.8	English Learners	44.0
Hispanic or Latino	69.0	Students with Disabilities	11.0
Pacific Islander	2.4	---	---

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

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04				2004-05				2005-06			
	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	31.3	6	26	34	30.8	6	26	37	31.9	6	21	35
Mathematics	31.9	2	18	24	29.1	13	9	17	31.5	7	12	23
Science	34.5	1	7	30	32.0	6	7	27	35.7	3	5	32
Social Science	36.8		5	31	35.9	1	4	24	35.9	1	3	32

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

Student and staff safety is of utmost importance at Dale Junior High School. The School Safety Plan is reviewed on an annual basis. Input is gathered from the School Site Council, staff and community resource groups in order to determine any needed changes. The Dale Junior High Safety Plan was updated in January, 2005. It was discussed with staff during September/October, 2006.

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Students at Dale Junior High School have the opportunity to participate in a variety of wonderful programs: Advancement Via Individual Determination (AVID), Gifted and Talented Education (GATE), Honors classes, Title I, Positive Recognition, Tobacco Use Prevention Education (TUPE), Chemical Use Prevention Program (CUPP), English Language Learners (ELL), Junior Leadership Corps (JLC), Character Education, Associated Student Body (ASB), Clubs, Homework Club, Math Tutoring, Block Schedule, Anaheim Achieves, Tiger Woods Learning Center, Positive After School Activities, Intramural Athletics, Multi-Media Announcements, a variety of electives (reading, art, Spanish, French, BASICS, language of music, chorus, band, multimedia production, computers, living skills, business, jazz ensemble, drama) Our academic attire promotes a collegiate environment with a focus on learning. Dale's college sweatshirt Thursdays and College Fair promote a college going culture. Our Career Day exposes students to a variety of career opportunities. Dale Junior High School has social work interns who do school based counseling. We also have counseling groups to address specific needs of our students.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Suspensions</b>	17%	18%	0.23%	12%	15%	0.17%
<b>Expulsions</b>	1.4%	.9%	0.011%	.6%	.6%	0.007%

### III. School Facilities

#### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The Dale Junior High School facility opened in 1959. The 27 acre site includes 41 regular classrooms and a number of portable classrooms. We have 7 computer labs as well as groupings of computers in every classroom. We have specialty classrooms for conducting science labs or 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 ensures 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 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 and deep cleaning, waxing of floors and painting takes place during times when students are not in class. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

#### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair	Repair Needed and Action Taken or Planned
Gas Leaks	[X]	
Mechanical Systems	[X]	
Windows/Doors/Gates (interior and exterior)	[ ]	Broken window in the Main Office. Wood rot on door in room 101. Work orders issued.
Interior Surfaces (walls, floors, and ceilings)	[ ]	Water damage to ceilings in several rooms. Loose or missing floor tiles in several rooms. Work orders issued.
Hazardous Materials (interior and exterior)	[X]	
Structural Damage	[X]	
Fire Safety	[X]	
Electrical (interior and exterior)	[ ]	Outlet cover plate missing in rooms 907, and 915. Work orders issued.
Pest/Vermin Infestation	[X]	
Drinking Fountains (inside and outside)	[ ]	Low water pressure in the Boy's Locker room. Work order issued.
Restrooms	[ ]	Broken toilet paper dispenser in Boys Restroom. Work order issued.
Sewer	[X]	
Playground/School Grounds	[X]	
Other	[ ]	

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
<b>With Full Credential</b>	56	58	60	1271
<b>Without Full Credential</b>	3	3	0	53
<b>Teaching Outside Subject Area of Competence</b>	2	2	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
<b>Misassignments of Teachers of English Learners</b>	---		0
<b>Total Teacher Misassignments</b>	---		2
<b>Vacant Teacher Positions</b>	---		0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	89.6	10.4
<b>All Schools in District</b>	85.0	15.0
<b>High-Poverty Schools in District</b>	84.0	16.0
<b>Low-Poverty Schools in District</b>	84.0	16.0

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

The Human Resources Department of the AUHSD uses thorough screening/hiring practices to maintain a qualified pool of substitute teachers. When a teacher is absent, substitutes use prepared lessons to ensure ongoing instruction for students. Teacher requests for preferred substitutes are honored whenever possible. Teachers are expected to leave detailed lesson plans for substituting teachers, and substitutes are required to leave information regarding the day and the progress made on the lesson plan.

### Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teachers are evaluated on a regular basis in accordance with the California Education Code and pursuant to the contract between the District and the Anaheim Secondary Teachers Association. Tenured teachers are evaluated once every two years. Temporary and probationary teachers are evaluated once each year.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	492.0
Library Media Teacher (Librarian)		--
Library Media Services Staff (paraprofessional)		--
Psychologist		--
Social Worker		--
Nurse		--
Speech/Language/Hearing Specialist		--
Resource Specialist (non-teaching)		--
Other		--

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays 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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Per the California Department of Education schedule, all textbooks are replaced every seven years. Reading/Language Arts materials were adopted in 2003-04. There is one textbook available per student.	0
Mathematics	Mathematics textbooks were adopted in 2002-03. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student.	0
Science	Science textbooks were adopted in 2001-02. There is one textbook available per student. School staff will begin the selection process for new standards-based texts in 2006-07.	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	0
Health	Health textbooks were adopted in 2003-04. There is one textbook available per student.	0
Science Laboratory Equipment (grades 9-12)	NA	NA

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7684	\$2934	\$4750	\$65,157
District	---	---	\$4763	\$67,329
Percent Difference – School Site and District	---	---	-0.3%	-3.2%
State	---	---	\$4,743	\$60,037
Percent Difference – School Site and State	---	---	+0.1%	+8.5%

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Dale receives categorical funding in the form of EIA/LEP, Title III and ELAC to support our English learners and sponsors our Homework Club. We also have a strong Title 1 program that helps fund the computer lab and support classes in mathematics. GATE funding supports our GATE identified honors students. This year the students were able to do a college visit and also attend cultural presentations at Cook Auditorium. Title II has funded professional development opportunities for our staff.

### Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,986	\$37,671
Mid-Range Teacher Salary	\$74,580	\$63,121
Highest Teacher Salary	\$85,668	\$78,630
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$109,312	\$101,801
Average Principal Salary (High)	\$117,392	\$111,909
Superintendent Salary	\$180,350	\$163,061
Percent of Budget for Teacher Salaries	40.5	37.8
Percent of Budget for Administrative Salaries	4.2	5.2

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	24	31	30	32	38	39	36	40	42
Mathematics	29	34	33	29	34	36	34	38	40
Science			28	36	41	39	25	27	35
History-Social Science	23	24	25	29	34	36	29	32	33

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	15	20	30	35
American Indian or Alaska Native	*	*	*	*
Asian	58	70	59	49
Filipino	49	51	39	50
Hispanic or Latino	24	25	20	16
Pacific Islander	26	40	22	28
White (not Hispanic)	46	48	41	37
Male	27	35	34	29
Female	34	32	21	20
Economically Disadvantaged	26	30	24	21
English Learners	9	16	11	7
Students with Disabilities	2	4	8	5
Students Receiving Migrant Education Services				



## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	29	32	34	43	41	41	43	41	42
Mathematics	42	40	43	49	48	48	51	52	53

### NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	22	30
American Indian or Alaska Native	*	*
Asian	62	79
Filipino	43	70
Hispanic or Latino	29	35
Pacific Islander	24	53
White (not Hispanic)	50	58
Male	29	40
Female	39	45
Economically Disadvantaged	29	39
English Learners	11	24
Students with Disabilities	3	10
Students Receiving Migrant Education Services		

### California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
7	40.9

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2003-04	2004-05	2005-06
Statewide	3	4	4
Similar Schools	6	9	7

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	26	23	7	686
African American				
American Indian or Alaska Native				
Asian		13	19	843
Filipino				
Hispanic or Latino	22	29	12	651
Pacific Islander				
White (not Hispanic)	40	18	2	744
Socioeconomically Disadvantaged	18	28	6	662
English Learners	--	--	8	651
Students with Disabilities	--	--	5	439

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Dale has been honored as a National AVID Demonstration Site due to our outstanding AVID Program led by Dr. Andra Schwartz. Our AVID Program has grown to include three 7th grade and three 8th grade sections as well as an EL/AVID section. We have schoolwide AVID strategies in place such as Cornell Note-taking and Socratic Seminar.

## Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
<b>Overall</b>	No	Yes
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	No	Yes
<b>Percent Proficient - Mathematics</b>	No	Yes
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	N/A	Yes

## Federal Intervention Program

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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	In PI	Not In PI
<b>First Year of Program Improvement</b>	2006-2007	
<b>Year in Program Improvement</b>	Year 1	
<b>Number of Schools Currently in Program Improvement</b>	---	5
<b>Percent of Schools Currently in Program Improvement</b>	---	23.8

## X. School Completion and Postsecondary Preparation

### College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Dale's AVID program prepares students for college. This has expanded schoolwide with our annual College Fair put on by our 8th grade AVID students and we are implementing college preparation workshops for all interested students to attend.

## XI. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The teachers at Dale Junior High School teach the standards for their curricular area. Dale has three Schoolwide Teaching Strategies that all teachers use in their lessons (Cornell Note-taking, Proficient Paragraph and Think-Read-Learn). We have focus standards each year that are determined based upon STAR test scores and are covered throughout all curricular areas. The focus standards for this year include English-Language Arts reading standards as well as mathematics measurement and geometry standards. Dale's STAR Report Card received the Golden Bell Award from the California School Boards Association. The principal, two assistant principals and two counselors go out to the classroom and meet with each student individually. The administrative team discusses the student's grades and credits as well as their STAR test scores for the past two years. Academic and testing goals are set at these one-on-one meetings. Dale has a number of Beginning Teacher Support and Assessment (BTSA) support providers. These teachers are selected through a rigorous screening process to mentor new teachers to the profession.

### Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Dale Junior High School has four late start days each year. On late start days, the students start class at 9:00am. The teachers meet from 7:30 – 9:00am 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. Dale Junior High School has four professional development days each school year. Two days are before school begins and two are during the school year. Many of the teachers at Dale attend conferences to expand their teaching tools and improve instruction.

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
7	62,130	54,000
8	62,130	54,000

### Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Dale Junior High School staff members have scheduled six minimum days and four late start days for this school year. Minimum days are 245 minutes long. Late start days are 290 minutes long. The regular school day includes 350 minutes of instruction.