

# Dale Junior High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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.

## 2022-23 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>	Rafael Santiago
<b>Email Address</b>	Santiago_r@auhsd.us
<b>School Website</b>	<a href="https://dale.auhsd.us">https://dale.auhsd.us</a>
<b>County-District-School (CDS) Code</b>	30664316058820

## 2022-23 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>Email Address</b>	webmaster@auhsd.us
<b>District Website Address</b>	<a href="https://www.auhsd.us">https://www.auhsd.us</a>

## 2022-23 School Overview

Vision Statement: Maximize our unlimited potential one student, one story, one family at a time.

Mission Statement: Dale Junior High School is to provide a caring environment which allows every student the opportunity and skills to 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 a wide variety of sports and clubs, as well as, after school tutoring. Our special education students now have the opportunity to participate in co- taught classes for science and history, as well as, ELA and Math. 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, Engagement, Academics, and Determination. The staff recognized a need for student support and figured out a plan to help students. In 2021, staff decided to change LEAD time to Lancer Time. The Lancer Time advisement period is used to teach schoolwide lessons that go across a number of different needs on campus. It is a great opportunity for students to receive academic assistance, as well as, guidance on a variety of lessons that foster a positive school climate and develop healthy, resilient and confident young adults.

Demographic Information:

## 2022-23 School Overview

Dale Junior High School, located in Anaheim, California, serves 1014 students, in which 87% participate in the free and reduced meal program, 14% are SWD and 30% are English Learners. The demographic profile also indicates the following regarding student subgroups: 79.9% Hispanic, 4.9% White, 8.4% Asian, 2.2% Filipino, 2.2% African American, 0.8% Native American/Pacific Islander, 1.3% two or more races, .3% declined to state.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	482
Grade 8	497
<b>Total Enrollment</b>	<b>979</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.7
American Indian or Alaska Native	0.1
Asian	12.2
Black or African American	1.6
Filipino	1.8
Hispanic or Latino	75.6
Native Hawaiian or Pacific Islander	0.8
Two or More Races	1.0
White	6.4
English Learners	34.4
Foster Youth	0.3
Homeless	3.1
Migrant	0.0
Socioeconomically Disadvantaged	83.5
Students with Disabilities	13.3

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	35.50	79.85	897.90	74.43	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.00	0.25	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.50	3.44	49.90	4.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	29.50	2.45	12115.80	4.41
<b>Unknown</b>	7.40	16.69	226.00	18.73	18854.30	6.86
<b>Total Teaching Positions</b>	44.50	100.00	1206.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.50	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	1.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 September 14, 2022.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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>	Mathematics textbooks, by Houghton Mifflin Harcourt for 7-8 grades and Mc Graw Hill for 9-12 grades were adopted in 2020-21. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student.	Yes	0
<b>Science</b>	Science textbooks, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2021-22, Pearson Environmental Science AP Edition. There is one textbook available per student.	Yes	0
<b>History-Social Science</b>	History/Social science textbooks were adopted in 2018-19 and 2019-20. 7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition 8th grade- McGraw-Hill- United States History and Geography- Growth and Conflict 10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition 11th grade- McGraw-Hill- United States History and Geography- Conflict and Change 12th grade- McGraw-Hill- Principles of American Democracy. Savvas- California Economics Principles in Action 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, Houghton Mifflin Harcourt-Avancemos and Houghton Mifflin Harcourt-Bien Dit, in 2016-17. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
<b>Health</b>	Health textbooks, McGraw Hill-Teen Health for 7-8 grades, and Goodheart Wilcox-Comprehensive Health for High School were adopted in 2016-17. There is one textbook available per student.	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
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## School Facility Conditions and Planned Improvements

The Dale Junior High School facility opened in 1959. The 27 acre site includes 41 regular classrooms and a number of portable classrooms. Our school is 1 to 1 with technology. 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.

Dale has recently undergone a multi-million dollar upgrade to facilities to enhance instruction and improve campus safety. We are however, doing some additional work in our parking area.

The most recent site inspection was completed on November 3, 2022

<b>Year and month of the most recent FIT report</b>	October, 2022
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<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>	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 Rate

Exemplary	Good	Fair	Poor
X			



### 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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	31	N/A	43	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	14	N/A	23	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	987	946	95.85	4.15	30.54
<b>Female</b>	462	443	95.89	4.11	35.21
<b>Male</b>	524	502	95.80	4.20	26.25
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	119	117	98.32	1.68	57.26
<b>Black or African American</b>	16	16	100.00	0.00	46.67
<b>Filipino</b>	18	18	100.00	0.00	44.44
<b>Hispanic or Latino</b>	748	716	95.72	4.28	24.37
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	14	13	92.86	7.14	15.38
<b>White</b>	60	55	91.67	8.33	49.09
<b>English Learners</b>	298	276	92.62	7.38	3.27
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	73	69	94.52	5.48	22.06
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	791	759	95.95	4.05	28.40
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	136	123	90.44	9.56	12.30

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	987	951	96.35	3.65	13.61
<b>Female</b>	462	447	96.75	3.25	13.00
<b>Male</b>	524	503	95.99	4.01	14.17
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	119	118	99.16	0.84	48.31
<b>Black or African American</b>	16	16	100.00	0.00	31.25
<b>Filipino</b>	18	18	100.00	0.00	27.78
<b>Hispanic or Latino</b>	748	719	96.12	3.88	6.56
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	14	13	92.86	7.14	15.38
<b>White</b>	60	56	93.33	6.67	21.43
<b>English Learners</b>	298	279	93.62	6.38	2.52
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	73	70	95.89	4.11	7.14
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	791	763	96.46	3.54	11.32
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	136	123	90.44	9.56	2.44

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	10.3	18	28.33	28.29	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	509	500	98.23	1.77	18
<b>Female</b>	244	240	98.36	1.64	18.75
<b>Male</b>	264	259	98.11	1.89	17.37
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	72	71	98.61	1.39	38.03
<b>Black or African American</b>	12	12	100	0	33.33
<b>Filipino</b>	11	11	100	0	54.55
<b>Hispanic or Latino</b>	376	370	98.4	1.6	11.89
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	26	25	96.15	3.85	28
<b>English Learners</b>	149	142	95.3	4.7	0.7
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	36	36	100	0	5.56
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	397	390	98.24	1.76	14.62
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	63	61	96.83	3.17	8.2

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97%	97%	98%	97%	23%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Parents are actively involved with Dale Junior 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 Chats that discuss a multitude of different topics varying from academics to social emotional needs as well as Parent Leadership Academy twice yearly) 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. 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 invited to Parent Learning Walks 4 times a year to observe 5Cs in action, as well as, parent circles. 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."

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	1044	1025	293	28.6
<b>Female</b>	491	482	143	29.7
<b>Male</b>	552	542	150	27.7
<b>American Indian or Alaska Native</b>	2	1	0	0.0
<b>Asian</b>	126	123	5	4.1
<b>Black or African American</b>	20	18	3	16.7
<b>Filipino</b>	18	18	0	0.0
<b>Hispanic or Latino</b>	785	775	253	32.6
<b>Native Hawaiian or Pacific Islander</b>	10	9	3	33.3
<b>Two or More Races</b>	10	10	5	50.0
<b>White</b>	68	66	22	33.3
<b>English Learners</b>	370	358	114	31.8
<b>Foster Youth</b>	7	6	3	50.0
<b>Homeless</b>	85	85	42	49.4
<b>Socioeconomically Disadvantaged</b>	882	866	262	30.3
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	145	142	60	42.3

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.63	1.86	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.16	0.00	2.75	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.16	0.00
Female	3.26	0.00
Male	3.08	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.38	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.06	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.35	0.00
English Learners	3.78	0.00
Foster Youth	0.00	0.00
Homeless	8.24	0.00
Socioeconomically Disadvantaged	3.63	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.52	0.00



## 2022-23 School Safety Plan

School Safety Plans are reviewed, discussed, and updated on an annual basis. Input is gathered from staff, students, and community resource groups along with the School Site Council in order to determine any needed changes. No less than four safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills. A key element of focus for this year's plan is the refining of the evacuation routes and communicating this out to the staff as well as community.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	14	9	22
Mathematics	39	6	6	24
Science	31	4	9	21
Social Science	30	5	9	21

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	14	11	20
Mathematics	44	5	2	26
Science	32	4	2	26
Social Science	31	4	12	17

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	25	26	
Mathematics	26	4	30	3
Science	24	10	28	2
Social Science	24	15	28	1

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
<b>Pupils to Academic Counselor</b>	489.5

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	2.0
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	1.0
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$17,329	\$7,214	\$10,115	\$83,611
<b>District</b>	N/A	N/A	10,543	\$98,524
<b>Percent Difference - School Site and District</b>	N/A	N/A	-4.1	-16.4
<b>State</b>	N/A	N/A	\$6,594	\$85,856
<b>Percent Difference - School Site and State</b>	N/A	N/A	42.1	-2.6

## 2021-22 Types of Services Funded

Title I funding for low-achieving children, especially in high-poverty schools. The program finances the additional academic support and learning opportunities that are often required to help disadvantaged students progress along with their classmates with support such as, a bilingual aide in the classroom, PL and SWD Monitoring and after school tutoring 4 days a week schoolwide, as well as, SWD and PL learners.

### LCFF – Supplemental Grant

Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students

### S&C (LCFF) – Concentration Grant

Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment. As well as, additional support for social emotional needs through the hiring of a full time social worker.

Title IV funding to be used to support VAPA and Physical Education classes.

Loss and Litigation Funding- one time money used to support EL, SWD, McKinney Vento and Foster youth students.

Community School Funding- 5 year grant to support stronger relationships within our community by providing a TOSA (3 periods) and a coordinator to help meet the needs of program.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$54,602	\$55,947
<b>Mid-Range Teacher Salary</b>	\$93,635	\$90,080
<b>Highest Teacher Salary</b>	\$119,824	\$117,121
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>	\$144,438	\$146,364
<b>Average Principal Salary (High)</b>	\$156,492	\$164,633
<b>Superintendent Salary</b>	\$284,644	\$261,984
<b>Percent of Budget for Teacher Salaries</b>	32%	31%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

Teachers participate in a variety of District in-services, as well as, professional development workshops and conferences to enhance their content knowledge and instructional skills. This is in addition to four professional development days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in a teacher induction program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly effective lessons. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

In addition to the AUHSD's Professional Learning initiatives, Dale Junior High School's Professional Learning Team (Capstone team) help to develop weekly professional learning opportunities for our Thursday Late Starts. The time is utilized by departments, specialized programs, and also for cross-curricular articulation and collaboration. In addition to providing individual instructional support, Dale's 5 C coach leads all teachers on Reflective Learning Walks throughout the school year to share best practices, current pedagogy, and to provide teachers an opportunity to reflect on their craft. Our EL Department Chair and 5C Coach conduct two EL Shadow Walks each year to document the success of the efforts of our EL Task force and identify next steps in meeting the needs of our EL Population. Our 5C coach also holds New Teacher Support meetings for new teachers twice a month. These meetings are designed not only to help welcome new staff and build a community of learning, but to also help new hires learn about the Anaheim Way and the variety of initiatives the district has implemented in the last decade. Dale also provides educational technology support through our dedicated Ed Tech Coach. Our educational staff also has numerous opportunities to participate in a variety of workshops and conferences tailored to their individual needs.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	6	10