

Dale Junior High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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	Rafael Santiago
Email Address	Santiago_r@auhsd.us
School Website	https://dale.auhsd.us
Grade Span	7-8
County-District-School (CDS) Code	30664316058820

2024-25 District Contact Information

District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
Email Address	webmaster@auhsd.us
District Website	https://www.auhsd.us

2024-25 School Description and Mission Statement

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

2024-25 School Description and Mission Statement

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. Dale offers a variety of rigorous courses for students to succeed. There are many academic programs including AVID and Puente. 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. Dale continues to equip students with a world-class education, fostering the essential 5Cs, (Communication, Collaboration, Creativity, Critical Thinking, and Character) into their daily learning experiences. Teachers' dedication to fostering a supportive environment is further demonstrated by the Community School program.

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. Since 2021, Dale Junior High School has been incorporating schoolwide Project Based Learning Activities design to connect students to both the content and the world around them. Our driving questions rotate each year to engage and develop critical thinking and problem solving. Our two most popular questions have been: How can we live a healthier life and Build Healthier Communities and how can we feed a hungrier, hotter planet in 2050?

Dale Jr High was the first California Democracy Middle School in Orange County in 2017 and in 2023 we received an award of excellence in Civic Education from the Judicial Branch of the State of California. In 2023, a Dale Senate, voted in by peers, was created to help make decisions on campus with the guidance of SLT and staff.

Dale students usually place in the top five in AUHSD's district wide Soapbox Speech competition where they create and perform speeches that highlight a community concern and make a call to action to eliminate and reduce a problem our community faces.

Demographic Information:

Dale Junior High School, located in Anaheim, California, serves 1003 students, in which 100% have the option to participate in the free and reduced meal program, 15.9% are SWD, 27% are English Learners, 86.8% are Socioeconomically Disadvantaged and 8.3% are Homeless. The demographic profile also indicates the following regarding student subgroups: 74.4% Hispanic, 6.2% White, 13.8% Asian, 2.7% African American, 0.7% Native Hawaiian/Pacific Islander, 0.2% American Indian, 1.3% two or more races.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	535
Grade 8	499
Total Enrollment	1,034

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.5
Male	56.5
American Indian or Alaska Native	0.5
Asian	9.4
Black or African American	2.5
Filipino	2.4
Hispanic or Latino	78.1
Native Hawaiian or Pacific Islander	0.8
Two or More Races	0.8
White	5.5
English Learners	31
Foster Youth	0.2
Homeless	3
Socioeconomically Disadvantaged	90.3
Students with Disabilities	14.7

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.50	79.85	897.90	74.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	0.25	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	3.44	49.90	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	29.50	2.45	12115.80	4.41
Unknown/Incomplete/NA	7.40	16.69	226.00	18.73	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	45.50	87.96	1094.60	83.18	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.50	0.65	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	73.20	5.56	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	32.80	2.50	11953.10	4.28
Unknown/Incomplete/NA	6.20	12.02	106.80	8.11	15831.90	5.67
Total Teaching Positions	51.80	100.00	1316.10	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.50	84.73	1131.10	84.42	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	12.10	0.90	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.80	5.54	55.40	4.14	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	0.78	41.30	3.09	11746.90	4.23
Unknown/Incomplete/NA	4.50	8.93	99.80	7.45	14303.80	5.15
Total Teaching Positions	51.40	100.00	1340.00	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0.9
Misassignments	1.50	0.00	1.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.50	0.00	2.8

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0.4
Total Out-of-Field Teachers	0.00	0.00	0.4

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.00	0	4.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 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 December 16, 2024.

Year and month in which the data were collected	December 16, 2024
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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	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. All were adopted during the 2020-2021 school year. Math 7/7H & Math 7: Houghton Mifflin Harcourt - Into Math Grade 7 Math 8/8H & Math 8: Houghton Mifflin Harcourt - Into Math Grade 8 Integrated Math I: McGraw Hill - Reveal Math Integrated I Integrated Math II: McGraw Hill - Reveal Math Integrated Math II Integrated Math III: McGraw Hill - Reveal Math Integrated Math III Integrated Math 1-2 HP: McGraw Hill - Reveal Math Integrated I & McGraw Hill - Reveal Math Integrated II Integrated Math 2-3 HP: McGraw Hill - Reveal Math Integrated II & McGraw Hill - Reveal Math Integrated III	Yes	0
Science	Science textbooks, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades.	Yes	0

	Science textbooks for grades 7 and 8 Integrated Science were adopted in 2018-19: HMH CA Science Dimensions. The e-text and one consumable textbook is available per student.		
History-Social Science	<p>History/Social science textbooks were adopted in 2018-19 and 2019-20.</p> <p>7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition</p> <p>8th grade- McGraw-Hill- United States History and Geography- Growth and Conflict</p> <p>10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition</p> <p>11th grade- McGraw-Hill- United States History and Geography- Conflict and Change</p> <p>12th grade- McGraw-Hill- Principles of American Democracy. Savvas- California Economics Principles in Action</p> <p>There is one textbook available per student.</p>	Yes	0
Foreign Language	<p>Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks, Senderos by Vista Higher Learning in 2023-24 and 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.</p> <p>Below is the list of districtwide World Language adopted instructional materials:</p> <p>American Sign Language 1: Master ASL! 1, ISBN: 9781881133209, Adopted: 2017/2018</p> <p>American Sign Language 2 and American Sign Language 3: Signing Naturally 3, ISBN: 9781581211351, Adopted: 2017/2018</p> <p>American Sign Language 4: Translating from English, ISBN: 9781581211009, Adopted 2017/2018</p> <p>Arabic 1: Al-Asas for Teaching Arabic to Non-Native Speakers 1, ISBN: 9781933269092, Adopted 2019/2020</p> <p>Arabic 2: Al-Asas for Teaching Arabic to Non-Native Speakers 2, ISBN: 9781933269108, Adopted 2019/2020</p> <p>Arabic 3 and Arabic 4: Al-Asas for Teaching Arabic to Non-Native Speakers 3, ISBN: 9781933269115, Adopted 2019/2020</p> <p>French 1: Chemins 1, ISBN: 9781543362237, Adopted: 2023/2024</p> <p>French 2: Chemins 2, ISBN: 9781543362299, Adopted 2023/2024</p> <p>French 3: Chemins 3, ISBN: 9781543362312, Adopted: 2023/2024</p> <p>French 4: Chemins 4, ISBN: 9781543362336, Adopted: 2023/2024</p> <p>AP French Language and Culture: Themes, ISBN: 9781680040272, Adopted: 2015/2016</p> <p>Japanese 1: Adventures In Japanese 1, ISBN: 781622910564, Adopted: 2015/2016</p> <p>Japanese 2: Adventures in Japanese 2, ISBN: 9781622910663, Adopted: 2015/2016</p> <p>Japanese 3: Adventures in Japanese 3, ISBN: 9780887173995, Adopted: 2003/2004</p>	Yes	0

	<p>Japanese 4: Adventures in Japanese 4, ISBN: 9780887274428, Adopted: 2003/2004</p> <p>Korean 1: EPIC Korean 1, ISBN: 9781636849409, Adopted: 2022/2023</p> <p>Korean 2: EPIC Korean 2, ISBN: 9781636849423, Adopted: 2022/2023</p> <p>Korean 3: EPIC Korean 3, ISBN: 9781636849447, Adopted: 2023/2024</p> <p>Korean 4: EPIC Korean 4, ISBN: 9781636849461, Adopted: 2022-2023</p> <p>Mandarin 1 and Mandarin 2: Zhen Bang! 1, ISBN: 9780821981368, Adopted: 2015/2016</p> <p>Mandarin 3 and Mandarin 4: Zhen Bang! 2, ISBN: 9780821988237, Adopted: 2015/2016</p> <p>Spanish 1: Senderos 1, ISBN: 9781543357936, Adopted: 2023/2024</p> <p>Spanish 2: Senderos 2, ISBN: 9781543358070, Adopted: 2023/2024</p> <p>Spanish 3: Senderos 3, ISBN: 9781543358131, Adopted: 2023/2024</p> <p>Spanish 4: Senderos 4, ISBN: 9781543358193, Adopted: 2023/2024</p> <p>Spanish for Spanish Speakers 1: Cajas de Cartón (The Circuit), ISBN: 9780618226160 (Novel), La Casa De Mango Street (The House on Mango Street), ISBN: 9780679755265 (Novel), El Color de Mis Palabras, ISBN: 9781930332751 (Novel), Esperanza Renace (Esperanza Rising), ISBN: 9780439398855 (Novel), Adopted: 2017</p> <p>Spanish for Spanish Speakers 2: Antes de Ser Libres, ISBN: 9780375815454 (Novel), Caramelo, ISBN: 9781400030996 (Novel), Senderos Fronterizos (Breaking Through), ISBN: 9780618226184 (Novel), La Travesia de Enrique (Enrique's Journey), ISBN: 9780553535549 (Novel), Voces Sin Fronteras (Voices without Frontiers), ISBN: 9781400077199 (Novel), Adopted: 2017</p> <p>Spanish for Spanish Speakers 3: Más Allá de Mí, ISBN: 9780547250311 (Novel), El Alquimista (The Alchemist), ISBN: 9780062511409 (Novel), Cuando Era Puertorriqueña (When I was Puerto Rican), ISBN: 9780679756774 (Novel), Los de Abajo, ISBN: 9780140266214 (Novel), Me Llamo Rigoberta Menchu, ISBN: 9789682313158 (Novel), Adopted: 2017</p> <p>AP Spanish Literature & Culture: Azulejo, ISBN: 9781938026225, Adopted: 2022/2023</p> <p>AP Spanish Language & Culture: Temas, ISBN: 9781543301380, Adopted: 2022/2023 and Abriendo Puertas, ISBN: 9780618222070, Adopted: 2012/2013</p> <p>IB Spanish: Temas Para Español B, ISBN: 9781543310658, Adopted: 2019/2020</p> <p>Vietnamese 1 and Vietnamese 2: Tiếng Việt M?n Yêu A, ISBN: 9780997751208, Adopted 2018/2019</p> <p>Vietnamese 3: Tiếng Việt M?n Yêu B, ISBN: 9780997751215, Adopted 2019/2020</p> <p>Vietnamese 4H and Vietnamese 5H: Tiếng Việt M?n Yêu C, ISBN: 9780997751222, Adopted 2019/2020</p> <p>Vietnamese 6H: Tiếng Việt M?n Yêu D, ISBN: 9780997751231, Adopted 2019/2020</p>		
Health	Health textbooks, McGraw Hill-Teen Health for 7-8 grades, and Goodheart Wilcox-Comprehensive Health for High	Yes	0

	School were adopted in 2016-17. There is one textbook available per student.		
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)	N/A	N/A	NA

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

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.

The most recent site inspection was completed on October 18, 2024

Year and month of the most recent FIT report

October 18, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	24	34	42	42	46	47
Mathematics (grades 3-8 and 11)	14	20	24	24	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1049	1007	96.00	4.00	33.86
Female	453	434	95.81	4.19	38.48
Male	596	573	96.14	3.86	30.37
American Indian or Alaska Native	--	--	--	--	--
Asian	96	90	93.75	6.25	66.67
Black or African American	30	28	93.33	6.67	14.29
Filipino	26	25	96.15	3.85	60.00
Hispanic or Latino	816	788	96.57	3.43	29.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	60	55	91.67	8.33	34.55
English Learners	278	250	89.93	10.07	2.00
Foster Youth	--	--	--	--	--
Homeless	38	37	97.37	2.63	24.32
Military	71	70	98.59	1.41	24.29
Socioeconomically Disadvantaged	938	909	96.91	3.09	31.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	153	146	95.42	4.58	10.27

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1049	1029	98.09	1.91	20.27
Female	453	444	98.01	1.99	17.38
Male	596	585	98.15	1.85	22.47
American Indian or Alaska Native	--	--	--	--	--
Asian	96	96	100.00	0.00	55.21
Black or African American	30	28	93.33	6.67	3.57
Filipino	26	25	96.15	3.85	36.00
Hispanic or Latino	816	801	98.16	1.84	15.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	60	58	96.67	3.33	27.59
English Learners	278	272	97.84	2.16	4.06
Foster Youth	--	--	--	--	--
Homeless	38	38	100.00	0.00	23.68
Military	71	71	100.00	0.00	12.68
Socioeconomically Disadvantaged	938	922	98.29	1.71	18.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	153	147	96.08	3.92	3.40

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	11.18	7.46	28.38	28.30	30.29	30.73

2023-24 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
All Students	510	498	97.65	2.35	7.46
Female	226	218	96.46	3.54	8.29
Male	284	280	98.59	1.41	6.81
American Indian or Alaska Native	--	--	--	--	--
Asian	43	43	100.00	0.00	27.91
Black or African American	18	18	100.00	0.00	0.00
Filipino	15	15	100.00	0.00	13.33
Hispanic or Latino	404	392	97.03	2.97	5.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	5.00
English Learners	122	118	96.72	3.28	0.00
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	6.67
Military	45	44	97.78	2.22	4.55
Socioeconomically Disadvantaged	466	455	97.64	2.36	6.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	58	93.55	6.45	5.17

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.

2023-24 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. The administration of the PFT requires only participation results 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	98	98	99	98	99

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.

2024-25 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), Community Schools 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 Informational 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, Lunch with a Lancer, awards night, 8th grade promotion and any performances held at Dale or in the community. Parents are also included to help with various volunteer opportunities on campus.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1120	1093	296	27.1
Female	493	479	135	28.2
Male	627	614	161	26.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	100	100	8	8.0
Black or African American	32	30	13	43.3
Filipino	27	26	3	11.5
Hispanic or Latino	869	853	241	28.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	68	62	21	33.9
English Learners	361	349	105	30.1
Foster Youth	--	--	--	--
Homeless	45	44	20	45.5
Socioeconomically Disadvantaged	1031	1008	276	27.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	168	165	59	35.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.16	7.22	7.41	2.75	3.78	4.06	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.41	0.00
Female	4.26	0.00
Male	9.89	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.00	0.00
Black or African American	15.63	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.94	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	7.20	0.00
Foster Youth	0.00	0.00
Homeless	4.44	0.00
Socioeconomically Disadvantaged	7.57	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.50	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Comprehensive School Safety Plan (CSSP) at Dale Junior High School is reviewed, updated, and approved annually, with input from staff, students, community resource groups, and the School Site Council. Key updates to the plan are discussed with faculty and a student representative to ensure a collaborative and inclusive process. The plan emphasizes conducting no less

2024-25 School Safety Plan

than four safety and evacuation drills each year, requiring participation from students, teachers, and staff. A primary focus of this year's CSSP is refining evacuation routes and improving communication about these updates to both staff and the wider community. The plan incorporates data from sources such as the PBIS Climate Survey, Healthy Kids Survey, State Dashboard, and Aeries Discipline Data to identify strengths and areas for growth. This data, alongside observations and recommendations from committees like the Student Discipline Task Force, informs strategic priorities, including improving emergency preparedness and fostering a safe, inclusive school environment. SSC delegated the writing of the plan to the Safety Committee and was approved on January 9, 2024. The plan was introduced to SLT on December 10, 2024 for input will be brought to SSC on February 4, 2025 for approval.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	23	17	24	6
Mathematics	24	12	26	3
Science	27	5	27	5
Social Science	23	18	25	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	25	16	18	13
Mathematics	29	6	14	16
Science	29	7	12	18
Social Science	30	7	5	24

2023-24 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
Pupils to Academic Counselor	517

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1.9
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
School Site	\$12,279	\$3,439	\$8,840	\$101,297
District	N/A	N/A	\$10,142	\$110,806
Percent Difference - School Site and District	N/A	N/A	-13.7	-9.0
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	-19.7	-3.8

Fiscal Year 2023-24 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 tutoring. It also supports attendance monitoring to encourage students to get to class on time. It also supports our AVID program and tutors, as well as, supporting staffing positions in the classroom.

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 and helping with additional staffing in the classroom.

Title IV funding to be used to support Physical Education classes and safe and healthy student activities (ie PBIS, SEL, Gang Prevention & Intervention)

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.

CSI Funding to be used towards focus intervention for our high chronic absenteeism, low academic scores and increased suspension rates.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
Beginning Teacher Salary	\$61,034	\$62,635
Mid-Range Teacher Salary	\$104,665	\$101,698
Highest Teacher Salary	\$133,937	\$128,982
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$149,493	\$162,013
Average Principal Salary (High)	\$161,969	\$182,697
Superintendent Salary	\$328,935	\$298,748
Percent of Budget for Teacher Salaries	31.58	30.11
Percent of Budget for Administrative Salaries	3.97	4.78

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 PL Task force and identify next steps in meeting the needs of our PL 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10	4	4