

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

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 on the California Department of Education (CDE) SARC Web page 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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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 2010-11)

This section provides the school's contact information.

School		District	
School Name	Dale Junior High School	District Name	Anaheim Union High School District
Street	900 South Dale St.	Phone Number	714-999-3502
City, State, Zip	Anaheim, CA 92804-4097	Web Site	auhsd.k12.ca.us
Phone Number	714-220-4210	Superintendent	Elizabeth Novack, Ph.D.
Principal	Kirsten Levitin, Ed.D.	E-mail Address	Novack_e@auhsd.us
E-mail Address	levitin_k@auhsd.us	CDS Code	30664316058820

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

The mission of Dale Junior High School is to provide each student a diverse education 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**
- **Motivation**
- **Opportunity**
- **Trust**
- **Excellence**

Dale Junior High School offers a junior high school experience that teaches rigorous curriculum and offers many opportunities to explore elective classes. We have a strong after school program that offers opportunities for exploration, sports, tutoring, and computers. We have an advisory period where students are supported by a teacher in their organization, study skills and success in all academic areas.

Opportunities for Parental Involvement (School Year 2009-10)

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 monthly Parents Supporting Parents meetings which educate parents about teens and their community. The topics for these meetings are determined by the parents input. We have a Greeter Program for parents to greet students in the morning when they arrive to school. Providing a welcoming "hello" and a smile is a great way for our students to start the day. Several of our parent greeters have volunteered to help with lunch supervision as well. 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 (School Year 2009-10)

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

Grade Level	Number of Students
Grade 7	617
Grade 8	697
Total Enrollment	1,314

Student Enrollment by Group (School Year 2009-10)

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
Black or African American	4	White	10
American Indian or Alaska Native	0	Two or More Races	
Asian	8.07	Socioeconomically Disadvantaged	77
Filipino	3	English Learners	40
Hispanic or Latino	74	Students with Disabilities	9
Native Hawaiian/Pacific Islander	1.52		

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	2007-08				2008-09				2009-10			
	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	27.1	18	28	27	28.2	7	35	11	27.6	10	22	13
Mathematics	27.8	14	25	21	30.4	6	13	15	28.9	6	25	10
Science	32.9	2	12	28	38.7	1	1	32	33.7	0	12	26
Social Science	32.8	3	11	30	36.1	1	2	31	34.2	0	7	30

III. School Climate

School Safety Plan (School Year 2009-10)

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 and was last updated in 2009. 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 staff works hard to create an environment where students feel connected and feel comfortable talking with adults on campus when they have concerns. Dale has a new advisory program where every student in the school is scheduled into a special Advisory class 4 days a week where we hope they will form a mentor relationship with their advisory teacher.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	8.8	41.8	15.6	6.6	16.7	12.3
Expulsions	1.3	1.5	0.6	0.9	1.1	1.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, 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 4 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.

The most recent site inspection was completed on January 19, 2011.

School Facility Good Repair Status (School Year 2010-11)

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

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]	Stained, damaged and missing ceiling tiles in various rooms. Peeling paint on counter in Rooms 407 and 801. Peeling paint on cabinet in Room 503. Patch and paint needed next to freezer in Kitchen. Women's Restroom has areas of peeling paint. Painting is needed under basketball backboard in Gym. Water damage under vents in Weight Room.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	Storage area in Room 301 is untidy. Carpet needs cleaning in Room 411. Room 601 is
Electrical: Electrical	[]	[X]	[]	[]	Missing electrical plate in Room 909.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Areas of peeling paint in Women's Restroom. Graffiti on mirror and broken toilet in Boys' Restroom. Girls' Locker Room requires paint touch up in Faculty Restroom. Graffiti on mirror in Boys' Locker Room Restroom. Drinking fountain near Rooms 600-603 needs repair.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[X]	[]	Water damage from roof needs painting in Room 101. Exterior paint is peeling in various areas.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	Graffiti on windows in various areas. Electrical Room door is difficult to open. Door drags in Student Store.
Overall Rating	[]	[X]	[]	[]	

V. 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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	62	57	52	1350
Without Full Credential	3	0	0	0
Teaching Outside Subject Area of Competence	0	0	2	---

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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	2	2
Total Teacher Misassignments	0	2	2
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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	438
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0.5	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	0.7	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist (non-teaching)	0	---
Other	0	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	English language arts textbooks were adopted in 2008-09. There is one textbook available per student.	0	Yes
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.	0	Yes
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student.	0	Yes
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	0	Yes
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	0	Yes
Health	Health textbooks were adopted in 2004-05. There is one textbook available per student.	0	Yes
Visual and Performing Arts			Yes

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <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	\$9,384	\$3,683	\$5,701	\$84,449
District	---	---	\$5,575	80,736
Percent Difference: School Site and District	---	---	2.0	2.0
State	---	---	5,681	69,595
Percent Difference: School Site and State	---	---	15.1	17.6

Types of Services Funded (Fiscal Year 2009-10)

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

Dale receives categorical funding in the form of EIA/LEP 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 and reading.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	47,665	43,096
Mid-Range Teacher Salary	86,735	70,018
Highest Teacher Salary	99,631	89,675
Average Principal Salary (Elementary)	0	0
Average Principal Salary (Middle)	124,631	122,408
Average Principal Salary (High)	136,824	128,615
Superintendent Salary	237,300	204,469
Percent of Budget for Teacher Salaries	39.1	37.5
Percent of Budget for Administrative Salaries	4	5.1

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	35	38	38	43	48	48	46	50	52
Mathematics	35	34	34	30	31	31	43	46	48
Science	49	56	56	49	53	53	46	50	54
History-Social Science	28	34	34	38	46	46	36	41	44

Standardized Testing and Reporting 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
All Students in the LEA				
All Student at the School				
Male	34	32	56	32
Female	41	37	57	37
Black or African American	40	40	55	50
American Indian or Alaska Native	*	*	*	*
Asian	66	70	75	47
Filipino	54	57	89	61
Hispanic or Latino	33	28	52	30
Native Hawaiian/Pacific Islander	11	32	*	*
White	53	44	63	47
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	35	31	54	31
English Learners	12	18	36	12
Students with Disabilities	8	3	17	13
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	Results not available	Results not available	Results not available

X. 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 Academic Performance Index (API) Web page 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	2007	2008	2009
Statewide	3	4	4
Similar Schools	4	6	4

Academic Performance Index Growth 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		
	2007-08	2008-09	2009-10
All Students at the School	36	-8	16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	36	-8	14
Native Hawaiian/Pacific Islander			
White	49	-31	22
Two or More Races			
Socioeconomically Disadvantaged	48	-7	17
English Learners	40	10	31
Students with Disabilities	11	-34	27

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	726	748	767
Black or African American		727	686
American Indian or Alaska Native			728
Asian		905	890
Filipino		859	851
Hispanic or Latino	697	698	715
Native Hawaiian/Pacific Islander		746	753
White	785	805	838
Two or More Races			808
Socioeconomically Disadvantaged	711	706	712
English Learners	716	681	692
Students with Disabilities	428	493	580

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 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) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program (School Year 2010-11)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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	---	10
Percent of Schools Currently in Program Improvement	---	47.6

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Dale Junior High School has an early release day every Thursday for teacher collaboration. The teachers meet from 1:31 - 2:20 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, as a staff for faculty meetings and professional development or 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. Two days are before school begins and one is during the school year. Many of the teachers at Dale attend conferences to expand their teaching tools and improve instruction. Dale utilizes its staff in sharing their expertise for professional development. We have a Lesson Design Specialist who is working with teacher volunteers to help refine lessons to successfully engage more students. He works with course teacher 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 and time spent is valuable.