

# Dale Junior High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 and 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 and the county. 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 (School Year 2016-17)**

<b>School Contact Information</b>	
<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>	Lorena Moreno
<b>E-mail Address</b>	moreno_l@auhsd.us
<b>Web Site</b>	<a href="http://dale.auhsd.us/">http://dale.auhsd.us/</a>
<b>CDS Code</b>	30664316058820

<b>District Contact Information</b>	
<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>	webmaster@auhsd.us
<b>Web Site</b>	www.auhsd.us

### School Description and Mission Statement (School Year 2016-17)

#### 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 to be prepared for college, career and beyond.

Leadership Effort Academics Determination (LEAD)

#### 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. The staff recognized a need for student support and figured out a plan to help students. The LEAD program offers students choices for intervention and enrichment, and helps students reduce D/F grades. The LEAD time advisement period is used for reteaching content, retaking tests, make-up work, completing homework, or enrichment. It is a great opportunity for students to receive extra help from teachers. LEAD time supports 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 1,188 students, in which 87% participate in the free and reduced meal program, and 29% are English Learners. The demographic profile also indicates the following regarding student subgroups: 76% Hispanic; 7% White; 9% Asian; 3% Filipino; 2% African American; 2% Native American/Pacific Islander; 1% other.

### Student Enrollment by Grade Level (School Year 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 7</b>	610
<b>Grade 8</b>	578
<b>Total Enrollment</b>	1,188

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.3
Asian	9.3
Filipino	2.9
Hispanic or Latino	76.1
Native Hawaiian or Pacific Islander	1.1
White	7.2
Two or More Races	0.9
Socioeconomically Disadvantaged	88.2
English Learners	28.8
Students with Disabilities	12
Foster Youth	0.3

## 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	51	51	51	1250
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	59

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	2	0
Total Teacher Misassignments *	1	3	0
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 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	97.6	2.4
<b>All Schools in District</b>	98.0	2.0
<b>High-Poverty Schools in District</b>	98.2	1.8
<b>Low-Poverty Schools in District</b>	97.0	3.0

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 2016-17)**

**Year and month in which data were collected:** September 2016

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 September 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
<b>Mathematics</b>	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
<b>Science</b>	Science textbooks were adopted in 2006-07. There is one textbook available per student.	Yes	0
<b>History-Social Science</b>	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
<b>Foreign Language</b>	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 2015-16, 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
<b>Health</b>	Health is taught as part of science and PE curriculum. Science textbooks were adopted in 2006-07.	Yes	0
<b>Visual and Performing Arts</b>	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	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 September 2, 2016.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 2, 2016				
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			Restroom door by Room 402 has water damage.
<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)**

Year and month of the most recent FIT report: September 2, 2016				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	32	35	44	47	44	48
Mathematics	23	25	29	29	34	36

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 Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	630	618	98.1	38.3
	8	591	577	97.6	31.3
Male	7	353	347	98.3	33.0
	8	292	286	98.0	26.9
Female	7	277	271	97.8	45.0
	8	299	291	97.3	35.5
Black or African American	7	16	14	87.5	42.9
	8	14	13	92.9	15.4
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	69	68	98.5	60.3
	8	49	48	98.0	52.1
Filipino	7	19	19	100.0	68.4
	8	17	17	100.0	64.7
Hispanic or Latino	7	464	456	98.3	33.9
	8	458	450	98.3	26.9
Native Hawaiian or Pacific Islander	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
White	7	47	47	100.0	34.0
	8	40	36	90.0	47.2
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	550	541	98.4	35.0
	8	517	508	98.3	28.2
English Learners	7	167	162	97.0	1.9
	8	182	177	97.3	2.3
Students with Disabilities	7	70	69	98.6	5.8
	8	78	77	98.7	6.5
Foster Youth	7	--	--	--	--
	8	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	630	618	98.1	30.7
	8	591	576	97.5	19.9
Male	7	353	346	98.0	28.1
	8	292	286	98.0	19.1
Female	7	277	272	98.2	34.0
	8	299	290	97.0	20.7
Black or African American	7	16	14	87.5	28.6
	8	14	13	92.9	8.3
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	70	69	98.6	55.9
	8	49	48	98.0	43.8
Filipino	7	19	19	100.0	52.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	17	17	100.0	58.8
Hispanic or Latino	7	463	455	98.3	26.1
	8	458	449	98.0	14.8
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	47	47	100.0	28.3
	8	40	36	90.0	36.1
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	551	543	98.5	26.7
	8	517	507	98.1	18.3
English Learners	7	167	163	97.6	4.3
	8	182	177	97.3	2.8
Students with Disabilities	7	69	68	98.5	9.0
	8	78	77	98.7	6.6
Foster Youth	7	--	--	--	--
	8	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	64	48	36	61	56	51	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.



**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	589	566	96.1	36.2
Male	292	276	94.5	41.7
Female	297	290	97.6	31.0
Black or African American	14	13	92.9	23.1
Asian	49	48	98.0	50.0
Filipino	17	17	100.0	76.5
Hispanic or Latino	457	441	96.5	32.7
White	39	35	89.7	48.6
Socioeconomically Disadvantaged	516	500	96.9	33.8
English Learners	181	174	96.1	12.1
Students with Disabilities	78	73	93.6	15.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

**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 physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.7	29.6	25.3

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 (School Year 2016-17)**

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 English Learner Advisory Committee (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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	4.4	5.2	10.0	5.4	5.4	5.6	4.4	3.8	3.7
<b>Expulsions</b>	0.1	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2016-17)

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 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 Positive Behavioral Intervention and Supports (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.

#### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2006-2007	2008-2009
<b>Year in Program Improvement*</b>	Year 5	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	13
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100.0

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

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

Subject	2013-14				2014-15				2015-16			
	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	20	12	27	27	15	23	20	27	15	23	20
Mathematics	25	12	22	14	28	11	9	24	28	11	9	24
Science	29	6	17	18	30	5	17	17	30	5	17	17
Social Science	30	4	22	12	30	5	14	19	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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	594
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.05	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1.5	N/A
Social Worker	0.05	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	1	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,929	\$3,373	\$7,556	\$91,432
District	N/A	N/A	\$8,344	\$90,749
Percent Difference: School Site and District	N/A	N/A	-9.4	0.8
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A	33.1	17.5

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

### Types of Services Funded (Fiscal Year 2015-16)

Dale receives Title I and Local Control Funding Formula (LCFF) funding, which are 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. Additionally, the funding supports a Multi-Tiered System of Support Specialist, who assist with connecting struggling students to interventions to help support successful academic outcomes.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,833	\$46,184
Mid-Range Teacher Salary	\$90,682	\$75,179
Highest Teacher Salary	\$104,163	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$133,509	\$124,243
Average Principal Salary (High)	\$138,901	\$137,939
Superintendent Salary	\$225,500	\$217,637
Percent of Budget for Teacher Salaries	38%	35%
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.