

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

| School | | District | |
|-------------------------|-------------------------|-----------------------|------------------------------------|
| School Name | Dale Junior High School | District Name | Anaheim Union High School District |
| Street | 900 South Dale St. | Phone Number | 714-999-3502 |
| City, State, Zip | Anaheim, CA 92804-4097 | Web Site | auhsd.k12.ca.us |
| Phone Number | 714-220-4210 | Superintendent | Elizabeth Novack, Ph.D. |
| Principal | Kirsten Levitin, Ed.D. | E-mail Address | Novack_e@auhsd.us |
| E-mail Address | levitin_k@auhsd.us | CDS Code | 30664316058820 |

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

The mission of Dale Junior High School is to provide each student a diverse education in a safe, supportive environment that PROMOTES rigorous curriculum, self-discipline, and model citizenship, in order to transition students from adolescence into young adulthood.

Pride
Respect
Optimism
Motivation
Opportunity
Trust
Excellence

Dale Junior High School offers a junior high school experience that teaches rigorous curriculum and offers many opportunities to explore elective classes. We have a strong after school program that offers opportunities for exploration, sports, tutoring, and computers. We have an advisory period where students are supported by a teacher in their organization, study skills and success in all academic areas.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are actively involved in the school through the Parent Teacher Student Association (PTSA), athletics, performing arts, Advancement Via Individual Determination (AVID) and the School Site Council. We have a strong volunteer program and encourage parents to get involved at Dale. We have monthly Parent Partnership meetings which educate parents about teens and their community. The topics for these meetings are determined by the parents input. We also hold five ELAC meetings during the school year. These meetings are all posted in our student planner. We have a Greeter Program for parents to greet students in the morning when they arrive to school. Providing a welcoming "hello" and a smile is a great way for our students to start the day. Several of our parent greeters have volunteered to help with lunch supervision as well. We have student performances and information nights throughout the school year which encourage parent participation. Parents are encouraged to be a part of their student's education and are welcome to meet with staff members to discuss the learning experiences of their students.

Student Enrollment by Grade Level (School Year 2010-11)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 7 | 687 |
| Grade 8 | 624 |
| Total Enrollment | 1,311 |

Student Enrollment by Group (School Year 2010-11)

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 3.7 | White | 11.1 |
| American Indian or Alaska Native | 0.3 | Two or More Races | 0.6 |
| Asian | 7.6 | Socioeconomically Disadvantaged | 77.7 |
| Filipino | 2.3 | English Learners | 63.5 |
| Hispanic or Latino | 73.1 | Students with Disabilities | 10.6 |
| Native Hawaiian/Pacific Islander | 1.4 | | |

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2008-09 | | | 2009-10 | | | 2010-11 | | | | | |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
| | 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 | 28.2 | 7 | 35 | 11 | 27.6 | 10 | 22 | 13 | 35.2 | 11 | 12 | 43 |
| Mathematics | 30.4 | 6 | 13 | 15 | 28.9 | 6 | 25 | 10 | 36.9 | 4 | 11 | 34 |
| Science | 38.7 | 1 | 1 | 32 | 33.7 | 0 | 12 | 26 | 42.7 | 0 | 0 | 35 |
| Social Science | 36.1 | 1 | 2 | 31 | 34.2 | 0 | 7 | 30 | 43.7 | 0 | 1 | 32 |

* 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.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Student and staff safety is of utmost importance at Dale Junior High School. The School Safety Plan is reviewed on an annual basis and was last updated in 2011. Input is gathered from the 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 meets regularly to address issues and come up with plans to keep our school safe. We have parents and staff on our Discipline Committee.

The staff works hard to create an environment where students feel connected and feel comfortable talking with adults on campus when they have concerns. Dale has an advisory program where every student in the school is scheduled into a special Advisory class 2 days a week where we hope they will form a mentor relationship with their advisory teacher while they work on academics and enrichment.

Suspensions and Expulsions

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| Suspensions | 42.8 | 15.6 | 1.53 | 17.11 | 12.3 | 13.87 |
| Expulsions | 1.56 | 0.61 | 12.51 | 1.08 | 0.97 | 0.84 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2011

The Dale Junior High School facility opened in 1959. The 27 acre site includes 41 regular classrooms and a number of portable classrooms. We have 4 computer labs as well as groupings of computers in every classroom. We have specialty classrooms for conducting science labs or 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 ensures 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 has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily and deep cleaning, waxing of floors and painting takes place during times when students are not in class. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on October 6, 2011.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|------|--|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [] | [X] | [] | [] | |
| Interior: Interior Surfaces | [] | [] | [] | [X] | Stained, loose and missing ceiling tiles in various rooms. Center faucet is loose in Room 302. Touch up paint in Health Office. Paint is blistering on northwest side of Kitchen and hole in wall next to freezer needs patching. Need patching in Boys' Locker Room and Boys' Coaches Office. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [] | [X] | [] | [] | |
| Electrical: Electrical | [] | [X] | [] | [] | Gym Weight Room is missing four light difusers. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [] | [X] | [] | [] | Three windows with graffiti and faucet does not work in Girls' Restroom in Media Center. Faucet is missing knob and door slams in Girls' Restroom. Paint is peeling around vent in Kitchen Restroom. Mirror with graffiti in Boys' Restroom. |
| Safety: Fire Safety, Hazardous Materials | [] | [X] | [] | [] | |
| Structural: Structural Damage, Roofs | [] | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [] | [] | [X] | [] | Various rooms have windows with graffiti. Bike rack enclosure has a hole in fence. Patch and paint door in Liliانا Salvidar's office. Paint is peeling off door jamb on back door in Room 101. |
| Overall Rating | [] | [X] | [] | [] | |

V. Teachers

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2008-09 | 2009-10 | 2010-11 | 2010-11 |
| With Full Credential | 57 | 52 | 47 | 1291.7 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 2 | 0 | --- |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2009-10 | 2010-11 | 2011-12 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 2 | 2 | 1 |
| Total Teacher Misassignments | 2 | 2 | 1 |
| Vacant Teacher Positions | 0 | 0 | 0 |

- * "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by | |
|----------------------------------|--|-----------------------------|
| | NCLB Compliant Teachers | Non-NCLB Compliant Teachers |
| This School | 0 | 0 |
| All Schools in District | 100 | 0 |
| High-Poverty Schools in District | 100 | 0 |
| Low-Poverty Schools in District | 100 | 0 |

- * 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 2 | 438 |
| Counselor (Social/Behavioral or Career Development) | 0 | --- |
| Library Media Teacher (Librarian) | 0 | --- |
| Library Media Services Staff (paraprofessional) | 1 | --- |
| Psychologist | 0.7 | --- |
| Social Worker | 0 | --- |
| Nurse | 0.16 | --- |
| Speech/Language/Hearing Specialist | 0.5 | --- |
| Resource Specialist (non-teaching) | 0 | --- |
| Other | 0 | --- |

- * 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: Oct. 2011

Dale Junior High uses textbooks and instructional materials that are aligned to the state standards. Students have access to a textbook in each of their subject areas that use textbooks. We follow the district curriculum cycle for purchasing new standards based textbooks. Teachers are trained on the use of new textbook materials. Annually we assess what textbooks we have to be sure that every student has access.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|---|
| Reading/Language Arts | English language arts textbooks were adopted in 2008-09. There is one textbook available per student. We have new textbooks for new ELA course offerings in Reading, EAP and ELM. | Yes | 0 |
| Mathematics | Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student. We have some new textbooks for new math course offerings this year. | Yes | 0 |
| Science | Science textbooks were adopted in 2006-07. There is one textbook available per student. | Yes | 0 |
| History-Social Science | History/Social science textbooks were adopted in 2005-06. There is one textbook available per student. | Yes | 0 |
| Foreign Language | Foreign language textbooks were adopted in 2003-04. There is one textbook available per student. | Yes | 0 |
| Health | We teach health as part of the science and PE curriculum. | Yes | 0 |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|--|------------------------------|--|---|------------------------|
| School Site | \$9,209 | \$3,317 | \$5,892 | \$85,280 |
| District | --- | --- | \$5,564 | \$81,859 |
| Percent Difference: School Site and District | --- | --- | 5.9 | 4.2 |
| State | --- | --- | \$5,455 | \$70,570 |
| Percent Difference: School Site and State | --- | --- | 8.0 | 20.8 |

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Dale receives categorical funding in the form of EIA/LEP to support our English learners and sponsors our Homework Club. We also have a strong Title 1 program that helps fund the computer lab and support classes in mathematics and reading.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$47,665 | \$42,954 |
| Mid-Range Teacher Salary | \$86,735 | \$69,905 |
| Highest Teacher Salary | \$99,631 | \$89,464 |
| Average Principal Salary (Middle) | \$126,447 | \$121,722 |
| Average Principal Salary (High) | \$139,351 | \$128,348 |
| Superintendent Salary | \$237,300 | \$205,119 |
| Percent of Budget for Teacher Salaries | 40% | 37% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| English-Language Arts | 34 | 38 | 43 | 44 | 48 | 49 | 49 | 52 | 54 |
| Mathematics | 31 | 34 | 39 | 28 | 31 | 35 | 46 | 48 | 50 |
| Science | 51 | 56 | 56 | 51 | 53 | 58 | 50 | 54 | 57 |
| History-Social Science | 33 | 34 | 37 | 43 | 46 | 49 | 41 | 44 | 48 |

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 49 | 35 | 58 | 49 |
| All Student at the School | 43 | 39 | 56 | 37 |
| Male | 39 | 38 | 60 | 43 |
| Female | 47 | 39 | 52 | 32 |
| Black or African American | 43 | 29 | 44 | 28 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 |
| Asian | 69 | 71 | 77 | 68 |
| Filipino | 58 | 58 | 81 | 65 |
| Hispanic or Latino | 38 | 34 | 50 | 30 |
| Native Hawaiian/Pacific Islander | 40 | 10 | 0 | 27 |
| White | 54 | 51 | 73 | 64 |
| Two or More Races | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 39 | 38 | 52 | 32 |
| English Learners | 22 | 17 | 28 | 14 |
| Students with Disabilities | 8 | 4 | 20 | 12 |
| Students Receiving Migrant Education Services | | | | |

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 21.1 | 21.1 | 30.8 |

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2008 | 2009 | 2010 |
|-----------------|------|------|------|
| Statewide | 4 | 4 | 4 |
| Similar Schools | 6 | 4 | 4 |

Academic Performance Index Growth by Student Group - Three-Year Comparison

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 |
| All Students at the School | -8 | 16 | 15 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | -8 | 14 | 16 |
| Native Hawaiian/Pacific Islander | | | |
| White | -31 | 22 | 25 |
| Two or More Races | N/D | | |
| Socioeconomically Disadvantaged | -7 | 17 | 12 |
| English Learners | 10 | 31 | |
| Students with Disabilities | -34 | 27 | 0 |

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

| Group | 2011 Growth API | | | | | |
|----------------------------------|-----------------|------------|---------------|------------|---------------|------------|
| | School | | LEA | | State | |
| | # of Students | Growth API | # of Students | Growth API | # of Students | Growth API |
| All Students at the School | 1,251 | 741 | 26,483 | 762 | 4,683,676 | 778 |
| Black or African American | 46 | 732 | 830 | 735 | 317,856 | 696 |
| American Indian or Alaska Native | 0 | | 85 | 771 | 33,774 | 733 |
| Asian | 99 | 878 | 3,319 | 914 | 398,869 | 898 |
| Filipino | 30 | 840 | 1,126 | 865 | 123,245 | 859 |
| Hispanic or Latino | 916 | 713 | 15,806 | 714 | 2,406,749 | 729 |
| Native Hawaiian/Pacific Islander | 18 | 695 | 254 | 759 | 26,953 | 764 |
| White | 142 | 810 | 5,019 | 799 | 1,258,831 | 845 |
| Two or More Races | 0 | | 9 | | 76,766 | 836 |
| Socioeconomically Disadvantaged | 996 | 723 | 17,241 | 723 | 2,731,843 | 726 |
| English Learners | 114 | | 2,532 | | 1,521,844 | 707 |
| Students with Disabilities | 140 | 429 | 2,500 | 501 | 521,815 | 595 |

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

| AYP Criteria | School | District |
|---|--------|----------|
| Made AYP Overall | No | No |
| Met Participation Rate: English-Language Arts | Yes | Yes |
| Met Participation Rate: Mathematics | Yes | Yes |
| Met Percent Proficient: English-Language Arts | No | No |
| Met Percent Proficient: Mathematics | No | No |
| Met API Criteria | Yes | Yes |
| Met Graduation Rate (if applicable) | N/A | Yes |

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2006-2007 | 2008-2009 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | --- | 12 |
| Percent of Schools Currently in Program Improvement | --- | 57.1 |

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Dale Junior High School has an early release day every Thursday for teacher collaboration. The teachers meet from 1:31 - 2:20 by department to assess the quarterly benchmark exams that students take to determine areas of strength and areas that may need to be re-taught in a different way, as a staff for faculty meetings and professional development or 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 are before school begins and two are during the school year. Many of the teachers at Dale attend conferences to expand their teaching tools and improve instruction. Dale utilizes its staff in sharing their expertise for professional development. We have a Lesson Design Specialist who is working with teacher volunteers to help refine lessons to successfully engage more students. He works with course teacher 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 and time spent is valuable.