Dale Junior High School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/.

- 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/guardians and community members should contact the school principal or the district office.

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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

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
Web Site	http://dale.auhsd.us
Grades Served	7-8
CDS Code	30664316058820

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
E-mail Address	webmaster@auhsd.us
Web Site	www.auhsd.us

School Description and Mission Statement (Most Recent Year)

Mission Statement:
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

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

In 2015, Dale Junior High School received a Gold Ribbon award for LEAD time, which is its intervention/enrichment period. LEAD stands for Leadership, Effort, Academics, and Determination. "We recognized a need for student support and figured out a plan to help students," Principal Daphne Hammer said. "LEAD offers students choices for intervention and enrichment and helps students reduce D/F grades." LEAD time began this year as a 22-minute period right before lunch, with students identified by teachers as needing extra assistance. The period is used for reteaching content, retaking tests, make-up work, completing homework, or enrichment. "Students feel like this is a great opportunity for them to receive extra help from teachers, and they enjoy making choices about where to go," Hammer said. "Parents feel like this time is helpful in keeping students less stressed. They like that their students get help during the school day. "I am so proud of this Gold Ribbon recognition. At Dale, we have a caring staff. LEAD time supports our students during the school day and shows kids that we care about their success."

Demographic Information:
Dale Junior High School, located in Anaheim, California, serves 1,186 students, in which 82% participate in the free and reduced meal program, 28% are English Learners, and 10% are Students with Disabilities. The demographic profile also indicates the following regarding student subgroups: 69% Hispanic; 12% White; 9% Asian; 2% African American; 8% other.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	594
Grade 8	586
Total Enrollment	1,180

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.5
Asian	8.8
Filipino	3
Hispanic or Latino	75.7
Native Hawaiian or Pacific Islander	0.8
White	8.1
Two or More Races	0.9
Socioeconomically Disadvantaged	89.6
English Learners	28.5
Students with Disabilities	11.8
Foster Youth	0.7

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	49	51	51	1242
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	27

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	1	2
Total Teacher Misassignments *	1	1	3
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.6	3.4
All Schools in District	98.7	1.3
High-Poverty Schools in District	98.6	1.4
Low-Poverty Schools in District	99.4	0.6

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 2015-16)

Year and month in which data were collected: August 2015

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district-level through an established curriculum cycle. Teachers are given in-depth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students. This information was collected in October 2015.

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, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
Mathematics	University of California, Irvine Mathematics Project curriculum and instructional materials were adopted in 2014-15. Additionally, mathematics textbooks, by Carnegie Learning, were adopted in 2014-15. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course.	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 are adopted as needed by course. Several courses adopted new textbooks in 2013-14, and supplemental books continue to be adopted each year. The oldest textbooks used by some courses 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
Science Laboratory Equipment (grades 9-12)	NA		NA

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 2, 2015.

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 2, 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Repairs made to A/C vents in health office and to copy room by library.
Interior: Interior Surfaces		X		Replaced ceiling tiles by kitchen entrance. Repairs made to ceiling tiles in fieldman's office.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Repairs made to lights in cafeteria and in storage room by room 802.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Repairs make to drinking fountain by room 202. Repairs made to wall in boys' restroom in locker room.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Repairs made to outside drain pipe near media center
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: October 2, 2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	31	44	44
Mathematics	22	28	33

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.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	614	585	95.3	39	29	23	6
	8	594	569	95.8	26	39	30	3
Male	7		285	46.4	42	30	20	4
	8		288	48.5	31	42	25	2
Female	7		300	48.9	36	29	26	7
	8		281	47.3	22	37	35	5
Black or African American	7		12	2.0	50	33	8	8
	8		14	2.4	29	50	21	0
American Indian or Alaska Native	7		4	0.7	--	--	--	--
	8		1	0.2	--	--	--	--
Asian	7		45	7.3	29	20	36	13
	8		57	9.6	7	32	49	12
Filipino	7		18	2.9	6	33	33	28
	8		19	3.2	16	26	58	0
Hispanic or Latino	7		452	73.6	42	31	21	3
	8		416	70.0	27	43	27	2
Native Hawaiian or Pacific Islander	7		6	1.0	--	--	--	--
	8		3	0.5	--	--	--	--
White	7		42	6.8	33	10	33	14
	8		55	9.3	42	25	27	2
Two or More Races	7		6	1.0	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		4	0.7	--	--	--	--
Socioeconomically Disadvantaged	7		528	86.0	41	30	22	5
	8		496	83.5	28	40	29	2
English Learners	7		164	26.7	82	14	2	0
	8		146	24.6	63	34	3	0
Students with Disabilities	7		63	10.3	79	8	5	3
	8		68	11.4	71	26	3	0
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	614	594	96.7	44	30	14	9
	8	594	576	97.0	44	33	13	8
Male	7		289	47.1	47	26	15	9
	8		290	48.8	43	37	13	5
Female	7		305	49.7	42	33	13	10
	8		286	48.1	45	29	14	10
Black or African American	7		14	2.3	50	36	7	0
	8		14	2.4	50	50	0	0
American Indian or Alaska Native	7		4	0.7	--	--	--	--
	8		1	0.2	--	--	--	--
Asian	7		48	7.8	25	29	19	27
	8		61	10.3	16	38	18	26
Filipino	7		18	2.9	17	28	17	39
	8		19	3.2	32	32	21	16
Hispanic or Latino	7		457	74.4	48	30	13	6
	8		419	70.5	48	32	13	5
Native Hawaiian or Pacific Islander	7		6	1.0	--	--	--	--
	8		3	0.5	--	--	--	--
White	7		41	6.7	34	27	20	17

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		55	9.3	44	33	16	2
Two or More Races	7		6	1.0	--	--	--	--
	8		4	0.7	--	--	--	--
Socioeconomically Disadvantaged	7		539	87.8	46	29	13	9
	8		502	84.5	45	32	13	7
English Learners	7		172	28.0	80	16	2	1
	8		154	25.9	77	16	3	1
Students with Disabilities	7		66	10.7	79	14	5	2
	8		68	11.4	72	12	3	3
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	58	64	48	61	61	56	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56
All Students at the School	48
Male	52
Female	43
Black or African American	33
American Indian or Alaska Native	--
Asian	74
Filipino	44
Hispanic or Latino	44
Native Hawaiian or Pacific Islander	--
White	50
Two or More Races	--
Socioeconomically Disadvantaged	11
English Learners	13
Students with Disabilities	46
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	23.50	28.90	10.20

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		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Suspensions	5.36	4.42	5.15	5.79	5.42	5.36	5.07	4.36	3.80
Expulsions	0.15	0.08	0.00	0.20	0.13	0.02	0.13	0.10	0.09

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	No	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	14
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	26	18	26	19	27	20	12	27	27	15	23	20
Mathematics	26	14	18	19	25	12	22	14	28	11	9	24
Science	32	4	12	23	29	6	17	18	30	5	17	17
Social Science	33	3	8	23	30	4	22	12	30	5	14	19

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 2014-15)

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1.5	N/A
Social Worker	0	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,957	$3,042	$6,915	$89,490
District	N/A	N/A	$7,743	$88,375
Percent Difference: School Site and District	N/A	N/A	-10.7	1.3
State	N/A	N/A	$5,348	$74,908
Percent Difference: School Site and State	N/A	N/A	29.3	19.5

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,618	$44,363
Mid-Range Teacher Salary	$88,470	$71,768
Highest Teacher Salary	$101,623	$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$126,979	$121,276
Average Principal Salary (High)	$133,651	$133,673
Superintendent Salary	$245,000	$210,998
Percent of Budget for Teacher Salaries	41%	36%
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 (Most Recent Three Years)

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.