

**Dale Junior High School**  
**School Accountability Report Card**  
**Reported Using Data from the 2013-14 School Year**  
**Published During 2014-15**

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

**About This School**

**Contact Information (Most Recent Year)**

School Contact Information	
<b>School Name</b>	Dale Junior High School
<b>Street</b>	900 South Dale Avenue
<b>City, State, Zip</b>	Anaheim, CA 92804-4097
<b>Phone Number</b>	(714) 220-4210
<b>Principal</b>	Daphne Hammer
<b>E-mail Address</b>	hammer_d@auhsd.us
<b>Web Site</b>	<a href="http://www.auhsd.us/dale">www.auhsd.us/dale</a>
<b>CDS Code</b>	30664316058820

District Contact Information	
<b>District Name</b>	Anaheim Union High School District
<b>Phone Number</b>	(714) 999-3511
<b>Superintendent</b>	Michael B. Matsuda
<b>E-mail Address</b>	<a href="mailto:webmaster@auhsd.us">webmaster@auhsd.us</a>
<b>Web Site</b>	<a href="http://www.auhsd.us">www.auhsd.us</a>

## School Description and Mission Statement (Most Recent Year)

The mission of Dale Junior High School is to provide each student with a relevant education in a supportive and safe environment that promotes leadership, critical thinking, problem-solving, creativity and self-discipline in order to create citizens who LEAD by Living Above the Line. These skills will help students be prepared for college, career and beyond.

Leadership Effort Academics Determination

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, and tutoring. Teachers collaborate weekly to refine curriculum and instructional methods in their professional learning communities. Weekly, students participate in LEAD time which focuses on enrichment and academic support.

Dale Junior High School is a collaborative learning community, preparing students for the 21st Century.

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 7	561
Grade 8	638
<b>Total Enrollment</b>	<b>1,199</b>

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	2.4
Asian	9.4
Filipino	2.4
Hispanic or Latino	69.2
Native Hawaiian or Pacific Islander	1.1
White	11.7
Two or More Races	1.3
Socioeconomically Disadvantaged	87.2
English Learners	28.8
Students with Disabilities	13.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	55	56	51	1327
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments *	1	1	1
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.98	0.02
High-Poverty Schools in District	99.98	0.02
Low-Poverty Schools in District	100.00	0.00

Note: 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 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: August 2014

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.	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	Health is taught as part of science and PE curriculum. Science textbooks were adopted in 2006-07.	Yes	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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 2 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 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 October 14, 2014.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 14, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[ ]	[X]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]	

**Overall Facility Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[ ]	[X]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	64	58	64	64	62	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
<b>All Students in the LEA</b>	62
<b>All Student at the School</b>	64
<b>Male</b>	65
<b>Female</b>	63
<b>Black or African American</b>	64
<b>American Indian or Alaska Native</b>	48
<b>Asian</b>	74
<b>Filipino</b>	79
<b>Hispanic or Latino</b>	63
<b>Native Hawaiian or Pacific Islander</b>	
<b>White</b>	63
<b>Two or More Races</b>	64
<b>Socioeconomically Disadvantaged</b>	63
<b>English Learners</b>	29
<b>Students with Disabilities</b>	50
<b>Students Receiving Migrant Education Services</b>	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	43	49	49	49	54	52	54	56	55
Mathematics	39	40	40	35	37	35	49	50	50
History-Social Science	37	43	35	49	51	50	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	4	4	4
Similar Schools	6	7	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	15	21	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	17	29	-11
Native Hawaiian/Pacific Islander			
White	25	-32	6
Two or More Races			
Socioeconomically Disadvantaged	12	25	-2
English Learners	-17	10	-19
Students with Disabilities	0	107	38

Note: "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.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.3	29.0	29.7

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.

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (Most Recent Year)

Parents are actively involved with Dale Juionr High School 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 (coffee with the principal and nightly parent 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. The parents provide a welcoming "hello" and a smile to start each student's day. Student performances and information nights, which encourage parent participation, are held throughout the school year. Parents are encouraged to be part of Dale's education system. Parents are welcome to meet with staff members to discuss the learning experiences of their students. Through the Aeries Student Information System, parents are able to view student grades, check on discipline, monitor attendance, and update home information daily. Our counselors organize parent/teacher conferences to discuss progress. We also encourage our families to participate in Back to School Night, Open House, and any performances held at Dale or in the community.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	7.4	5.4	4.4	3.2	5.8	5.4	5.7	5.1	4.4
<b>Expulsions</b>	0.0	0.1	0.1	0.0	0.2	0.1	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

#### School Safety Plan (Most Recent Year)

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 August of 2014. Input is gathered from the Safety Team, 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 and PBIS team meet regularly to address issues and come up with plans to keep our school safe. The Discipline Committee consists of staff members and parents. The PBIS team consists of administration and staff

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

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

### Federal Intervention Program (School Year 2014-15)

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	---	14
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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

Subject	2011-12				2012-13				2013-14			
	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	32.1	11	15	37	26	18	26	19	27	20	12	27
Mathematics	35.8	7	2	35	26	14	18	19	25	12	22	14
Science	40.2	0	1	33	32	4	12	23	29	6	17	18
Social Science	37.6	0	4	30	33	3	8	23	30	4	22	12

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	600
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	2	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "----" do not require data. 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.



### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,213	\$2,868	\$6,344	\$86,566
District	---	---	\$1,852	\$85,155
Percent Difference: School Site and District	---	---	242.5	1.7
State	---	---	\$4,690	\$72,276
Percent Difference: School Site and State	---	---	35.3	19.8

Note: Cells with "----" do not require data.

### Types of Services Funded (Fiscal Year 2013-14)

Dale receives LCAP funding, which is used to support a variety of programs. Title I funding provides additional support classes in reading and mathematics, and also supports a computer lab for targeted interventions. Title 1 funds support student instruction on our campus.

\*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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,150	\$42,957
Mid-Range Teacher Salary	\$85,797	\$69,613
Highest Teacher Salary	\$98,662	\$89,407
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$126,652	\$120,526
Average Principal Salary (High)	\$136,840	\$129,506
Superintendent Salary	\$243,016	\$207,044
Percent of Budget for Teacher Salaries	41	37
Percent of Budget for Administrative Salaries	4	5

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

### Professional Development

Dale Junior High School staff members participate in professional development every Tuesday, when students have a weekly late-start day. The teachers meet from 7:30-8:40 am on Tuesdays, by department, to assess data 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 four professional development days each school year. Two days 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 two Lesson Design Specialists who work with teachers 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. Our teachers have participated in many professional development opportunities that relate to Common Core State Standards. They are focusing on the 4 Cs (communication, collaboration, critical thinking, creativity) and project based learning.