

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Dale Junior High	District Name	Anaheim Union High
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	Joseph M. Farley, Ed.D.
Principal	Kirsten Schaefer, Ed.D.	E-mail Address	Farley_j@auhsd.k12.ca.us
E-mail Address	Schaefer_k@auhsd.k12.ca.us	CDS Code	30664316058820

School Description and Mission Statement

This section provides information about the school's goals and programs.

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.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parents are actively involved in the school through the Parent Teacher Student Association (PTSA), athletics, Junior Leadership Corps (JLC), 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 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. We offered the PIQE (Parent Institute for Quality Education) and had 181 parent graduates during the 2007-08 school year.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 7	742
Grade 8	763
Total Enrollment	1505

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	4 %	White (not Hispanic)	11.89 %
American Indian or Alaska Native	0.2 %	Multiple or No Response	1.46 %
Asian	7.31 %	Socioeconomically Disadvantaged	63 %
Filipino	3 %	English Learners	46 %
Hispanic or Latino	70 %	Students with Disabilities	9 %
Pacific Islander	2.19 %		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05			2005-06			2006-07					
	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	30.8	6	26	37	32.5	6	21	37	30	9	32	30
Mathematics	29.1	13	9	17	31.5	7	12	23	33	1	21	33
Science	32	6	7	27	35.7	3	5	32	34	3	6	32
Social Science	36.5	1	4	25	35.9	1	3	32	36	1	5	35

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Student and staff safety is of utmost importance at Dale Junior High School. The School Safety Plan is reviewed on an annual basis. Input is gathered from the 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.

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 a strong mentor program that mentors approximately 200 students with regular contact with staff members who have volunteered to be mentors.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	14.8	9.6	9.1	13.6	6.1	6
Expulsions	0.7	1.1	2.9	0.5	0.6	0.9

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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 March 27, 2008

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	
Interior Surfaces (walls, floors, and ceilings)	[]	[X]	[]	Minor gouges on walls and stained ceiling tiles in classrooms. Work orders issued.
Hazardous Materials (interior and exterior)	[X]	[]	[]	
Structural Damage	[]	[X]	[]	Paint peeling from fascia in several locations. Work orders issued.
Fire Safety	[X]	[]	[]	
Electrical (interior and exterior)	[X]	[]	[]	
Pest/Vermin Infestation	[X]	[]	[]	
Drinking Fountains (inside and outside)	[X]	[]	[]	
Restrooms	[X]	[]	[]	
Sewer	[X]	[]	[]	
Playground/School Grounds	[X]	[]	[]	
Roofs	[X]	[]	[]	
Overall Cleanliness	[X]	[]	[]	

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[X]	[]	[]

IV. Teachers

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Dale Junior High School has six late start days each year. On late start days, the student's start class at 9:00am. The teachers meet from 7:30 – 9:00am 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. 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 mini workshops during faculty meetings where teachers share what they have learned at a conference or a skill they have to share. The leadership team helps in the planning of the professional development so that the needs of staff are met and time spent is valuable.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	58	60	62	1281
Without Full Credential	3	0	0	57
Teaching Outside Subject Area of Competence	2	0	2	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners		0	3
Total Teacher Misassignments		2	3
Vacant Teacher Positions		0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100 %	0 %
All Schools in District	98 %	2 %
High-Poverty Schools in District	87 %	13 %
Low-Poverty Schools in District	99.1 %	0.9 %

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	752
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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. This information was collected in October 2007.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Per the California Department of Education schedule, all textbooks are replaced every seven years. Reading/Language Arts materials were adopted in 2002-03. There is one textbook available per student.	0
Mathematics	Mathematics textbooks were adopted in 2001-02. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student. School staff will begin the selection process for new standards-based texts in 2007-08.	0
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student.	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	0
Health	Health textbooks were adopted in 2004-05. There is one textbook available per student.	0
Science Laboratory Equipment (grades 9-12)	NA	NA

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,216	\$3,221	\$4,995	\$70,761
District	---	---	\$5,135	\$70,578
Percent Difference – School Site and District	---	---	-2.7%	1.2%
State	---	---	\$4,943	\$62,833
Percent Difference – School Site and State	---	---	1.1%	12.5%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Dale receives categorical funding in the form of EIA/LEP, Title III and ELAC 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. Both programs contributed to sponsoring the PIQE program that was a huge success. GATE funding supports our GATE identified honors students. This year the students were able to do a college visit and also attend cultural presentations at Cook Auditorium as well as a Shakespeare play up in LA. Title II has funded professional development opportunities for our staff and supported the leadership training of the School Leadership Team.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,035	\$39,456
Mid-Range Teacher Salary	\$78,309	\$66,091
Highest Teacher Salary	\$89,952	\$82,529
Average Principal Salary (Middle)	\$111,812	\$104,975
Average Principal Salary (High)	\$122,889	\$116,464
Superintendent Salary	\$216,000	\$171,138
Percent of Budget for Teacher Salaries	39.5 %	37.4 %
Percent of Budget for Administrative Salaries	4.1 %	5.2 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	31	30	31	38	39	41	40	42	43
Mathematics	34	33	31	34	36	32	38	40	40
Science		28	28	41	39	42	27	35	38
History-Social Science	24	25	23	34	36	36	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	25	24	19	15
American Indian or Alaska Native	*	*	*	*
Asian	60	62	55	47
Filipino	49	43	50	54
Hispanic or Latino	25	26	23	18
Pacific Islander	20	33	19	19
White (not Hispanic)	49	43	43	34
Male	28	34	30	25
Female	34	28	26	21
Economically Disadvantaged	24	28	22	18
English Learners	10	16	7	5
Students with Disabilities	4	3	4	3
Students Receiving Migrant Education Services	*	*	*	*

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	32	34	34	41	41	40	41	42	42
Mathematics	40	43	39	48	48	48	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	24	35
American Indian or Alaska Native	*	*
Asian	56	63
Filipino	35	61
Hispanic or Latino	30	33
Pacific Islander	36	43
White (not Hispanic)	43	52
Male	31	44
Female	36	33
Economically Disadvantaged	29	33
English Learners	18	23
Students with Disabilities	5	7
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
7	43

IX. Accountability

Academic Performance Index

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

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2004-05	2005-06	2006-07
Statewide	4	4	4
Similar Schools	9	7	7

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	23	7	-10	679
African American				
American Indian or Alaska Native				
Asian	13	19	-31	813
Filipino				
Hispanic or Latino	29	12	-4	650
Pacific Islander				
White (not Hispanic)	18	2	2	746
Socioeconomically Disadvantaged	28	6	-17	650
English Learners	N/A	8	-16	633
Students with Disabilities	N/A	5	0	446

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2006-2007	
Year in Program Improvement	Year 2	
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	23.8