

**Del Norte High School
School Plan for Student Achievement
2018-2019**



College and Career Readiness for All

*Ensuring the highest levels of success
for each and every student, with commitment to
Rigor, Relevance, and Relationships*

Local School Board Approved, February 14, 2019

School and District Information

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.

School Information		District Information	
School Name	Del Norte High School	District Name	Poway Unified
Principal	Bryan Schultz	Superintendent	Marian Kim-Phelps, Ed.D.
Street	16601 Nighthawk Lane	Street	15250 Avenue of Science
City, State, Zip	San Diego, CA 92127	City, State, Zip	San Diego, CA 92128-3406
Phone Number	858-487-0877	Phone Number	858-521-2800
FAX Number	858-487-2443	FAX Number	858-485-1322
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	bschultz@powayusd.com	E-mail Address	dojohnson@powayusd.com
CDS Code	39682960118935	SARC Contact	Doug Johnson

Address: 16601 Nighthawk LN
San Diego CA 92127

Principal: Bryan Schultz

Year of Construction: 2006

Current Enrollment:

Numbers reflect enrollment totals as of October 03, 2018.

10th Grade	11th Grade	12th Grade	9th Grade	Special Day Class
598	560	515	681	29

Enrollment History:

Numbers reflect enrollment totals as of October 03, 2018.

2016-2017	2017-2018	2018-2019
2081	2168	2354

Student Demographics:

Percent of total school population. (Based on October 03, 2018 enrollment totals).

African-American	Asian	Caucasian	Filipino	Hispanic	Other
2%	31%	42%	6%	9%	10%

Percent of total school population. (Based on October 03, 2018 enrollment totals).

Limited English	Free/Reduced Lunch
3%	12%

Staff Demographics:

Percent of classified employees. (Based on October 03, 2018 data)

African-American	Asian	Caucasian	Filipino	Hispanic	Other
1%	2%	56%	2%	9%	29%

Percent of credentialed teachers. (Based on October 03, 2018 data)

African-American	Caucasian	Filipino	Hispanic	Other
1%	62%	1%	6%	30%

Percent Fully Credentialed: 100%

Data source- district data

This plan meets the content requirements of amended Education Code 64001 for a SPSA. It provides a single comprehensive school plan to improve the academic performance of students. Completion of the plan satisfies requirements of all programs for which the school has an allocation in the California Consolidated Application for categorical funding.

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I.A. VISION AND ORGANIZATIONAL DIRECTIONS - PUSD STRATEGIC VISION

“College and Career Readiness for All”

District Vision and Strategic Goals for 2013-2020

In 2013-2014, Poway Unified School District stakeholder groups met to once again develop a strategic vision and identify the future direction of the district. The Mission Statement was modified to add the element of career readiness to the previously adopted “College Readiness for All, becoming “College and Career Readiness for All.”

In addition, the PUSD Board of Education adopted three PUSD Goals:

1. Ensure each student engages in a challenging 21st Century learning experience.
2. Develop and maintain communications systems that create collective engagement among all stakeholders.
3. Create a collaborative culture of continuous learning for all staff.

District Initiatives for 2013-2020

The following District Initiatives have been identified to support the PUSD Goals.

1. Design and implement curriculum, instructional practices, and assessment systems that align with California State Standards across content areas to ensure each student will:
 - a. Engage in Inquiry Based Learning
 - b. Think Creatively and Critically
 - c. Reason Effectively
 - d. Produce/Generate Information
 - e. Solve Complex and Real World Problems
 - f. Communicate Effectively
 - g. Collaborate with Others
 - h. Recognize, Understand and Respect Cultural Diversity to ensure that all students are prepared for success in the global economy.
2. Provide comprehensive programs, services and facilities to ensure social and emotional well-being of all students and staff in a safe and secure environment.
3. Create a comprehensive communication plan that:
 - a. Utilizes a wide range of media
 - b. Provides opportunities for timely, proactive, two-way communication
4. Design and implement a comprehensive system of professional learning that:
 - a. Allows each individual to personalize learning
 - b. Provides multiple formats
 - c. Supports collaboration, inquiry and problem solving

District LCAP Goals 2018-2019

The following goals have been identified to support student achievement:

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.
2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.
3. Strengthen safe, healthy, positive, and attractive learning environment and experiences for all learners.
4. Increase student and parent engagement in learning through enhanced community involvement, two way communication, and partnerships with community businesses.
5. Develop, implement, and embed a collaborative learning structure and system for adults and students to increase student achievement.

I.B. VISION AND ORGANIZATIONAL DIRECTIONS - SITE ORGANIZATIONAL DIRECTIONS (LCAP Goals 1-5)

The district vision of “College and Career Readiness for All” provides the foundation for the Local Control and Accountability Plan (LCAP) and the direction of our site efforts. To support the districtwide core values, our school will focus on multi-year initiatives:

Design and implement curriculum, instructional practices and assessment systems that align with the California State Standards across content areas

In alignment with our mission at DNHS, *inspiring passion and preparing every student to be college and career ready, future focused, and globally aware*, we have worked hard over the last 10 years to create a *Distinctively Del Norte* experience for our students, providing them unique opportunities to think creatively and critically, reason effectively, solve complex and real world, inquiry based problems, and collaborate on a daily basis.

We continue to work on developing our instructional practice with the revised California State Standards (CSS), our site focuses on reviewing cross-curricular performance task exemplars and creating instructional units culminating in performance tasks. We carry forward the implementation of research based Advancement Via Individual Determination (AVID) strategies like WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) as well as focusing on questioning strategies and overall rigor (Costa's Level of Questioning, Depth of Knowledge, and Hess' Cognitive Rigor Matrix). In 2014-15, with the District's generous support, we added a CSS Staff Development Teacher on Special Assignment (TOSA) position. Our TOSA was tasked with assisting our staff in implementing instructional strategies, creating and refining performance tasks, as well as preparing our staff and students for the inaugural Smarter Balanced Assessment Consortium (SBAC) test. The TOSA met with content area teams weekly (Professional Time/Late start Tuesdays) to help pace instruction as well as to create/refine common course assessments (formative and summative). The TOSA work continues to be evident across all content area teams as ongoing improvement to curriculum scope and sequence work is reviewed regularly. We continue to focus on questioning strategies and rigor (Costa's Level of Questioning, Depth of Knowledge, and Hess' Cognitive Rigor Matrix). That same school year, we allocated approximately \$30,000 through the Common Core Site Allocation Plan to further support teachers in making the transition to the California State Standards. Half of this money was used towards paying staff for collaboration time; the other half was spent on providing release time to support Professional Learning Communities (PLC) collaboration, purchase instructional materials, and to support staff development. Finally, working with a group of teachers (alternative evaluation) interested in exploring Instructional Rounds, classroom observations were conducted from November-March focusing on WICOR, Depth of Knowledge (DOK) and Active Classroom Instructional strategies. Presently, we continue the above essential work to honor the foundation that has been established.

Over the past three years, while the District focused on supporting the implementation of the new California State Standards Integrated math curriculum called College Preparatory Mathematics (CPM), DNHS staff focused on two specific instructional practices aligned with the CSS across content areas: CLOSE Reading (informational text, annotation, chunking text, re-reading, writing in margins, utilizing guided questions, etc...) and Speaking and Listening (working in small groups, building on others' ideas, drawing on reading and research for evidence; synthesizing comments, claims, and evidence; evaluating a speakers point-of-view, etc...). Using materials developed by Dr. Fisher and Dr. Frey (SDSU), staff focused on Reading Comprehension and Collaborative Learning. Working out from Claims to Targets and Standards, we made progress changing our students' classroom experience, expanding their opportunity to actively (as opposed to passively) process and learn new material ultimately increasing student engagement/thinking. This work was supported by our Common Core/Response to Intervention (RtI) TOSA as well as by accomplished teacher leaders on campus. In the fall 2016, after reviewing John Hattie's research (*Visible Learning*) we chose to focus on two additional instructional practices aligned with the CSS across content areas: feedback and student expectations.

This school year (2018-19), we are continuing our emphasis on providing good first instruction. In an effort to drive continuous improvement at DNHS our site is focused on working collaboratively through our Professional Learning Communities (PLCs) to achieve better results for the students we serve. Now in our third year implementing the newly adopted CPM Integrated Math curriculum, our students and teachers are much more familiar with the requirements of the new format. Our district also provides continuous Professional Development opportunities during Professional Growth days for our teachers to collaborate with their fellow colleagues on current best practices. The district also offers additional Teaching and Learning Cooperatives (TLCs), which are professional learning courses designed to meet the needs of teachers and learners in PUSD and support attainment of district goals. Our students' experience in math has substantively changed. Every single day, in every single class, math students are engaging in mathematical thinking through problem-solving, reasoning, and communication. The ENS (PE) Department is implementing new health curriculum (Health, McGraw-Hill) this school year that is current, research based, and more closely aligned with the California State Standards. The Science Department continues to examine the Next Generation Science Standards (NGSS) revising course content and assessments, and emphasizing deep understanding of science concepts and engagement in scientific thinking. Our World Language team has started to review the American Council on Teaching Foreign Language (ACTFL) Proficiency Guidelines for

Speaking, Writing, Listening and Reading. The ACTFL Proficiency Guidelines provide a continuum of skill levels from novice to superior to support students in their second language acquisition. Our district has recently provided an ACTFL renowned speaker, Leslie Grahn to train our World Language educators in, The Key Strategies for Language Instruction based on her book. We have also continued to expand our Career and Technical Education (CTE) electives and career pathways for our students. These rigorous courses support college and career readiness. Health science (biomedical science), engineering (robotics), computer science (3-D Animation; WebDesign, Computer Information Systems, AP Computer Science), media and entertainment electives have all been added to our program in recent years. These strategic courses, among others, provide students the opportunity to develop 21st century skills that are relevant and that will have value in the global marketplace. As our CTE program expands, students have access to multi-year sequences of courses that integrate core academic knowledge with technical and occupational knowledge, providing students with pathways to post-secondary education and careers.

When good first instruction is not enough, with the support of the RtI TOSA, we have continued our evaluation and refinement of Tier 1 and Tier 2 intervention efforts. As one example, we revamped our tutorial program this school year increasing our student's opportunity to access teachers and academic support. Students can attend tutorials three days a week from 3:02-3:32pm or they can go to Nighthawk Tutoring on Monday and Wednesday evenings from 6:15-8:15pm up in the library. There certificated teachers as well as peer tutors provide support for students in subject areas like English, Math, and Science. While attendance is optional for many of our students, we do require Freshmen with a GPA below 3.0 to attend an hour and a half of tutoring each week. We also require students who have been "slipped" by their teachers to attend as well. With the renewed focus on campus, average attendance in Nighthawk Tutoring is up from 25-30 students per session to well over 100 students attending each session. And the feedback from participants has been very positive! Students report the following benefits from attending tutorials: They like getting help with their homework. They like working with their peers. Many report that there is less distraction up in the library than working at home. They like having internet access and free printing.

Provide comprehensive programs, services, and facilities to ensure the social and emotional well-being of all students and staff in a safe and secure environment

Even though Del Norte High School continues to grow each year, the campus still feels intimate. Staff and students immediately recognize visitors on campus. They recognize new transfer students. No one is anonymous. With initiatives like Link Crew, Peer Leaders Uniting Students, and Homeroom, there is a familiarity here that is uncommon. Distinctively Del Norte initiatives like: *If You Only Knew Me*, *Global Awareness* and *Future Focused Weeks*, *What If Week*, and *Every Mind Matters Week* as well as other programs more commonly found in PUSD - like *No Place for Hate* - serve to increase student empathy, respect and understanding. DNHS is an inclusive school by design. To support the principle of inclusiveness, the staff at Del Norte does not label or track students. Other than English, we do not offer "honors" courses. There are no prerequisites to take Advanced Placement courses because DNHS offers open access to all Nighthawks. The trimester system, too, is unique in that it allows students the flexibility to customize their course load - taking 12-15 courses each year. Students needing remediation or an opportunity to repeat a course can do so - usually in the current school year; students interested in accelerating their learning or in exploring electives, internships, or part-time employment opportunities are also free to do so. Last school-year ASB sponsored the Rachel's Challenge program, which works to reduce bullying through increased compassion and encourages all students/staff to be part of a positive change reaction. From the Rachel's Challenge school clubs were formed that focus on kindness and respect for all students. The previous year we were invited to host the Sandy Hook Promise: See Something Say Something Campaign. See Something Say Something is an educational awareness program that provides tools to: drive awareness to say something and recognize warning signs. This school year we have continued working with the Sandy Hook Promise and have brought the Start with Hello Campaign. This program brings awareness to the growing epidemic of social isolation at schools and it encourages students to create a positive school culture through inclusion. Finally, every student is encouraged to join a club, play a sport, and/or pursue/explore personal interests. We have over 100 ASB chartered clubs on campus; additionally, over 60% of our students participate in athletics. Wearing school colors, participating on a team, and winning and losing with teammates contributes to the glue that bonds us all together.

All students are assigned a counselor by alpha order. Counselors effectively manage their caseloads with administrative team support. Last school year (2017-18) we added a part-time counselor that continues to provide positive student interventions and helps to increase academic achievement of our Tier 1 and Tier 2 students. In 2014-15 we were allotted more time to expand and improve Student Support Services, and we added a second Guidance Technician that is still with us today. Through Student Support Services, we run a variety of student groups offering mental and emotional support for students grieving, going through divorce, or struggling with gender or sexuality challenges. Student led groups like Link Crew, ASB, and Peer Leaders Uniting Students (PLUS) are also active on campus, delving into topics related to drug and alcohol abuse, bullying, peer acceptance and inclusion, and academic honesty. All students meet weekly in an assigned Homeroom where curriculum has been developed to support our school mission: inspiring passion and preparing all students to be college ready, future focused, and globally aware. All students have access to three Tutorials each week during the school day, and all have the option of free tutoring in English, math, and science on two evenings a week (Mondays and Wednesdays). Teachers also provide morning tutorials as well as those built in later in the day to support students' mastery of academic content. Some students are identified and recruited or they elect to participate in programs like Advancement Via Individual Determination (AVID), while others take electives such as Academic Success. Finally, all students can access support through Student Services on a daily basis.

Through ENS (PE) every freshman takes health. In this course, students delve into timely and important topics: achieving good mental health, managing stress and anxiety, understanding mental and emotional problems, promoting safe and healthy relationships, physical activity and nutrition, personal care and body systems, growth and development, tobacco, alcohol and other drugs, diseases and disorders, etc. Freshmen meet three times weekly for 70 minutes for the first two trimesters reviewing this content.

Creativity and imagination are also highly valued attributes at Del Norte. The Visual and Performing Arts (VAPA) department actively encourages artistic expression. The link between creativity and better mental and physical health is well documented by research. The act of "creating" helps make students happier, less anxious, more resilient, and better equipped to problem solve in the face of hardship. Distinctively Del Norte events like Night at the Museum - hosted every 12 weeks - prominently showcases student artwork and creativity underscoring our commitment to the Arts.

Nighthawk 2.0 is another initiative embedded in the school culture to help meet the needs of all students. The goal of Nighthawk 2.0 is to identify students without active "case managers" who would benefit from more support. Each year, we identify students at risk who do not have an IEP and who are not supported in programs like AVID or ELL. Nighthawk 2.0 helps to ensure that every student who needs additional support has an adult connection/advocate on campus. We have added an additional layer of support by having our administrative team meet with target students to provide another positive intervention. Our community has been strongly encouraged to attend "What I Wish My Parents Knew", a unique presentation for PUSD parents to learn more about the struggles and pressures our students face. Over the last five years, more than 3,000 adults have attended one or more of the workshops facilitated through this effort. Break-out sessions cover a wide variety of topics: *Guiding your Teen through the Party Years, Depression, Guardrails, Communication, Social Media, Academic Pressure*, among others.

Finally, we have a School Site Safety Committee comprised of students, parents, and staff members that meets regularly to assess our safety and facility concerns. We have made steady progress creating protocols and refining our practice in recent years. This committee now annually walks the campus, conducts interviews with Campus Security, the Custodial Supervisor, teacher leaders, and administrators, and notes commendations as well as areas to consider where improvements may be necessary. As one example, with construction now completed on our new four-pack of classrooms on the eastern border of the campus, student and staff classroom fire escape routes have had to be revised. We recently updated our visitor protocols as an increased security measure to ensure the safety of our students and staff.

Create a comprehensive communication plan

Open lines of communication are imperative to building and maintaining trust. We recognize that our work moves at the speed of trust. The administrative team places a high priority on being visible and accessible. Administrators have an open door policy for the staff and students. The administrative team regularly visit classrooms and build positive relationships with staff and students. The administrators walk the campus in the morning, lunch, during period transitions, and after school. They also attend a variety of events such as: athletic games, VAPA performances, Nighthawk Tutoring, Award Nights, dances, and graduation.

The Leadership Team, comprised of elected department and PFT representatives, works to ensure teacher-voice is present when planning Professional Growth opportunities, Late Start Pro-Grow Tuesdays, and the agenda for All Staff meetings. Additionally, administrators frequently attend department meetings on Late Start Pro-Grow Tuesdays. Finally, the principal meets with every staff member, individually, for 10-15 minutes during the months of January and February to ensure teachers are fully supported.

Parents access teachers, counselors, and administrators at events like Student Registration, Back-to-School Night, *What I Wish My Parents Knew*, 1st and 2nd Mid-Trimester Parent Conferences, 8th Grade Open House, and through the PTSA, DN Foundation and various booster groups. Additionally, the PTSA hosts a Principal's Coffee every 8-12 weeks - inviting the community to come and meet with administrators in an informal, Q and A setting. Last year's first Principal's Coffee in early November focused on the 9th Grade Experience. An audience of over 80 parents heard from a student panel of current 9th graders representing OVMS and Design39 talk about their transition to high school. In addition to events, parents also interact with teachers, counselors, and administrators in collaborative settings focused on providing early systemic assistance to students exhibiting learning and/or behavioral concerns through SSS, IAT, 504 and IEP meetings.

Students see their teachers daily. Additionally, many students meet in teachers' classrooms at lunch attending ASB club meetings or simply to be with friends. Classroom doors are frequently open at breaks and during lunch. The Counseling Center is also a busy hub of activity on campus. Students can make appointments to meet with their counselors individually or simply drop in to discuss problems/concerns. Students can access administrators in various ways too. They often stop administrators out on campus in passing to share a comment or perspective or insight. Sometimes their concerns are brought forward by teachers, coaches, or counselors. Ad hoc student groups are pulled together to discuss timely issues like cultural competency, academic support and inclusion. Administrators regularly visit classrooms addressing concerns and reviewing student discipline; they also see every student several times each year through Homeroom. Finally, administrators regularly meet with student leaders in ASB and frequently drop-in on ASB club meetings.

Staff, Parents, and Students can all participate on committees like the AVID School Site Team, the English Language Learners School Site Team, the School Site Council and the School Site Safety Committee - venues where they can have a direct impact on practice.

Communication also occurs through phone and technology based outlets at Del Norte: The Daily Bulletin, Morning Announcements, Black Board Connect 5 (email and voice massaging to parents and students), Naviance (utilized by our Counseling Staff), a monthly Counseling Newsletter (targeting parents and students), The Parking Lot (a staff newsletter), The Talon (our school paper), daily updates on our website, DNN (Del Norte Network - a student run video production network), and through social media outlets (Twitter). Several formal surveys are distributed and reviewed annually as well: CA Healthy Kids Survey, Speak Up and LCAP surveys, and several miscellaneous community surveys. Feedback is essential for continuous improvement.

Create a collaborative culture of continuous learning for all staff

Team Del Norte has been a group effort and shared responsibility from its inception. The site Leadership Team, comprised of elected teacher leaders and support staff (ASB Director, Athletic Director, Counseling, and PFT Representatives) has met monthly for almost ten years now. The work of this team has focused on developing and implementing our school mission: *inspiring passion and preparing every student to be college and career ready, future focused, and globally aware*. The DNHS mission statement supports the district's organizational directions and directly impacts our students' daily experience at school. In an effort to frame meaningful conversation, the Leadership Team has participated in a number of shared readings and discussions. The team viewed and discussed the film *2 Million Minutes* - a documentary that tracks teens in China, India, and the US. They have also read and discussed several books and articles: *Why Are All the Black Kids Sitting Together in the Cafeteria?* *Disrupting Class*, *Crucial Conversations*, *The Advantage*, *The Five Dysfunctions of a Team*, *The Multiplier Effect*, *The Bell Curve* published in the *New Yorker*, *Overcoming the Achievement Gap Trap* and most recently, *Rookie Smarts*. These shared readings frame important dialogue, encourage leadership, promote self-reflection, and foster synergy.

Weekly Professional Time (late start Tuesdays) allows teachers an opportunity to meet by department, between departments, and with staff from other schools. Team leaders are responsible for setting professional time agendas and facilitating the work/conversations. This year we continue our focus on implementation of the California State Standards. Additionally, each department has been assigned an administrator. Monthly staff meetings continue to be focused on meaningful content aligned to the site and District mission. The Leadership Team plays a key role in helping to establish the monthly agenda. We continue to have a commitment to establishing vibrant Professional Learning Communities on campus and to continuing WASC related work. As aforementioned, the last two years we have focused on implementing the California State Standards in math and across the content areas focusing on CLOSE reading strategies and Speaking and Listening. Additionally, this year we have commenced an extensive review of our student interventions using data and staff and student feedback to make refinements and changes.

Our staff represent each of our sister high schools: Mt. Carmel, Westview, Poway High, Rancho Bernardo, and Abraxas. Individually and collectively, their experiences and insights have helped guide us in establishing and refining our own signature practices (Distinctively Del Norte). Many DNHS teachers are content area experts - recognized leaders in the field of education among their peers in PUSD and beyond. As only one example, the last two years in a row, DNHS teachers have been recognized for their innovative work with students as PUSD and San Diego County Teachers of the Year. Megan Gross was selected as the 2017 CA Teacher of the Year, and Mark Lantsberger was a finalist for the same honor - 2018 CA TOY.

Late Start Tuesdays allow staff a weekly block of time (7:45-8:45) to meet with colleagues from OVMS (who share our same Late Start Day). Joint MS/HS department meetings have occurred on multiple occasions on both campuses in English, Math, World Languages, AVID, SPED, PE and Science. Administrative Vertical team meetings have also occurred.

With strong staff connections to every high school in the District, and with regular opportunities for administrators to meet with colleagues by region and grade level, we are well connected and supported by PUSD.

II. ASSESSMENTS, EVALUATION, AND ANALYSIS OF STUDENT LEARNING

II.A. SITE ASSESSMENT PLAN

DISTRICTWIDE (REQUIRED) ASSESSMENTS/REPORTS

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
<p>California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative</p>	<p>Criterion-Computer Adaptive/Performance Tests</p>	<p>Assess achievement of state English Language Arts and mathematics standards</p>	<p>Grades 3-8, 11</p>	<p>Spring</p>	<p>Compares student achievement to state/district expectations. Identifies areas of strength and weakness. Useful for targeting instruction.</p>
<p>California Assessment of Student Performance and Progress (CAASPP) California Science Test (CAST)</p>	<p>Criterion-Computer Adaptive/Performance Test</p>	<p>Assess achievement of state science standards</p>	<p>Grades 5, 8, and once in high school typically at Grade 12</p>	<p>Spring</p>	<p>Since the adoption of the California Next Generation science standards the California Dept. of Education has been developing a new science assessment-the California Science Test (CAST). The statewide California Assessment of Student Performance and Progress (CAASPP) System includes federally required science assessments in grades five and eight and once in high school (i.e., grade ten, eleven or twelve). This science assessment is the new CAST. This assessment compares student achievement to state/district expectations. Identifies areas of strengths, challenges, and areas in need of improvement. Useful for targeting instruction.</p>
<p>English Language Proficiency Assessment for California (ELPAC)</p>	<p>Criterion-Reference Test</p>	<p>Measures level of achievement in English – novice, intermediate, or English proficient</p>	<p>All ELL students</p>	<p>Initially throughout the year Spring Summative</p>	<p>Measures the following four domains in English: listening, speaking, reading, writing. Aligned with the English Language Development Standards adopted by the State Board of Education (SBE).</p>
<p>CA State Dashboard</p>	<p>Multiple Measures</p>	<p>Used to determine overall program effectiveness in LCAP</p>	<p>Schools, Subgroups</p>	<p>Reported Annually</p>	<p>The California Dashboard contains reports that display the performance of local educational agencies (LEA's), schools, and student groups on a set of state and local measures to</p>

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
					assist in identifying strengths, challenges and areas in need of improvement.
MAP	Criterion-Computer Adaptive/ Performance tests	Assess individual or group progress, and show growth over multiple administrations	Grades 2-8	Up to 3 times per year, as needed	Measure and report student growth. Results provide sub scores that help teachers analyze strengths and areas of need, within the areas of reading, math, and language usage. Sites may also use summative data for MAP assessments to determine grade level and school-wide growth of students in overall skills in Reading, Mathematics and Language.
State Fitness Testing	Performance	Compare fitness levels of students	All students, Grade 5, 7, 9	Spring	Useful to identify program strengths and opportunities for program improvement.
Local Control Accountability Plan (LCAP) metrics	Performance	Compare school level growth areas, multiple measures aligned to district LCAP metrics	Various grade levels	Fall	Useful to identify program strengths and opportunities for program improvement.
Universal Screening	Criterion – Referenced	To assess students ability in using letter naming and phonological/phonemic awareness skills	All First Grade Students	First six weeks of school	Determine instructional needs for in class support or intervention in the area of phonemic awareness and phonics.
On Demand Writing	Criterion-Referenced	To assess our elementary students' writing competence in relationship to established rubrics	TK – 5	Throughout the year	Useful to identify students writing strengths and opportunities for improvement in the narrative, opinion, and informational genres.
Math Performance Assessment	Criterion-Referenced	To assess our elementary students' competency in solving a complex math task	TK – 5	Winter	Useful to identify students mathematical strengths and opportunities for improvement

SITE-SPECIFIC (OPTIONAL) ASSESSMENTS/REPORTS

STUDENT PERFORMANCE ASSESSMENTS	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Common Course Assessments	Criterion-referenced (formative)	Diagnostic	All Grades 9-12	Every 3-4 weeks	A formative basis to determine the level of student mastery of content standards; provides a data point helpful in determining the need for and opportunity to differentiate instruction. Common course assessments exist in every department and in targeted courses. These common course assessments serve to drive scope, sequence, and pacing of instruction and help to frame Professional Learning Community (PLC) teacher conversations.
Common Course Finals	Criterion-referenced (summative)	Diagnostic; Performance task	All Grades 9-12	End of Course (trimester)	A summative assessment that measures student mastery of content area standards. Common course finals exist in departments and targeted courses.
California Science Test	Criterion-referenced (summative)	The CAST measures what students know and can do using the California Next Generation Science Standards (CA NGSS), which focus on understanding the concepts across such scientific areas as life science, earth and space science, and physical science.	2016-2017: 10th grade, 2017-2018: 12th grade, 2018-2019: 12th grade	Spring	A formative basis to determine the level of student mastery of science content standards; provides a data point helpful in determining student placement.
Mid-trimester Progress Reports and end-of-course Grades	Performance assessment (mid-tri = formative; end of tri = summative)	To assess individual student performance based upon multiple criteria: mastery of state content standards, degree to which students satisfy teacher expectations (local standards), etc....	All grades 9-12	At the mid-trimester and at the end of a grading period	Used to monitor students progress meeting the CSU-UC "a-g" course requirements; also useful in identifying underperforming students. It also allows parents to be involved in their child's academic progress and supports parents as partners.
California State Standards Performance Tasks/Assessments: Math and ELA	Criterion-referenced; also computer adaptive	Assess individual students depth of knowledge in the California State Standards.	All Grades 9-12	Students will complete a performance task/assessment in every subject area during the second and third trimesters.	A formative basis to determine the level of student mastery of the California State Standards; provides a data point helpful in determining the need for and opportunity to differentiate instruction
Early Assessment Program in Math and ELA embedded in the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment System	Criterion-referenced	The EAP assessments in English language arts and mathematics are embedded in the CAASPP Smarter Balanced Assessment System. Students who demonstrate proficiency and/or who successfully participate in an approved senior year experience are exempt from the requirement to take CSU's ELM test and will be eligible to enroll in baccalaureate-level mathematics courses if they apply to a CSU and are admitted.	Juniors	Spring/Smarter Balanced Assessment System	The purpose of EAP is to align the CSU placement standards with the K-12 standards in English language arts and mathematics.

OTHER MEASURES	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Progress Reports	Individual report	To assess individual student performance using State standards	K-12	varies	Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
Attendance and discipline records	Audit	To determine attendance patterns and to determine the number and nature of disruptions to the learning environment	Grades 9-12	Monthly	Data are compiled, disaggregated, and analyzed regularly to determine program needs and shape strategic interventions.
PSAT participation rate	Audit	To assess student's intent to attend college and readiness to succeed in college; to ensure open access	Grades 9-12	Fall/annually	To assess student's intent to attend college; to ensure open access; to provide students and their parents feedback on progress being made toward college readiness
AP participation rate	Audit	To assess student's intent to attend college; to ensure open access	Grades 10-12	Annually	To assess student's intent to attend college; to ensure open access; to provide students and their parents feedback on progress being made toward college readiness
California Healthy Kids Survey	Survey	Obtain information regarding healthy lifestyles and resiliency of high school students. Obtain information related to alcohol, drug, and tobacco usage.	10th graders w/ parent permission	Annually	Survey results help to reveal school culture, student attitudes toward controlled substances, and the effectiveness of anti-drug and alcohol programs and initiatives in place.
Local Control and Accountability Plan (LCAP) Site Discussions	Survey	To reflect upon our progress at the site and district levels meeting our LCAP goals	Parents and All Staff Members (classified/certificated)	February	Collection of and response to data as we work on continual improvement.
Parent Surveys	On-line Survey	Obtain feedback from parents related to topics including school safety, quality and frequency of communication, academic rigor, and school climate	All Parents	Annually	Results are shared with staff and used to foster a culture of continuous improvement; this is part of the district-wide survey that is given to parents each year.
Student Surveys	Survey	Obtain information to determine student satisfaction, feeling tone, rigors, quality of instruction, and as a communication tool.	Grades 9-12	Annually	Results are shared with students and staff and are used to foster a culture of continuous improvement. Examples of these types of surveys include school activities and technology use.
Blue Cards (Academic Success, Learning Strategies)	Summative grade checks for students	The purpose is for our Nighthawks to obtain weekly grade checks. It helps our students also establish a positive relationship with their teacher. Finally, students are able to track their academic progress and take ownership of their grades.	Grades 9-12	Weekly	The collection of the weekly grade checks ensures our students have the most up to date information regarding their grades. The results are that our students are able to work on continuous academic improvement by self-monitoring their weekly grades.
D and F rates (Rtl TOSA, Case managers in SPED, EL, AVID, and Academic Success).	Summative	The purpose of the internal D & F rate report is to monitor all students academically. This report helps our staff provide targeted interventions to our students that are struggling academically.	Grades 9-12	Every 6 Weeks	The results of the D & F reports helps our case managers in: SPED, EL, Academic Success, and AVID to academically support our targeted populations to close the achievement gap.

Address: 16601 Nighthawk LN
San Diego CA 92127

Principal: Bryan Schultz

Year of Construction: 2006

Current Enrollment:

Numbers reflect enrollment totals as of October 03, 2018.

10th Grade	11th Grade	12th Grade	9th Grade	Special Day Class
598	560	515	681	29

Enrollment History:

Numbers reflect enrollment totals as of October 03, 2018.

2016-2017	2017-2018	2018-2019
2081	2168	2354

Student Demographics:

Percent of total school population. (Based on October 03, 2018 enrollment totals).

African-American	Asian	Caucasian	Filipino	Hispanic	Other
2%	31%	42%	6%	9%	10%

Percent of total school population. (Based on October 03, 2018 enrollment totals).

Limited English	Free/Reduced Lunch
3%	12%

Staff Demographics:

Percent of classified employees. (Based on October 03, 2018 data)

African-American	Asian	Caucasian	Filipino	Hispanic	Other
1%	2%	56%	2%	9%	29%

Percent of credentialed teachers. (Based on October 03, 2018 data)

African-American	Caucasian	Filipino	Hispanic	Other
1%	62%	1%	6%	30%

Percent Fully Credentialed: 100%

Del Norte High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Enrollment

	2015-2016		2016-2017			2017-2018			2018-2019		
	#	%	#	%	Delta	#	%	Delta	#	%	Delta
Total Enrollment	2,032		2,081			2,168			2,351		
African American	55	2.7%	46	2.2%	-0.5%	39	1.8%	-0.4%	37	1.6%	-0.2%
American Indian or Alaska Native	3	0.1%	2	0.1%	0%	4	0.2%	0.1%	3	0.1%	-0.1%
Asian	603	29.7%	659	31.7%	2%	692	31.9%	0.2%	775	33%	1.1%
Filipino	117	5.8%	130	6.2%	0.4%	148	6.8%	0.6%	141	6%	-0.8%
Hispanic or Latino of Any Race	205	10.1%	202	9.7%	-0.4%	209	9.6%	-0.1%	218	9.3%	-0.3%
Not Reported	8	0.4%	6	0.3%	-0.1%	7	0.3%	0%	12	0.5%	0.2%
Pacific Islander	7	0.3%	7	0.3%	0%	9	0.4%	0.1%	10	0.4%	0%
Two or More Races	85	4.2%	88	4.2%	0%	98	4.5%	0.3%	129	5.5%	1%
White	949	46.7%	941	45.2%	-1.5%	962	44.4%	-0.8%	1,026	43.6%	-0.8%
Low SES	225	11.1%	168	8.1%	-3%	250	11.5%	3.4%	262	11.1%	-0.4%
EL	78	3.8%	81	3.9%	0.1%	61	2.8%	-1.1%	76	3.2%	0.4%

Data source- Dataquest

Del Norte High
Local Control Accountability Plan (LCAP)
Smarter Balanced Assessment

English Language Arts/Literacy	2015-2016			2016-2017				2017-2018			
	# Tested	# Met and Exceeded	% Met and Exceeded	# Tested	# Met and Exceeded	% Met and Exceeded	Delta	# Tested	# Met and Exceeded	% Met and Exceeded	Delta
All Students	478	363	76%	480	431	89.79%	13.79%	501	365	72.85%	-16.94%
American Indian or Alaska Native	0	0	0	0	0	0	0%	0	0	0	0%
Asian	145	128	88%	161	147	91.30%	3.3%	155	133	85.81%	-5.49%
Black or African American	15	8	53%	0	0	0	0%	0	0	0	0%
Filipino	32	28	88%	25	25	100.00%	12%	26	20	76.92%	-23.08%
Hispanic or Latino	53	36	68%	44	36	81.82%	13.82%	53	32	60.38%	-21.44%
Native Hawaiian or Pacific Islander	1	*	*	0	0	0	0%	0	0	0	0%
Two or More Races	11	8	73%	26	23	88.46%	15.46%	24	20	83.33%	-5.13%
White	218	155	71%	212	191	90.09%	19.09%	233	155	66.52%	-23.57%
Economically Disadvantaged	37	17	46%	39	34	87.18%	41.18%	64	35	54.69%	-32.49%
English Learner	16	1	6%	0	0	0	0%	17	4	23.53%	0%
Students with Disability	28	4	14%	39	15	38.46%	24.46%	32	12	37.50%	-0.96%

Data source- dataquest

* 10 or below are not calculated for privacy

Del Norte High
Local Control Accountability Plan (LCAP)
Smarter Balanced Assessment

Mathematics	2015-2016			2016-2017				2017-2018			
	# Tested	# Met and Exceeded	% Met and Exceeded	# Tested	# Met and Exceeded	% Met and Exceeded	Delta	# Tested	# Met and Exceeded	% Met and Exceeded	Delta
All Students	482	352	73%	481	373	77.55%	4.55%	496	336	67.74%	-9.81%
American Indian or Alaska Native	0	0	0	0	0	0	0%	0	0	0	0%
Asian	149	136	91%	162	149	91.98%	0.98%	152	132	86.84%	-5.14%
Black or African American	15	6	40%	0	0	0	0%	0	0	0	0%
Filipino	32	25	78%	25	22	88.00%	10%	26	17	65.38%	-22.62%
Hispanic or Latino	53	31	58%	44	26	59.09%	1.09%	53	25	47.17%	-11.92%
Native Hawaiian or Pacific Islander	1	*	*	0	0	0	0%	0	0	0	0%
Two or More Races	11	6	55%	26	21	80.77%	25.77%	23	17	73.91%	-6.86%
White	218	144	66%	212	151	71.23%	5.23%	232	142	61.21%	-10.02%
Economically Disadvantaged	40	19	48%	40	24	60.00%	12%	63	30	47.62%	-12.38%
English Learner	20	7	35%	0	0	0	0%	18	6	33.33%	0%
Students with Disability	28	4	14%	39	5	12.82%	-1.18%	31	8	25.81%	12.99%

Data source- dataquest

* 10 or below are not calculated for privacy

Del Norte High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Early Assessment Program

ELA	2016-2017							2017-2018							
	Tested	Conditionally Ready		College Ready		Conditionally Ready and College Ready		Tested	Conditionally Ready		College Ready		Conditionally Ready and College Ready		Delta
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	%
School	486	112	23%	319	66%	431	90%	500	145	29%	221	44%	366	73%	-17%
African American or Black	12	7	70%	1	10%	8	80%	7	*	*	*	*	*	*	*
Asian	162	18	11%	129	80%	147	91%	155	30	19%	103	66%	133	86%	-5%
Filipino	25	6	24%	19	76%	25	100%	26	10	38%	10	38%	20	77%	-23%
Hispanic or Latino	45	13	30%	23	52%	36	82%	53	18	34%	14	26%	32	60%	-22%
Pacific Islander	1	*	*	*	*	*	*	2	*	*	*	*	*	*	*
Two or More Races	26	9	35%	14	54%	23	88%	24	10	42%	10	42%	20	83%	-5%
White (not of Hispanic origin)	214	59	28%	132	62%	191	90%	232	72	31%	84	36%	156	67%	-23%
Low SES	42	17	44%	17	44%	34	87%	63	13	21%	22	35%	35	56%	-31%
ELL	8	*	*	*	*	*	*	17	4	24%	0	0%	4	24%	7%
Special Education	42	9	23%	6	15%	15	38%	32	6	19%	6	19%	12	38%	0%

* 10 or below not

Del Norte High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Early Assessment Program

Math	2016-2017							2017-2018							Delta
	Tested	Conditionally Ready		College Ready		Conditionally Ready and College Ready		Tested	Conditionally Ready		College Ready		Conditionally Ready and College Ready		
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	
School	486	148	31%	225	47%	373	78%	494	163	33%	173	35%	336	68%	-10%
African American or Black	12	2	20%	1	10%	3	30%	7	*	*	*	*	*	*	*
Asian	162	40	25%	109	67%	149	92%	152	35	23%	97	64%	132	87%	-5%
Filipino	25	12	48%	10	40%	22	88%	26	13	50%	4	15%	17	65%	-23%
Hispanic or Latino	45	14	32%	12	27%	26	59%	53	19	36%	6	11%	25	47%	-12%
Pacific Islander	1	*	*	*	*	*	*	2	*	*	*	*	*	*	*
Two or More Races	26	12	46%	9	35%	21	81%	23	7	30%	10	43%	17	74%	-7%
White (not of Hispanic origin)	214	68	32%	83	39%	151	71%	230	86	37%	56	24%	142	62%	-9%
Low SES	42	13	33%	11	28%	24	60%	62	16	26%	14	23%	30	48%	-12%
ELL	8	*	*	*	*	*	*	18	1	6%	5	28%	6	33%	8%
Special Education	42	1	3%	4	10%	5	13%	31	5	16%	3	10%	8	26%	13%

* 10 or below not

Del Norte High
Local Control Accountability Plan (LCAP)
Cohort Graduates

	2015-2016			2016-2017				2017-2018			
	# Cohort Students	Cohort Graduates		# Cohort Students	Cohort Graduates		Delta	# Cohort Students	Cohort Graduates		Delta
		#	%		#	%			#	%	
All Students	503	499	99.2%	496	484	97.6%	0%	489	477	97.5%	0%
African American	17	17	100.0%	16	15	93.8%	0%	*	*	0%	0%
American Indian or Alaska Native	*	*	100.0%	*	*	0%	0%	*	*	0%	0%
Asian	134	133	99.3%	158	153	96.8%	0%	162	158	97.5%	0.7%
Filipino	27	27	100.0%	33	32	97.0%	0%	28	27	96.4%	0%
Hispanic or Latino	*	*	0%	55	55	100.0%	100.0%	*	*	0%	0%
Hispanic or Latino of Any Race	53	52	98.1%	*	*	0%	0%	48	47	97.9%	0%
Multiple	*	*	0%	*	*	0%	0%	25	24	96.0%	96.0%
Pacific Islander	*	*	100.0%	*	*	0%	0%	*	*	0%	0%
Two or More Races	23	23	100.0%	14	14	100.0%	0%	*	*	0%	0%
White	245	243	99.2%	216	212	98.1%	0%	214	209	97.7%	0%
Low SES	*	*	0%	*	*	0%	0%	76	73	96.1%	96.1%
Socioeconomically Disadvantaged	88	88	100.0%	79	74	93.7%	0%	*	*	0%	0%
EL	*	*	0%	*	*	0%	0%	19	18	94.7%	94.7%
English Learners	34	33	97.1%	27	22	81.5%	0%	*	*	0%	0%
Special Education	30	29	96.7%	37	30	81.1%	0%	51	43	84.3%	3.2%

Data source- dataquest

Del Norte High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Graduates

	2015-2016					2016-2017				2017-2018			
	4th Year Graduate		5th Year Graduate		% Graduates	4th Year Graduate		% Graduates	Delta	4th Year Graduate		% Graduates	Delta
	#	%	#	%		#	%			#	%		
Del Norte High	497	99.4%	1	*	99.6%	482	97.6%	97.6%	-2%	477	97.9%	97.9%	0.3%
African American or Black	17	100%		*	100%	15	93.8%	93.8%	-6.2%	9	*	*	*
American Indian or Alaskan Native	1	*		*	*		*	*	*	1	*	*	*
Asian	136	99.3%		*	99.3%	148	96.7%	96.7%	-2.6%	156	98.1%	98.1%	1.4%
Filipino	26	100%		*	100%	31	96.9%	96.9%	-3.1%	26	96.3%	96.3%	-0.6%
Hispanic or Latino	51	98.1%		*	98.1%	55	100%	100%	1.9%	45	97.8%	97.8%	-2.2%
Pacific Islander	3	*		*	*	1	*	*	*	2	*	*	*
Two or More Races	27	100%		*	100%	24	100%	100%		33	97.1%	97.1%	-2.9%
Undeclared	1	*		*	*	2	*	*	*	1	*	*	*
White (not of Hispanic origin)	235	99.6%	1	*	100%	206	98.1%	98.1%	-1.9%	204	98.1%	98.1%	
ELL	12	92.3%		*	92.3%	10	*	*	*	10	*	*	*
Special Ed	26	96.3%		*	96.3%	27	79.4%	79.4%	-16.9%	39	83%	83%	3.6%
GATE	97	100%		*	100%	85	100%	100%		98	100%	100%	

Data source- Synergy

Del Norte High

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

Graduates with at least 1 AP course with grade of C or better

	2015 - 2016			2016 - 2017				2017 - 2018			
	# Graduates	# with 1 AP crs with C or better	% with 1 AP crs with C or better	# Graduates	# with 1 AP crs with C or better	% with 1 AP crs with C or better	Delta	# Graduates	# with 1 AP crs with C or better	% with 1 AP crs with C or better	Delta
Del Norte High	498	393	79%	482	404	84%	5%	477	416	87%	3%
African American or Black	17	9	53%	15	9	60%	7%	9	*	*	*
American Indian or Alaskan Native	1	*	*	0	0	0	0%	1	*	*	*
Asian	136	124	91%	148	139	94%	3%	156	151	97%	3%
Filipino	26	21	81%	31	27	87%	6%	26	25	96%	9%
Hispanic or Latino	51	33	65%	55	44	80%	15%	45	32	71%	-9%
Pacific Islander	3	*	*	1	*	*	*	2	*	*	*
Two or More Races	27	19	70%	24	19	79%	9%	33	30	91%	12%
Undeclared	1	*	*	2	*	*	*	1	*	*	*
White (not of Hispanic origin)	236	183	78%	206	164	80%	2%	204	167	82%	2%
Low SES	51	30	59%	26	17	65%	6%	54	40	74%	9%
ELL	12	6	50%	10	*	*	*	10	*	*	*
Special Ed	26	5	19%	27	6	22%	3%	39	12	31%	9%
GATE	97	96	99%	85	84	99%	0%	98	98	100%	1%

Data source- Synergy

Del Norte High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Graduates who scores 3 and above on AP test

	2015 - 2016			2016 - 2017				2017 - 2018			
	# Graduates	# who scores 3 and above on AP test	% who scores 3 and above on AP test	# Graduates	# who scores 3 and above on AP test	% who scores 3 and above on AP test	Delta	# Graduates	# who scores 3 and above on AP test	% who scores 3 and above on AP test	Delta
Del Norte High	498	338	68%	482	332	69%	1%	477	362	76%	7%
African American or Black	17	5	29%	15	6	40%	11%	9	*	*	*
American Indian or Alaskan Native	1	*	*	0	0	0%	0%	1	*	*	*
Asian	136	115	85%	148	128	86%	1%	156	139	89%	3%
Filipino	26	18	69%	31	25	81%	12%	26	22	85%	4%
Hispanic or Latino	51	26	51%	55	32	58%	7%	45	24	53%	-5%
Pacific Islander	3	*	*	1	*	*	*	2	*	*	*
Two or More Races	27	15	56%	24	17	71%	15%	33	25	76%	5%
Undeclared	1	*	*	2	*	*	*	1	*	*	*
White (not of Hispanic origin)	236	156	66%	206	123	60%	-6%	204	146	72%	12%
Low SES	51	24	47%	26	15	58%	11%	54	32	59%	1%
ELL	12	6	50%	10	*	*	*	10	*	*	*
Special Ed	26	3	12%	27	3	11%	-1%	39	8	21%	10%
GATE	97	95	98%	85	84	99%	1%	98	92	94%	-5%

Data source- CollegeBoard and Syn

*10 or below not shown for privacy

Del Norte High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Graduates who took at least 1 AP test

	2015 - 2016			2016 - 2017				2017 - 2018			
	# Graduates	# with at least 1 AP test	% with at least 1 AP test	# Graduates	# with at least 1 AP test	% with at least 1 AP test	Delta	# Graduates	# with at least 1 AP test	% with at least 1 AP test	Delta
Del Norte High	498	375	75%	482	382	79%	4%	477	396	83%	4%
African American or Black	17	8	47%	15	7	47%	0%	9	*	*	*
American Indian or Alaskan Native	1	*	*	0	0	0%	0%	1	*	*	*
Asian	136	123	90%	148	137	93%	3%	156	149	96%	3%
Filipino	26	21	81%	31	26	84%	3%	26	24	92%	8%
Hispanic or Latino	51	31	61%	55	40	73%	12%	45	30	67%	-6%
Pacific Islander	3	*	*	1	*	*	*	2	*	*	*
Two or More Races	27	18	67%	24	19	79%	12%	33	30	91%	12%
Undeclared	1	*	*	2	*	*	*	1	*	*	*
White (not of Hispanic origin)	236	171	72%	206	152	74%	2%	204	154	75%	1%
Low SES	51	28	55%	26	15	58%	3%	54	35	65%	7%
ELL	12	6	50%	10	*	*	*	10	*	*	*
Special Ed	26	4	15%	27	3	11%	-4%	39	11	28%	17%
GATE	97	96	99%	85	84	99%	0%	98	95	97%	-2%

Data source- CollegeBoard and Syn

*10 or below not shown for privacy

Del Norte High
Local Control Accountability Plan (LCAP)
Cohort Dropouts

	2015-2016		2016-2017			2017-2018		
	# Cohort Students	% Cohort Dropouts	# Cohort Students	% Cohort Dropouts	Delta	# Cohort Students	% Cohort Dropouts	Delta
All Students	503	0.4%	496	%	-0.4%	489	%	0.0%
African American	17	0.0%	16	%	0.0%	0	0%	0%
American Indian or Alaska Native	0	0%	0	0%	0%	0	0%	0%
Asian	134	0.0%	158	%	0.0%	162	%	0.0%
Filipino	27	0.0%	33	%	0.0%	28	%	0.0%
Hispanic or Latino	0	0%	55	%	0.0%	0	0%	0%
Hispanic or Latino of Any Race	53	0.0%	0	0%	0%	48	%	0.0%
Multiple	0	0%	0	0%	0%	25	%	0.0%
Pacific Islander	0	0%	0	0%	0%	0	0%	0%
Two or More Races	23	0.0%	14	%	0.0%	0	0%	0%
White	245	0.8%	216	%	-0.8%	214	%	0.0%
Low SES	0	0%	0	0%	0%	76	%	0.0%
Socioeconomically Disadvantaged	88	0.0%	79	%	0.0%	0	0%	0%
EL	0	0%	0	0%	0%	19	%	0.0%
English Learners	34	0.0%	27	%	0.0%	0	0%	0%
Special Education	30	0.0%	37	%	0.0%	51	%	0.0%

Data source- dataquest

*10 or below not shown for privacy

Del Norte High
Local Control Accountability Plan (LCAP)
Attendance Rate

	2015-2016	2016-2017		2017-2018	
	%	%	Delta	%	Delta
Del Norte High	97.1%	97%	-0.1%	98.9%	1.9%
African American or Black	95.6%	95.9%	0.3%	97.1%	1.2%
American Indian or Alaskan Native	96.1%	96.3%	-0.9%	95.8%	-0.5%
Asian	98.2%	98.1%	-0.1%	99.4%	1.3%
Filipino	97.5%	98%	0.5%	99.5%	1.5%
Hispanic or Latino	96.3%	95.8%	-0.5%	97.7%	1.9%
Pacific Islander	95.9%	95.4%	-0.5%	98.9%	3.1%
Two or More Races	96.9%	96.9%	0%	99.4%	2.5%
Undeclared	98.5%	97.2%	-1%	99.1%	1.9%
White (not of Hispanic origin)	96.6%	96.5%	-0.1%	98.8%	2.3%
Low SES	95.5%	94.7%	-0.3%	97.2%	2.4%
ELL	95.8%	95.4%	0.5%	96.9%	2%
Special Ed	94.6%	94.8%	0.2%	97.7%	2.9%
GATE	98%	98.2%	0.2%	99.5%	1.3%

Data source- Synergy

Del Norte High
Local Control Accountability Plan (LCAP)
Chronic Absentees
(Absent 10% or More of Days Enrolled at District)

	2015-2016		2016-2017			2017-2018		
	#	%	#	%	Delta	#	%	Delta
Del Norte High	111	5%	99	5%	0%	115	5%	0%
African American or Black	9	16%	3	6%	-10%	5	13%	7%
American Indian or Alaskan Native	0	0%	0	0%	0%	0	0%	0%
Asian	14	2%	19	3%	1%	17	2%	-1%
Filipino	3	3%	3	2%	-1%	2	1%	-1%
Hispanic or Latino	20	10%	19	9%	-1%	17	8%	-1%
Pacific Islander	1	14%	0	0%	-14%	0	0%	0%
Two or More Races	7	6%	7	5%	-1%	4	4%	-1%
Undeclared	0	0%	0	0%	0%	1	13%	13%
White (not of Hispanic origin)	57	6%	48	5%	-1%	69	7%	2%
Low SES	18	11%	18	15%	1%	34	12%	-3%
ELL	8	11%	9	17%	4%	5	8%	-9%
Special Ed	25	16%	24	15%	-1%	21	12%	-3%
GATE	10	3%	4	1%	-2%	13	3%	2%

Data source- Synergy

Del Norte High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Graduates - Meeting A-G Requirements

	2015 - 2016			2016 - 2017				2017 - 2018			
	# Graduates	# Meeting A-G Req	% Meeting A-G Req	# Graduates	# Meeting A-G Req	% Meeting A-G Req	Delta	# Graduates	# Meeting A-G Req	% Meeting A-G Req	Delta
Del Norte High	498	405	81%	482	408	85%	4%	477	417	87%	2%
African American or Black	17	9	53%	15	7	47%	-6%	9	*	*	*
American Indian or Alaskan Native	1	*	*	0	0	0%	0%	1	*	*	*
Asian	136	122	90%	148	132	89%	-1%	156	147	94%	5%
Filipino	26	22	85%	31	28	90%	5%	26	24	92%	2%
Hispanic or Latino	51	36	71%	55	42	76%	5%	45	36	80%	4%
Pacific Islander	3	*	*	1	*	*	*	2	*	*	*
Two or More Races	27	21	78%	24	18	75%	-3%	33	31	94%	19%
Undeclared	1	*	*	2	*	*	*	1	*	*	*
White (not of Hispanic origin)	236	190	81%	206	178	86%	5%	204	171	84%	-2%
Low SES	51	33	65%	26	15	58%	-7%	54	41	76%	18%
ELL	12	5	42%	10	*	*	*	10	*	*	*
Special Ed	26	4	15%	27	6	22%	7%	39	16	41%	19%
Gate	97	93	96%	85	84	99%	3%	98	95	97%	-2%

Data source- Synergy

*10 or below not shown for privacy

**Del Norte High
ELPAC 2017-2018**

Overall Performance Level	9	1	11	12	All Grades
Well Developed	11 64.71%	*	*	*	32 53.33%
Moderately Developed	*	*	*		*
Somewhat Developed	*	*	*	*	12 20.00%
Beginning	*	*	*		*
Total	17	14	19	*	60

Mean Scale Score	9	1	11	12
Students Tested	17	14	19	*
Overall	1622.9	1559.0	1566.3	*
Oral Language	1630.6	1556.4	1574.7	*
Written Language	1614.8	1561.4	1557.4	*

**Del Norte High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**

CA Healthy Kids Survey - "I Feel Safe in my School"

	2016-2017									
	Strongly Disagree		Disagree		Neither Disagree Nor Agree		Agree		Strongly Agree	
	#	%	#	%	#	%	#	%	#	%
My child is safe at school	38	5%	26	4%	87	12%	242	33%	349	47%

Poway Unified School District
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
CA Healthy Kids Survey - Bullying Perception

	2016-2017							
	0 time		1 time		2 to 3 times		4 or more times	
	#	%	#	%	#	%	#	%
Been hit or pushed by someone who wasn't kidding around								
Del Norte High	631	87%	46	6%	32	4%	13	2%
American Indian or Alaska Native	13	87%			2	13%		
Asian	212	89%	14	6%	10	4%	3	1%
Black or African American	7	58%	2	17%	3	25%		
Mixed (two or more) races	114	89%	7	5%	5	4%	2	2%
Native Hawaiian or Pacific Islander	20	80%	2	8%	3	12%		
White	253	88%	20	7%	7	2%	7	2%

	#	%	#	%	#	%	#	%
Mean rumors spread about you								
Del Norte High	527	73%	88	12%	64	9%	41	6%
American Indian or Alaska Native	9	56%	1	6%	3	19%	3	19%
Asian	182	77%	26	11%	23	10%	5	2%
Black or African American	7	58%	3	25%	2	17%		
Mixed (two or more) races	95	75%	13	10%	8	6%	11	9%
Native Hawaiian or Pacific Islander	22	85%	3	12%	1	4%		
White	201	70%	41	14%	24	8%	21	7%

**Poway Unified School District
 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
 Parent Survey
 My Child is Safe at School**

	2016-2017									
	Don't Know/NA		Strongly Disagree		Disagree		Agree		Strongly Agree	
School	8	2%	3	1%	8	2%	172	40%	244	56%
Asian or Asian American	1	1%			3	4%	28	35%	48	60%
Black or African American (not Hispanic)							1	33%	2	67%
decline to answer	2	4%			1	2%	30	54%	23	41%
Filipino							4	18%	18	82%
Hispanic or Latino							6	32%	13	68%
Two or more races/ethnicities	1	4%					10	38%	15	58%
White (not Hispanic)	4	2%	3	1%	2	1%	82	39%	117	56%
EL							1	25%	3	75%
Special Ed	1	4%	1	4%	1	4%	12	48%	10	40%
GATE	3	2%			1	1%	55	34%	103	64%

**Poway Unified School District
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Parent Survey**

This school encourages me to be an active partner with the school in education

	2016-2017									
	Don't Know/NA		Strongly Disagree		Disagree		Agree		Strongly Agree	
School	17	4%	7	2%	36	8%	202	46%	175	40%
Asian or Asian American	3	4%			3	4%	40	50%	34	43%
Black or African American (not Hispanic)							3	100%		
decline to answer			1	2%	13	24%	28	51%	13	24%
Filipino					1	5%	9	41%	12	55%
Hispanic or Latino			1	5%	1	5%	9	47%	8	42%
Two or more races/ethnicities			2	8%	4	15%	8	31%	12	46%
White (not Hispanic)	10	5%	3	1%	13	6%	95	45%	90	43%
EL							1	25%	3	75%
Special Ed					3	13%	14	58%	7	29%
GATE	4	2%	3	2%	12	7%	81	50%	63	39%

Del Norte High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Unduplicated in School and Out of School Students Suspended at Least Once

	2015-2016			2016-2017				2017-2018			
	CBEDS Enrollment	Suspensions		CBEDS Enrollment	Suspensions		Delta	CBEDS Enrollment	Suspensions		Delta
		#	%		#	%			#	%	
Total Enrollment	2032	18	0.9%	2081	27	1.3%	0.4%	2168	49	2.3%	1%
African American	55	1	1.8%	46	4	8.7%	6.9%	39	6	15.4%	6.7%
Asian	603	4	0.7%	659	7	1.1%	0.4%	692	4	0.6%	-0.5%
Filipino	0	0	0%	130	1	0.8%	0%	148	1	0.7%	-0.1%
Hispanic or Latino of Any Race	205	3	1.5%	202	4	2%	0.5%	209	8	3.8%	1.8%
White	949	9	0.9%	941	10	1.1%	0.2%	962	24	2.5%	1.4%
Low SES	225	2	0.9%	168	8	4.8%	3.9%	250	16	6.4%	1.6%
EL	0	0	0%	81	2	2.5%	0%	61	2	3.3%	0.8%

Data source- Dataquest

Del Norte High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
of Students Expelled At Least Once

	2015-2016			2016-2017				2017-2018			
	CBEDS Enrollment	Expulsions		CBEDS Enrollment	Expulsions		Delta	CBEDS Enrollment	Expulsions		Delta
		#	%		#	%			#	%	
Total Enrollment	2032	2	0.1%	2081	1	0%	-0.1%	2168	3	0.1%	0.1%
Asian		0	0%		0	0%	0%	692	1	0.1%	0%
White	949	2	0.2%	941	1	0.1%	-0.1%	962	2	0.2%	0.1%

Data source- CALPADS and
Dataquest

Del Norte High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Physical Fitness Test

	2015-2016			2016-2017				2017-2018			
	# Tested	# Scores 5 or 6	% Scores 5 or 6	# Tested	# Scores 5 or 6	% Scores 5 or 6	Delta	# Tested	# Scores 5 or 6	% Scores 5 or 6	Delta
<i>Grade 9</i>	508	445	87.6%	559	451	80.7%	-6.9%	569	482	84.8%	4.1%
American Indian or Alaska Native	1	*	*	1	*	*	*	2	*	*	*
Asian	153	137	89.5%	182	154	84.6%	-4.9%	166	144	86.7%	2.1%
Black or African American	8	*	*	9	*	*	*	11	6	54.6%	%
Filipino	26	22	84.6%	40	31	77.5%	-7.1%	48	41	85.4%	7.9%
Hispanic	51	43	84.4%	41	34	82.9%	-1.5%	59	43	72.9%	-10%
Native Hawaiian or Pacific Islander	1	*	*	3	*	*	*	3	*	*	*
Two or more races	28	20	71.4%	31	24	77.4%	6%	48	46	95.8%	18.4%
White	240	216	90%	252	201	79.7%	-10.3%	232	200	86.2%	6.5%
Economically Disadvantaged	45	38	84.4%	46	28	60.9%	-23.5%	48	33	68.7%	7.8%

Data source- Dataquest

II.C. ANALYSIS OF STUDENT ACHIEVEMENT DATA AND EFFECTIVENESS OF CURRENT IMPROVEMENT STRATEGIES
(LCAP Goals 1, 2, and 5)

Note to sites: This section is structured to report the summative evaluation of the effectiveness of your 2017-2018 plan

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
Overall School-Wide SMART Goal	By June 2019, 87% of our graduating class will have successfully completed the UC/CSU "a-g" graduation requirements	X		87% of seniors graduating in the class 2018 successfully completed the UC/CSU "a-g" graduation requirements. (data source: PUSD Report Center)	Each year the percentage of DNHS graduates completing the UC/CSU "a-g" graduation requirements increases. This is the result of a school-wide focus: teachers delivering good first instruction, teachers offering students academic tutoring, and timely interventions, counselors regularly reviewing transcripts, and students promptly retaking course where they failed to achieve a letter grade of "C" or higher.
	By June 2019, 84% of seniors will have completed at least one Advanced Placement level course with a grade of "C" or better	X		87% of seniors graduating in the class of 2018 successfully completed at least one advanced placement class earning a C letter grade or higher. (data source: PUSD Report Center)	Each year the percentage of DNHS graduates completing at least one advanced placement class with a "C" or better increases. This result is the outcome of a school-wide commitment to supporting Open Access: Teachers and counselors encourage students to take risks and to challenge themselves academically. Teachers specifically recruit under-represented students to consider taking their AP classes. With the support of their counselors and teachers our students from target populations feel more confident to take an AP course. Counselors review PSAT results and meet with students to encourage AP enrollment. Additionally, we frequently provide information about advanced placement classes to parents and students which serves to dispel myths and common misunderstandings

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					. With 20+ AP course options available, thoughtfully matching students with content aligned to their natural interests/aptitude/future goals is also important.
	By June 2019, 87% of graduating seniors will have taken either the SAT, ACT, or both (assuming these exams continue to be required by UC/CSU).		X	2017-2018 data displays 81% of graduating seniors took either the SAT, ACT, or both. (data source: DNHS SAT and ACT Registration Data)	Possible contributing factor for not meeting our proposed goal is the need to increase buy-in/motivation for seniors to take the SAT, ACT, or both as an on-going commitment to support college and career readiness for every student. Since all our students take the PSAT for free during their Sophomore year and the biggest emphasis to take the SAT is placed on junior year, we have experienced a decrease in our senior participation rate.
	Next October 2018, 97% of our 10th graders will take the PSAT.		X	2017-2018 data illustrates 94.3% of our 10th graders took the PSAT. (data source: DNHS PSAT Registration Data)	We were close in achieving our goal this year but we had 34 no shows to the PSAT and in the past years this number was much smaller. We need to continue to build buy-in/motivation for students to participate in taking the PSAT versus no showing the day of the exam. We continue to receive the District's generous financial support. Because sophomores can take the PSAT free of charge, almost all do. Counselors and teachers also strongly encourage students to take this assessment in preparation for the SAT and ACT.
	Next October 2018, 55% of our 9th graders will take the PSAT.		X	2017-2018 data displays 36.7% of our 9th graders took the PSAT. (data source: DNHS PSAT Registration Data)	We missed our goal. Possible reasons: the increase in total students and lack of facility space to administer the exam contributed to the lower percentage. Last year's incoming Freshmen class was larger, and as a result, it took counselors longer to reach

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					students in their caseload. Cost and rigor also deter many 9th graders from taking the PSAT. We also did not promote the benefits of taking the PSAT at our 9th Grade Registration, 9th Grade Homeroom, and encourage freshmen English teachers to promote it as well. We need to remind our freshmen that taking the PSAT early on will help them develop the valuable skills needed to score well on the SAT.
	Next October 2018, 60% of our 11th graders will take the PSAT.	X		2017-2018 data shows 62.5% of our 11th grades took the PSAT. (data source: DNHS PSAT Registration Data)	We met our goal. Contributing factors are because our counselors focused on recruiting students that qualified for National Merit Scholarship. They paid special emphasis on the following target groups: AVID and low social economic status (SES) to encourage them to take the PSAT. The counselors also provided a fee waiver to all the AVID juniors. The juniors are familiar with the exam since they took it their sophomore year.
	By June 2018, 80% of juniors who are tested will achieve or exceed the standard on the Math portion of the SBAC		X	2017-2018 data portrays 67.74% of our juniors that achieved or exceeded the standard on the math portion of the SBAC. (data source: PUSD Report Center)	We missed the goal. Possible reasons: we've experienced a small downward trend in student attendance. We've continued to experience significant student enrollment growth from the previous years with an increase of 2.5% per year. This was also the first group of students to go through the new CPM course sequencing. Student participation rates matter and we need to communicate more heavily with all stakeholders including: students, parents, and staff about the benefits of participating in the SBAC. We need to launch a school-wide buy-in campaign to emphasize and promote the benefits of

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					participating in the SBAC. Students need to know that this exam serves as a performance indicator of areas that they might want to strengthen prior to graduation.
	By June 2018, 90% of juniors who are tested will achieve or exceed the standard on the ELA portion of the SBAC.		X	2017-2018 data portrays 72.85% of our juniors that achieved or exceeded the standard on the ELA portion of the SBAC. (data source: PUSD Report Center)	We missed the goal. Possible factors: better emphasis on test preparation across every curriculum. Due to rapid enrollment of students we've had to hire several new teachers each year for the past few years creating a transitional period. Review the testing schedule.
English Learners (required)	Maintain the reclassification rate of all EL students at 15% by June 2018.	X		The ELL reclassification rate was 18.3% for 2017-2018. (data source: Synergy)	We met this goal because of our dedicated educators who all support EL students in their classrooms. We also have a strong EL Coordinator and Instructional Assitant that work as a dynamic duo to reclassify our EL students promptly. The district also provided additional support by offering updated training for the new English Language Proficiency Assessment for California (ELPAC) exam in 2017-2018 since it transitioned from the California English Language Proficiency (CELDT).
	By June 2018, 25% of our EL graduating class will have successfully completed the UC/CSU "a-g" graduation requirements.	X		40% of our 2018 EL graduating class successfully completed the UC/CSU "a-g" graduation requirements. (data source: PUSD Report Center)	We had a group of 10 ELL students that made our goal more attainable. It's important to note that this student subgroup is very small - and even one student can impact the year-end%. Note: The percentage breakdown for meeting the UC/CSU "a-g" requirements in the past years are as follows: 2017-2018 = 40%, 2016-17=10%, and 2015-16=42%.
	By June 2018, 52% of EL seniors will have	X		2017-2018 data shows 60% of	Meeting our goal is the result of

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	completed at least one Advanced Placement level course with a grade of "C" or better.			our EL Seniors completed at least one Advanced Placement level course with a grade "C" or better. (data source: Synergy)	a school-wide commitment to supporting Open Access: Teachers and counselors encourage students to take risks and to challenge themselves academically. Teachers specifically recruit EL students to consider taking their AP classes and work closely with our counselors and EL Coordinator.
	At least 40% of graduating EL students will have taken the SAT, ACT or both by June 2018.	X		2017-2018 data illustrates 44% of our EL students took the SAT, ACT or both. (data source: DNHS SAT/ACT Registration Data)	We achieved this goal once more. Counselors, our EL Coordinator, EL Site Team, and general education teachers strongly encourage all students to take this assessment in preparation for the SAT and ACT. Our site places a special emphasis on recruiting EL students to participate.
	By June 2018, 30% of junior EL students who are tested will achieve or exceed the standard on the Math portion of the SBAC.	X		2017-2018 data demonstrates 33.33% of our junior EL students who were tested achieved or exceeded the standard on the Math portion of the SBAC. (data source: PUSD Report Center)	Obtaining a Math Impact teacher to support our target groups helped us obtain our goal. Having EL students clustered in math classes with additional support from an Instructional Assistant was another contributing factor. Note: 6 out of 18 EL 11th grade students were tested on the Math SBAC for 2017-18. 17-18 = 33.33% met 16-17 = 25% met 15-16 = 35% met 14-15 = no data available
	By June 2018, 15% of junior EL students who are tested will achieve or exceed the standard on the ELA portion of the SBAC.	X		2017-2018 data reveals 23.53% of our junior EL students who were tested achieved or exceeded the standard on the ELA portion of the SBAC. (data source: PUSD Report Center)	We met this goal and demonstrate an increase in percentage every year. We were strategic in having our EL students clustered in English classes with additional support from an Instructional Assistant. Note: 4 out of 17 EL students were tested for the ELA SBAC. 17-18 = 23.5% 16-17 = 13%

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					15-16 = 6% 14-15 = no data available
Students with Disabilities (required)	By June 2018, 25% of our SPED graduating class will have successfully completed the UC/CSU "a-g" graduation requirements	X		2017-2018 data shows 35% of our SPED graduating class successfully completing the UC/CSU "a-g" graduation requirements. (data source: PUSD Report Center)	We met this goal by utilizing a collaborative teaching model to support resource students meeting the a-g standard. Our case managers were more aggressively advocating on behalf of their students. Our case managers utilized timely and effective interventions. They stayed on top of this group, monitoring their academic progress/grades and communicating with all stakeholders was imperative.
	By June 2018, 25% of SPED seniors will have completed at least one Advanced Placement level course with a grade of "C" or better.		X	2017-2018 data shows 19.56% of our SPED seniors completed at least one Advanced Placement level course with a grade of "C" or better. (data source: PUSD Report Center)	We have not achieved this goal yet; however, it is within reach. Possible factor is the rapid growth in student enrollment. DNHS will continue to have a school-wide focus on Open Access to AP courses and target sub-groups. We need to remind our SPED students that we offer an array of 20 + AP course options and there is a match for every student's interest. Teachers and counselors encourage students to take risks and to challenge themselves academically. Teachers specifically recruit under-represented students to consider taking their AP classes. Counselors review PSAT results and meet with students to encourage AP enrollment.
	Next October 2017, 80% of our SPED sophomores and 20% of our SPED juniors will take the PSAT.	X	X	2017-2018 data displays 83.72% of our SPED sophomores took the PSAT. 12.5% of our juniors took the PSAT. (data source: DNHS PSAT Registration Data)	Our Sophomores met this goal. Possible factors because all 10th graders take the PSAT and it's free of charge since the district covers the cost. Juniors' PSAT participation rate came in much lower than anticipated. Possible reasons: we failed to promote the benefits of taking the PSAT to this group of students and

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					their parents.
GATE (required)	98% of our graduating senior GATE students will be "a-g" eligible by June 2018.		X	97% of our graduating senior GATE students met "a-g" for class of 2018. (data source: PUSD Report Center)	We just missed this goal however, it's within reach.
	By June 2018, 98% of GATE seniors will have completed at least one Advanced Placement level course with a grade of "C" or better.	X		2017-2018 data shows 100% of our GATE seniors have completed at least one Advanced Placement level course with a grade of "C" or better. (date source: Synergy)	Each year the percentage of DNHS graduates completing at least one advanced placement class with a "C" or better increases. This result is the outcome of a school-wide focus: Teachers and counselors encourage students to take risks and to challenge themselves academically. Teachers specifically recruit under-represented students to consider taking their AP classes. Counselors review PSAT results and meet with students to encourage AP enrollment. Additionally, we frequently provide information about advanced placement classes to parents and students which serves to dispel myths and common misunderstandings.
Foster Youth (required)	Presently, DNHS does not have any students in Foster Care. When a Student in Foster Care is enrolled at Del Norte we will work with his/her counselor(s) to set appropriate, personalized learning goals.			Presently, DNHS does not have any students in Foster Care. When a Student in Foster Care is enrolled at Del Norte we will work with his/her counselor(s) to appropriate, personalized learning goals.	N/A
Educationally Disadvantaged or Title I Students (required)	By June 2018, 60% of our low SES graduates will have successfully completed the UC/CSU "a-g" graduation requirements.	X		2017-2018 data shows 76% of our low SES graduates successfully completed the UC/CSU "a-g" graduation requirements. (data source: PUSD Report Center)	We met our goal. Our total number of low SES graduates doubled from the previous year due to the rapid growth in student enrollment. Possible factor: our case managers became more aggressive in advocating on behalf of their students. This included teachers in the Resource Department, AVID, EL, and Academic Success. Our interventions were timely and effective. We stayed

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					on top of this group by monitoring their academic progress/grades and communicating with all stakeholders was imperative.
	By June 2018, 68% of low SES seniors will have completed at least one Advanced Placement level course with a grade of "C" or better.	X		2017-2018 data shows 74% of our low SES seniors completed at least one Advanced Placement level course with a grade of "C" or better. (data source: PUSD Report Center)	Meeting our goal is the result of a school-wide commitment to supporting Open Access: Teachers and counselors encourage students to take risks and to challenge themselves academically. Teachers specifically recruit target group students like low SES to consider taking their AP classes and work closely with our counselors and teachers.
	By June 2018, 62% of junior low SES students who are tested will achieve or exceed the standard on the Math portion of the SBAC.		X	2017-2018 data shows 47.62% of our junior low SES students who were tested achieved or exceeded the standard on the Math portion of the SBAC. (data source: PUSD Report Center)	We missed the goal. Possible reasons: we've experienced a small downward trend in student attendance. We've continued to experience significant student enrollment growth from the previous years with an increase of 2.5% per year. Student participation rates matter and we need to communicate more heavily with all stakeholders including: students, parents, and staff about the benefits of participating in the SBAC. We need to launch a school-wide buy-in campaign to emphasize and promote the benefits of participating in the SBAC. Students need to know that this exam serves as a performance indicator of areas that they might want to strengthen prior to graduation.
	By June 2018, 88% of junior low SES students who are tested will achieve or exceed the standard on the ELA portion of the SBAC.		X	2017-2018 data shows 54.69% of our junior low SES students who were tested achieved or exceeded the standard on the ELA portion of the SBAC. (data source: PUSD Report Center)	We missed the goal. Possible factors: better emphasis on test preparation across every curriculum. Due to rapid enrollment of students we've had to hire several new teachers each year for the past few years creating a transitional period.

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<p>Review the testing schedule. Student participation rates matter and we need to communicate more heavily with all stakeholders including: students, parents, and staff about the benefits of participating in the SBAC. We need to launch a school-wide buy-in campaign to emphasize and promote the benefits of participating in the SBAC. Students need to know that this exam serves as a performance indicator of areas that they might want to strengthen prior to graduation.</p>
<p>Additional goal(s) (optional)</p>	<p>Case managers (Resource Department, AVID teachers, EL teachers, Academic Success teachers) will decrease the 1st Trimester D/F rates for their "case load" of students by 5% before the 2nd Trimester and maintain that gain through the 3rd Trimester. Teachers with a D/F rate that exceeds 35% will reduce their D/F rate by 10%.</p>		<p>X</p>	<p>The D/F rate for SPED students increased by 0.91% from trimester 1 to 2. The D/F rate for SPED students decreased by 1.25% from trimester 2 to 3.</p> <p>The D/F rate for AVID students decreased by 1.11% from trimester 1 to 2. The D/F rate for AVID students decreased by 1.03% from trimester 2 to 3.</p> <p>The D/F rate for EL students increased by 0.85% from trimester 1 to 2. The D/F rate for EL students decreased by 1.07% from trimester 2 to 3.</p> <p>The D/F rate Academic Success students increased by 0.89% from trimester 1 to 2. The D/F rate for Academic Success students decreased by 1.07% from trimester 2 to 3.</p>	<p>Our goal was not met. Possible factor is a need to establish a school-wide approach to D/F data review for all teachers. We failed to establish a school-wide D/F Rate Targeted Intervention Plan. Continue to encourage all teachers to make prompt contact with parents when a student is failing and to conduct a parent conference. Last year was the first year we had all case managers review D/F rates and conduct consistent check-in meetings with their site administrators.</p>

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
				(data source: Synergy)	
	The Student Success Strategies (S3) process will be fully implemented. S3 teams will meet 3 times each week to discuss individual student concerns and to document Tier 1 and Tier 2 interventions. Follow up will occur every 4-6 weeks.	X		In 2017-2018 (75) students went through the S3 process. S3 teams consistently met 3 times a week. (data source: Site RTI TOSA data)	We met this goal because our RTI TOSA established a structured S3 process for DNHS. Our RTI TOSA provided two staff trainings on the S3 process and how to utilize the RTI console. Two parent trainings were conducted to assist in the S3 process/RTI console. TOSA Tips were disseminated twice a month to our staff. Our RTI TOSA created Kid Watch forms for all teachers to assist in monitoring student progress.

III. TEACHING AND LEARNING (LCAP Goals 1, 2, 4, and 5)

A. 2018-2019 SITE-BASED LITERACY/ACTION PLAN

Plans that follow are aligned with the data analysis in the previous section, district vision, LCAP and SMART goals and site initiatives/organizational directions listed in Part I. In addition, tasks show:

- Alignment of instruction, strategies, materials, and assessment for learning to CCSS content standards
- Research-based instructional strategies
- Response to Intervention and Instruction, both academic and socio-emotional
- Responsiveness to needs of struggling, as well as high-performing, students
- Avoidance of isolation or segregation of student subgroups
- Attention to culturally responsive learning environments to ensure equity for all students

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
Schoolwide for all students	By June 2019, 89% of our graduating class will have successfully completed the UC/CSU "a-g" graduation requirements	Increasing the percentage of graduates completing the UC/CSU a-g graduation requirements is on-going work. It continues to be a school-wide focus: Teachers delivering good first instruction; teachers offering students academic tutoring and timely interventions; teachers building the capacity of their students to successfully navigate increasing academic rigor; counselors regularly reviewing transcripts and informing students and parents about the requirements of college admissions; and students promptly retaking courses where they failed to achieve a letter grade of "C" or higher. Additionally, we will be conducting targeted meetings with our Freshmen and Seniors at the 1st and 2nd trimesters seeking to influence/establish a college and career readiness mindset.	Ongoing/continuous	Progress reports, transcripts, timely interventions, 4-Year Plans, and counseling.
	By June 2019, 89% of seniors will have completed at least one Advanced Placement level course with a grade of "C" or better	Increasing the percentage of graduates completing at least one advanced placement class with a "C" or better is on-going work. It continues to be a school-wide focus: Teachers and counselors continuously encourage students to take risks and to challenge themselves academically. Teachers specifically recruit under-represented students to consider taking their AP classes. Counselors review PSAT results and meet with students to encourage AP enrollment. Additionally, we must continue to provide information about advanced placement classes to parents and students dispelling myths and common misunderstandings. With 20+ AP course options available, thoughtfully matching students with content aligned to their natural interests/aptitude/future goals is also important.	Ongoing/continuous	Progress Reports, Transcripts, PSAT results, 4-Year Plans, and counseling.
	By June 2019, 50% of graduating seniors will have taken either the SAT, ACT, or both (assuming these	We must continue to encourage every student to take the SAT, ACT, or both as part of our on-going commitment to supporting college and	Ongoing/continuous	Teachers/counselors

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	exams continue to be required by UC/CSU).	career readiness for each and every student. Counselors must meet with students individually, in small groups, by grade levels, as well as with parents throughout the school year to ensure our community is fully informed of the importance and benefits of taking these assessments. We also make certain our community is aware of financial assistance opportunities available.		emphasizing the importance of taking the SAT/ACT as a function of preparation for high school graduation and college admissions
	Next October 2018, 95% of our 10th graders will take the PSAT.	We can continue to achieve this goal in part because of the District's generous financial support. Because sophomores can take the PSAT free of charge, almost all do. Counselors and teachers must continue to strongly encourage students to take this assessment in preparation for the SAT and ACT.	Ongoing/continuous	Teachers/counselors emphasizing the importance of taking the PSAT in preparation for taking the ACT/SAT later
	Next October 2019, 40% of our 9th graders will take the PSAT.	To achieve this goal, we must do a better job reaching out to our Freshmen and their parents, explaining the benefits of taking the PSAT early. Cost and fear of rigor are factors that must be mitigated.	Aug-Oct. 1st Trimester emphasis	Teachers/Counselors/Admin must all promote the advantages of taking the PSAT early
	Next October 2019, 63% of our 11th graders will take the PSAT.	To achieve this goal, we must do a better job reaching out to our Juniors and their parents, explaining the benefits of taking the PSAT. Many Juniors are unaware that the PSAT is a prerequisite for the National Merit Scholarship. Cost is also a factor that might need mitigation.	Freshmen year forward/on-going and continuous. Aug-Oct. 1st Trimester of the Junior Year emphasis.	Teachers/Counselors/Admin must all promote the advantages of taking the PSAT in the Junior year
	By June 2019, 73% of juniors who are tested will achieve or exceed the standard on the Math portion of the SBAC	As our teachers become more and more familiar with CPM and comfortable teaching integrated math, student proficiency rates should continue to improve. Additionally, as we analyze data coming from our math intervention classes (stacked and year-long), we will further refine our practice. We will also continue to provide a push-in Impact Teacher for students in math intervention classes. Tutorials must also be mandated for students struggling. We also need to place a school-wide emphasis on Problem-Solving across all subjects.	Ongoing/continuous	Teachers/Counselors/Impact Teachers/Tutors
	By June 2018, 78% of juniors who are tested will achieve or exceed the standard on the ELA portion of	We must continue our focus on delivering good first instruction, and continue practicing CLOSE reading strategies and Speaking and	Ongoing/continuous	Teachers/Counselors/Impact

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	the SBAC.	Listening skills in all core content area classes. We also need to place school-wide emphasis on Listening across all subjects.		Teachers/Tutors
<u>In addition to your schoolwide goals; include goals for critical groups</u>				
Educationally Disadvantaged Youth or Title I	By June 2019, 78% of our low SES graduates will have successfully completed the UC/CSU "a-g" graduation requirements.	Meeting the UC/CSU a-g graduation requirements is challenging. To achieve this desired outcome, we need case managers to more aggressively advocate on behalf of their students. This includes all teachers across all subject areas plus target groups like: Resource Department, AVID, EL, and Academic Success. Interventions need to be timely to be effective. So staying on top of this group, monitoring their academic progress/grades and communicating with all stakeholders is imperative.	Ongoing/continuous	Teachers/Counselors/Impact Teachers/Tutors
	By June 2018, 75% of low SES seniors will have completed at least one Advanced Placement level course with a grade of "C" or better.	Each year the percentage of DNHS graduates completing at least one advanced placement class with a "C" or better increases. This holds true for this subgroup of students as well. This result is the outcome of a school-wide focus: Teachers and counselors encourage students to take risks and to challenge themselves academically. Teachers specifically recruit under-represented students to consider taking their AP classes. Counselors review PSAT results and meet with students to encourage AP enrollment. Additionally, we frequently provide information about advanced placement classes to parents and students which serves to dispel myths and common misunderstandings. With 20+ AP course options available, thoughtfully matching students with content aligned to their natural interests/aptitude/future goals is also important.	Ongoing/continuous	Teachers/Counselors/Impact Teachers/Tutors
	By June 2019, 50% of junior low SES students who are tested will achieve or exceed the standard on the Math portion of the SBAC.	As our teachers become more and more familiar with CPM and comfortable teaching integrated math, student proficiency rates should continue to improve. Additionally, as we analyze data coming from our math intervention classes (stacked and year-long), we will further refine our practice. We will also continue to provide a push-in Impact Teacher for students in math intervention classes. Tutorials must also be mandated for students struggling. We also need to place a school-wide emphasis on Problem-Solving across all subjects.	Ongoing/continuous	Teachers/Counselors/Impact Teachers/Tutors
	By June 2019, 57% of junior low SES students who are tested will achieve or exceed the standard on the ELA portion of the SBAC.	We must continue our focus on delivering good first instruction, and continue practicing CLOSE reading strategies and Speaking and Listening skills in all core content area classes. We also need to place school-wide emphasis on Listening across all subjects.	Ongoing/continuous	Teachers/Counselors/Impact Teachers/Tutors
English Learners	Maintain the reclassification rate of all EL students at 20% by June 2019.	Continue to differentiate instruction/utilize resources strategically and monitor student progress.	Ongoing/continuous	Teachers/Counselors/Impact Teachers/Tutors

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	By June 2019, 42% of our EL graduating class will have successfully completed the UC/CSU "a-g" graduation requirements.	Continue to push EL students into a-g credit bearing classes. Offer more academic support in subject areas where EL's are struggling: Biology, English, Math, and History classes. Continue to strategically utilize the Instructional Assistant thoughtfully.	Ongoing/continuous	Teacher/counselors/Impact Teachers/Tutors
	By June 2019, 62% of EL seniors will have completed at least one Advanced Placement level course with a grade of "C" or better.	Continue to promote AP Mandarin and AP Spanish to our EL students living in homes where these languages are spoken. Continue to promote advanced placement courses - especially in math, science, and the arts. Establish the expectation that EL students will attempt one AP level course prior to graduation.	Ongoing/continuous	Teacher/counselors/Impact Teachers/Tutors
	At least 47% of graduating EL's will have taken the SAT, ACT or both by June 2019.	The EL Team and counselors will promote the benefits of taking the SAT/ACT assessments with EL students. Financial assistance will be extended to those needing it.	Ongoing/continuous	Teachers/counselors/Impact Teachers/Tutors
	By June 2019, 35% of junior EL students who are tested will achieve or exceed the standard on the Math portion of the SBAC.	Continue to support EL students in math - early and often. Ensure EL students are attending tutorials in the afternoons and evenings. We also need to place a school-wide emphasis on Problem-Solving across all subjects.	Ongoing/continuous	Teachers/counselors/Impact Teachers/Tutors
	By June 2019, 25% of junior ELL students who are tested will achieve or exceed the standard on the ELA portion of the SBAC.	Continue to support students learning English with reading comprehension (CLOSE reading), speaking and listening, vocabulary development, and language acquisition. Differentiate instruction/support. We also need to place school-wide emphasis on Listening across all subjects.	Ongoing/continuous	Teachers/counselors/Impact Teachers/Tutors
GATE	98% of our graduating senior GATE students will be "a-g" eligible by June 2019.	Continue a school-wide focus on achieving this student outcome: Teachers delivering good first instruction; teachers offering students academic tutoring and timely interventions; counselors regularly reviewing transcripts; and students promptly retaking courses where they failed to achieve a letter grade of "C" or higher	Ongoing/continuous	Teachers/counselors/Impact Teachers/tuors
Students with Disabilities	By June 2019, 37% of our SPED graduating class will have successfully completed the UC/CSU "a-g" graduation requirements	Meeting the UC/CSU a-g graduation requirements is challenging. At DN we utilize the collaborative teaching model to support resource students meeting the a-g standard. Still, to achieve this desired outcome, we need case managers to more aggressively advocate on behalf of their students. Interventions need to be timely to be effective. So staying on top of this group, monitoring their academic progress/grades and communicating with all stakeholders is imperative.	Ongoing/continuous	Teachers/counselors/Impact Teachers/Tutors
	By June 2019, 23% of SPED seniors will have completed at least one Advanced Placement level course with a grade of "C" or better.	Continue the following: Teachers and counselors encourage students to take risks and to challenge themselves academically. Teachers specifically recruit under-represented students to consider taking their AP classes. Counselors review PSAT results and meet with students to encourage AP enrollment. Additionally, continue to provide information about advanced placement classes to parents and students which serves to dispel myths and common misunderstandings. With 20+ AP course options available,	Ongoing/continuous	Teachers/counselors/Impact Teacher/Tutors

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		thoughtfully match students with content aligned to their natural interests/aptitude/future goals is also important.		
	October 2018, 85% of our SPED sophomores and 15% of our SPED juniors will take the PSAT.	We must actively promote the benefits of taking the PSAT to this group of students and their parents.	Ongoing/continuous	Teachers/counselors/Impact Teacher/Tutors
Foster Youth	Presently, DNHS does not have any students in Foster Care. When a Student in Foster Care is enrolled at Del Norte we will work with his/her counselor(s) to set appropriate, personalized learning goals.	Presently, DNHS does not have any students in Foster Care. When a Student in Foster Care is enrolled at Del Norte we will work with his/her counselor(s) to set appropriate, personalized learning goals.	N/A	N/A
Homeless	Presently, DNHS has a small number of Youth in Transition Students (YTS). They are currently connected with Student Services to provide them resources at our site and district level. that are homeless. Counselor(s) have set appropriate, personalized learning goals.	Ensure that these students are connected with our Student Services Specialist as well as with their counselor. Ensure they are fully informed of all available resources (School, District, State and Federal, etc.). Wellness check (grades, emotional/social, attendance, discipline, etc.) every two weeks.	Ongoing/continuous	Student Services Specialist/Counseling/Teachers/Administration
Other Goals	All teachers including case managers (SPED, AVID, ELL, and Academic Success) will reduce their D/F rates by 5% per trimester.	<p>To achieve this desired outcome, we need to establish a school-wide approach to D/F data review for all teachers. We also need to establish a school-wide D/F rate Targeted Intervention Plan. We need to continue to encourage all teachers to make prompt contact with parents when a student is failing and to conduct a parent conference.</p> <p>We need case managers (SPED, AVID, EL and Academic Success) to more aggressively advocate on behalf of their students. Interventions need to be timely to be effective. So staying on top of this group, monitoring their academic progress/grades and communicating with all stakeholders is imperative.</p> <p>Finally, each teacher with high D/F rates will conduct consistent check-in meetings with their corresponding site administrator.</p>	Ongoing/continuous	Teachers/counselors/Impact Teachers/tutors
	Identify which students qualify for SPED services once they have participated in the S3 process.	To achieve our desired outcome, we will continue to have our RTI TOSA follow the S3 process that has been established at DNHS. Have RTI TOSA support crucial conversations on site about students and learning, train staff in research based instruction, and support teachers using newer technology (MyConnect/Rtl Console). This year we have solidified our Student Success Strategies (S3) process. More students are being identified, S3 teams are meeting 3-4 times each week, the counselors and RTI TOSA meet weekly, intervention timelines and assessments are being established and closely monitored, and RTI console documentation continues. We will also continue: to conduct two parent training sessions, send out bi-weekly staff TOSA Tips, and have teacher utilize the Kid Watch Forms to help monitor student progress.	Ongoing/continuous	RTI TOSA/Teachers/Counselors/Impact Teachers/Tutors

CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP

Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
<p>Staff collaborate on Late Start Tuesdays every week. This time (7:45-8:45AM) allows for PLC work within departments, between departments, and, because Oak Valley Middle School shares our late start day, it also allows for vertical articulation.</p>	<p>DNHS has established strong site PTSA and Foundation boards. These powerful parent organizations support our students in a variety of critical ways: raising funds, providing volunteer "manpower," and communicating (providing insightful feedback to staff as well as helping to disseminate information).</p>	<p>A member of the administrative team meets monthly with ASB. Students are invited to ask questions, share concerns, make suggestions for improvement, and to join in problem-solving. Discussions are lively - and the ideas generated are always helpful.</p>
<p>All Staff Meetings are jointly planned by the administrative and staff leadership teams. Over the last couple of years emphasis on Mathematical Practices and CLOSE reading, student collaboration, and speaking and listening strategies has created several unique opportunities for teacher leadership. Lead teachers from the English, Math, Special Education, English Language Learner, and AVID programs each have made presentations to their colleagues. These presentations typically run 30 minutes and include a synopsis of current research and a review of best practices. In recent years we have reviewed John Hattie's research (<i>Visible Learning</i>). Additionally, we have been carefully and thoroughly reviewing our systems of student intervention (Rtl) - continuing to refine our focus on delivering all students high quality first instruction and timely and strategic interventions.</p>	<p>Parent volunteers serve in important roles on our School Site Council (SSC). The SSC meets frequently to write, review, and revise our site Literacy Plan as well as to assess the effectiveness of our instructional program and to explore successful initiatives elsewhere that might have promise here at Del Norte. The parents on the SSC also support in analyzing student achievement data for the School Plan for Student Achievement (SPSA) report and they help set goals for continuous student improvement.</p>	<p>Student volunteers serve in important roles on our School Site Council and Site Safety Committee. The SSC meets frequently to write, review, and revise our site Literacy Plan as well as to assess the effectiveness of our instructional program and to explore successful initiatives elsewhere that might have promise here at Del Norte. The students on the SSC also support in analyzing student achievement data for the School Plan for Student Achievement (SPSA) report and they help set goals for continuous student improvement. Our Site Safety Committee is working to strengthen our site protocols and procedures for evacuation and emergency situations, in addition to upgrading the physical campus with improved security and signage. Student perspective is vital for the success of both of these site organizations.</p>
<p>The staff Leadership Team has committed to several shared readings. Since 2009 the team has read and discussed the following texts: <i>The Bell Curve</i> (published in the New Yorker), <i>Disrupting Class</i> (2008-09), <i>Crucial Conversations</i> (2009-10), <i>The Advantage</i> (2011-12), <i>Why are all the Black Kids sitting together in the Cafeteria?</i> (2013-14) <i>The Multiplier Effect</i> (2014-15), <i>The 5 Dysfunctions of a Team</i> (2015-2016), <i>Overcoming the Achievement Gap Trap</i> (2016-2017) and <i>Rookie Smarts</i> (2018-2019). Gleanings from these shared readings have helped to motivate change as well as shape our school culture and leadership conversations.</p>	<p>The PTSA hosts a Principal's Coffee once each trimester. This event is advertised to the entire community, and the agenda is open. Questions raised from this group have resulted in several site improvements: traffic flow and signage (student safety), improved attendance at optional tutorials, and increased access to the counseling department. Our first principal's coffee of the year was focused on our freshmen families and their transition into the Nest; parents were able to hear from a student panel on what to expect in their student's next 4 years of high school. The most recent principal's coffee was an opportunity to invite the parents of D39 students into the Nest for a chance to see all things that are distinctively Del Norte. Parents had an opportunity to visit math, science, English and elective classrooms and to do Q&A with a student panel comprised of three seniors.</p>	<p>Administrators meet with student groups scheduled during Homeroom, and as a result, every student is seen once per trimester. During these 20 minute sessions, students are invited to share any concerns or suggestions for improvement they may have. Administration has established a Frosh Forum, which is comprised of diverse freshmen that meet once per trimester and voice their student perspective about DNHS.</p>
<p>Staff are continually directed to analyze data. During several All Staff meetings this school year, we have dived deep into discussions about how to reach our students who are not graduating a-g and who are not taking an AP class prior to graduation. Case managers in the Resource</p>	<p>As part of the SSC Human Relations Committee's work, new advisory councils are in the process of being established. Members of the administrative team are reaching out to under-resourced and all too often under-represented members of our community (parents). The</p>	<p>New advisory councils are in the process of being established. Members of the administrative team are reaching out to under-resourced and all too often under-represented students on our campus. The purpose of these advisory councils is to improve communication,</p>

CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP

Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
<p>Department, AVID, EL, and Academic Success have all been charged with the responsibility to monitor their students' progress and to advocate more assertively on behalf of their kids. These discussions are helping to change our school culture in very positive ways. Teachers are "owning" the students on their caseload and engaging in more direct conversations with their colleagues as a result. When we're not looking at numbers, staff are listening to students. As one example, on the Sept Pro-Grow Day, teachers heard directly from students who are struggling in the Nest. Students shared candidly with our staff about what supports and hinders their academic success.</p>	<p>purpose of these advisory councils is to improve communication, increase understanding, and better support subgroups of students presently underachieving.</p>	<p>increase understanding, and better support underachieving subgroups.</p>
<p>The PTSA and Foundation jointly support a monthly character recognition breakfast. Each of our eight departments has been assigned a month to acknowledge 30-35 students for outstanding character. Teachers are asked to nominate students who exhibit exemplary character (as opposed to nominating students for outstanding classroom performance). Students in attendance listen as their teachers read a paragraph (or two) describing their virtues. To commemorate the event, students are given a certificate with the teacher narrative typed on the back.</p> <p>No student can be recognized more than once - so by the end of each school year, we will have acknowledged almost 250-300 students. Acknowledging strong character underscores its importance. It also serves to remind our staff just how fantastic our student population really is. For students, participating in this program reassures them that who they are matters, and that people are paying attention.</p>	<p>The PTSA and DNHS Student Support Services have joined together for the ADOPT A FAMILY program to bring gifts to under resourced families in the community. Donations from staff, students, parents, and community members serve to assist these families during the holiday season for those families in need.</p>	<p>Our Student Support Specialist (SSS) provides daily social and emotional support for students. The Student Support Specialist meets with individuals and groups to help students develop communication skills and self esteem, make healthy decisions and set limits. The SSS works with numerous community organizations, government agencies and individual volunteers to help provide basis assistance to students and families in need. Finally, the SSS collaborates with the DNHS counseling department for social/emotional and academic support for students in need.</p>
<p>Staff have volunteered to serve as advisors for more than 100 student-run clubs on campus. Clubs provide students an opportunity to get involved, to serve, to share talents and interests, to make new friends, and to develop leadership skills. They also serve to foster and support inclusion.</p>	<p>Parent booster groups support our Music, Drama, ASB, and Athletic departments - raising money, and volunteering in a host of capacities. Parents also help support additional extra-curricular activities like the Science Olympiad, Cyber Patriot, robotics, and community service oriented efforts.</p>	<p>Students have chartered more than 100 clubs on campus - providing every Nighthawk a wide variety of opportunity to get involved, to serve, to share talents and interests, to make new friends, and to develop leadership skills.</p>
<p>All staff are invited and encouraged to participate on our School Site Council, School Site Safety Committee, and AVID and ELD site teams. These teams typically meet</p>	<p>Counselors make frequent parent presentations on the topic of college readiness. Counselors typically meet with parents in grade level groups each half of the year; at-risk</p>	<p>DNHS hosted the PUSD College Fair three years in a row (2009-2012), and again in 2015. This event draws between 120-140 college and university representatives,</p>

CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP

Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
<p>three times per year to discuss students, curriculum and teaching strategies and to review program strengths, weaknesses, and needs. Participating teachers often receive specialized training - through participation in special events like the Summer AVID Institute - AVID's annual professional development training where contracted sites come to learn the latest in AVID methodologies and strategies to successfully implement AVID in their schools. Additionally, staff serve as elected members of our site Leadership Team. Teacher leaders are elected to two year terms.</p>	<p>learners and students and families who need additional support also meet with the counseling team during specialized outreach events and by appointment.</p>	<p>and thousands of parents and students attend. We have also hosted the Regional Admission of Counselors of California (RACC) Out of State College Fair several times (2010-2013). We have college and military representatives on campus weekly for students to meet with in the Nighthawk Center.</p>
<p>The District has provided several departments support and leadership recently- most notably the math department. We are successfully transitioning to an integrated math model. A new textbook was adopted (College Preparatory Mathematics). New course descriptions are being developed. And an emphasis is being placed on unpacking the eight mathematical practices necessary to support our shift to the CSS. In science, teachers are being trained in the Next Generation Science Standards, and in ENS, health teachers adopted a new textbooks. Currently, in World Language teachers are receiving the most up-to-date training in the ACTFL standards.</p>	<p>Community partnerships have been established that frequently create opportunities for parents to meet with college representatives, financial planners, and career advisors. In past years we have hosted career events as well as regional college events.</p>	<p>Community partnerships have been established that frequently create opportunities for students to meet with college representatives and career advisors. Their program <i>Career Cruising</i> is an interactive guidance system that helps students choose a career path by identifying interests and skills, providing detailed occupational descriptions, and listing colleges and universities with matching programs and courses of study.</p>
<p>The Rtl/CSS TOSA has been instrumental in helping to frame crucial conversations on site about students and learning, train staff in research based instruction, and support teachers using newer technology (MyConnect/Rtl Console). This year we have made great progress solidifying our Student Success Strategies (S3) process. More students are being identified, S3 teams are meeting 3-4 times each week, the counselors and RTI TOSA meet weekly, intervention timelines and assessments are being established and closely monitored, and RTI console documentation continues. Parent outreach is our next area of focus.</p>	<p>Parents of qualifying students are encouraged to participate on our site AVID and ELD site teams. These teams typically meet three times per year. Parents help to identify program strengths, weaknesses, and needs. Additionally, through our School Site Council, parents are encouraged to join subcommittees of interest.</p>	<p>AVID – The Del Norte High School AVID (Advancement Via Individual Determination) program currently serves a diverse population of students. The program's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. Students enrolled in AVID learn organization and study skills, they work on critical thinking and higher-level questioning techniques, and they receive academic help from AVID peers and college tutors. The AVID selection criteria consider several variables: family income, level of parents' education, academic performance, and significant extenuating circumstances.</p>
	<p>The purpose of the Coordinated Services Welcome Meeting for Youth in Foster Care is to ensure that everyone is working together and that services are aligned to ensure the best educational experience for the student. This meeting serves to welcome the student and their Foster family to the site as well as determine any immediate needs.</p>	<p>ELD– Del Norte High School has 70 English Language Learner (ELL) students, 21 of whom receive services in an English Language Development (ELD) class. These 21 students speak a variety of languages including Chinese, Spanish, Farsi, Russian, Persian, Vietnamese, Filipino, and Arabic (1). Based on the October 2017 California English Language Development (CELDT) test, these twenty-one EL students fall into the range of beginning to</p>

CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP

Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
	Once a student has been identified as being in Foster Care, the principal will determine the primary contact for the student. That designee and site staff will organize the appropriate supports for the student and schedule a meeting within two weeks of the student's enrollment.	intermediate levels. The remaining students in the ELD program are in mainstream classes where they receive tutoring and other services, as needed.
	The School Site Safety Committee, comprised of certificated and classified staff, parents and students is another means whereby parents can support our work. Participants meet two to three times each year to review our school site's Safety Plan, walk the campus, and to share insights and concerns. Our Safe Schools Plan includes recommended campus safety improvements, in addition to wellness and mental health objectives. A particular focus of our work this year will be to develop safety protocols and contingency measures for after hours emergencies, stadium-related incidents and large sporting events.	
	Parents from DNHS and our feeder middle schools have been encouraged to attend <i>What I Wish My Parents Knew</i> workshops facilitated by DNHS administrators, counselors and students on topics like Guardrails, Social Media Use and Academic Pressure.	

III.B. LEVEL TRANSITIONS (Includes PreKindergarten-Kindergarten; 5th Grade-6th Grade; 8th Grade-9th Grade12th to post-secondary)

Supporting the transition from middle to high school

- 8th Grade Information Night – This event is geared towards incoming freshmen and their parents and is designed to provide them with an overview of high school expectations, course offerings, programs and supports available
- November Principal's Coffee - This event is geared towards the parents of current and incoming freshmen. A student panel is convened. The panel shares highlights as well as insights about the student experience at DN and the transition to high school.
- January/February Principal's Coffee - This event is geared towards the parents of incoming freshmen. Parents hear from counselors and visit live classrooms that primarily support freshmen: English, math, biology, ENS, etc...
- Open House for incoming freshmen – Future students and parents are invited to meet individually with our counseling team to ensure they have selected the appropriate courses for their 9th grade year
- Middle school counseling presentations – Our counseling team visits the feeder middle schools to discuss high school course offerings and walk students through the process of selecting their courses online
- AVID recruitment – Our AVID teachers collaborate with their counterparts at the feeder middle schools to ensure current and potential AVID students have an opportunity to experience what AVID is like on a high school campus. This includes a tour of the campus and interaction with current AVID leaders
- Performing Arts program recruitment (student performances; joint M/S and H/S student performances in choir, marching band; etc...)
- Individual transition meetings – These meetings include representatives from both the middle school and the high school, are intended to ensure appropriate placement and support of students with disabilities
- Counselor Summit – The lead counselor from Oak Valley meets with the counselors and administrators at Del Norte to discuss at risk students and share support strategies
- Identification of at-risk students – We are currently working to identify at-risk students in Synergy, so counselors, administrators, and teachers have access to a student file and will be instantly alerted when a student is at risk. This visual cue will initiate a higher level of service and possible intervention from the counseling and support staff. Staff here are also using the Rtl Console to share insights gained supporting Rank 1 and Rank 2 students.
- Implementation of Coordinated Services For Youth in Foster Care - The purpose of the Coordinated Services Welcome Meeting for Youth in Foster Care is to ensure that everyone is working together and that services are aligned to ensure the best educational experience for the student. This meeting serves to welcome the student and their Foster family to the site as well as determine any immediate needs.

Supporting the transition from high school to college

- Career Cruising – This web-based program supports students in exploring colleges and careers. This year, counselors have supported juniors and seniors in this effort. We are still exploring the possibility of expanding this opportunity to the sophomore class if staffing allows.
- Career Speaker Series – We have partnered with a local non-profit to provide students with access to interactive presentations from professionals employed in a variety of fields
- PUSD College Fair – The annual PUSD College Fair was hosted at Del Norte the first three years we were open and returned this October. Each high school has an opportunity to host due to the rotating schedule.
- 12th Grade Parent Night – Each fall counselors meet with students and parents to review transcripts and go over college entrance requirements.
- Community College Night – In February, three local community colleges present students with an overview of their schools, unique offerings, transfer criteria and admission requirements. Each high is given the opportunity to host based on a rotating schedule.
- Financial Aid Night – In October, the west side high schools will be collaborating to provide an overview of the FASFA and financial aid process in an effort to support seniors in need of financial assistance
- Tuesday Morning Counseling Presentations – Presented in fall of their senior year, students have an opportunity to attend several presentations hosted by our counseling department designed to help with college preparations (i.e. college research, the application process, essay writing, etc.)
- High School Exit Survey - Each year, seniors take an online survey that captures student plans for life after graduation (i.e. where they plan to attend college, what careers they plan to pursue, jobs, etc.). The survey provide insightful data for example, 74.9% of senior have chosen their major. 72.3% of our seniors fill out the Free Application for Federal Student Aid (FAFSA). Our seniors recommended for future students to work hard to get strong grades in high school, participate in extracurricular activities/community service, and prepare for the SAT or ACT in order to be accepted into college.
- Recently, our counseling team purchased additional features through the National Student Clearinghouse (NSC) and are working with the San Diego County of Education Office (SDCOE) to track 5 year completion data.
- Ongoing monthly workshops with Palomar College and working to bring awareness about the Palomar Promise.
- In the Spring Counselors provide 11th grade Homeroom presentations targeted on the transition to senior year and college admissions.

IV.A. SAFE AND SUPPORTIVE SCHOOLS - SCHOOLWIDE BEHAVIORAL SUPPORT PLAN (LCAP Goal 4)

At Del Norte High School, we realize school culture is the result of what we allow and what we don't allow. All students are expected to take personal responsibility for their choices and to accept the natural consequences of their behaviors. Emphasis is placed on the teachable moment. In every student interaction, developing character is the focus.

HCA (Home Court Advantage) exists to the degree that every student feels safe, welcomed, and valued. We've worked hard at DNHS to create an inclusive environment - one where every student is connected and actively connecting. The administrative team and student leaders involved with Link Crew work together welcoming new students during Student Orientation, jointly delivering messages about the importance of respect and taking personal responsibility. The keynote speech delivered during the annual all-school Opening Day Assembly also focuses on themes related to these topics. During the first few weeks of school, administrators visit classrooms to discuss behavioral expectations and to reaffirm site and District protocols related to the Academic Honesty Policy, Hate and Harassment Policy, Technology Use Agreement, and Zero Tolerance for Tobacco, Drugs, Alcohol, and Weapons policies. Parents receive written copies of this information during Student Registration, and students can review the salient points of the administrative classroom presentations online.

The PTSA and Student Services support Red Ribbon Week - an annual tradition in October. Special assemblies allow students to hear from a variety of speakers who address concerns related to substance abuse and classroom activities/discussions follow. A similar event is also hosted the week before Prom each spring, informing students and encouraging them to make healthy choices. This spring, we hosted *Every 15 Minutes* and last December 2017 we hosted *Rachel's Challenge* - a program intended to increase empathy, kindness and understanding. Every year we send a group of students and staff to attend the No Place for Hate event, which empowers our students to improve the school climate in order for all students to feel safe. The previous year we were invited to host the Sandy Hook Promise: See Something Say Something Campaign. See Something Say Something is an educational awareness program that provides tools to: drive awareness to say something and recognize warning signs. This school year we have continued working with the Sandy Hook Promise and have brought the Start with Hello Campaign. This program brings awareness to the growing epidemic of social isolation at schools and it encourages students to create a positive school culture through inclusion. Finally, every student is encouraged to join a club, play a sport, and/or pursue/explore personal interests. We have over 100 ASB chartered clubs on campus; additionally, over 60% of our students participate in athletics. Wearing school colors, participating on a team, and winning and losing with teammates contributes to the glue that bonds us all together.

Homeroom meets Friday mornings and provides yet another avenue to address many of these same topics. Here, staff members get to know students personally, through individual academic advising conferences and whole-class lessons. During Homeroom, staff bring our school's mission statement to life: *inspiring passion and preparing all students to be college ready, future focused, and globally aware*. We believe that providing students with a forum to discuss the challenges they face, in community with one another, will lead to a greater understanding of self and others and will ultimately result in stronger character and more acceptable behavior on and off campus. As part of our Homeroom scheduling and rotation, Homerooms meet with a member of the administrative team as well as with a member of the counseling team once each trimester in groups that range in size from 80-160 students. Administrators focus on school culture while counselors focus on topics related to college readiness, transcript review, and graduation requirements (UC/CSU "a-g" requirements and 4-year plans). Counselors also focus on specific themes per grade level for example: Stress and Wellness (9th), Time Management (10th), Transition to College and Career Readiness (11th), Senior Motivation (12th).

In addition to intentionally repeating positive messages in new and unique ways, in large and small groups, as dynamically as possible, we celebrate good character. The PTSA and Foundation are continuing the tradition of partnering together to host monthly department character celebrations. Each month members of a department (ENS, World Languages, Math, English, SPED, History, Electives, and Science) nominate 30-35 students who exemplify outstanding character to participate in a breakfast where family and friends are invited to hear from the nominating teacher as to why their son or daughter was chosen for recognition. It is a powerful and inspiring morning, and by the end of the year, somewhere between 250-300 students will have been recognized.

"What I Wish My Parents Knew" is a unique partnership between Poway USD Administrators and local faith-based community leaders. The event, hosted at every high school in the District, has been attended by over 3,000 people since its inception. Parent workshops include topics such as communication with your teen, handling academic pressure, managing social media, establishing guardrails, depression/suicide, drugs/alcohol, etc.

As far as daily discipline, ultimately, the classroom teacher is responsible for managing his/her individual classroom. Teachers are expected to redirect inappropriate student behavior in-house, working to resolve conflict at the lowest level. However, on those occasions when students are not responsive, teachers are encouraged to seek administrative support. Rather than respond to behavior with repetitive punishment that does not work, our goal is to understand the function of the behavior and teach the student an alternative way of meeting his/her needs. Our administrative team is committed to implementing restorative justice practices. Recently, our administrative team has implemented a school-wide Hall Pass Policy to increase student safety throughout the day and as a result student discipline has declined. All teachers utilize a unified blue Hall Pass with a sign-out/sign-in sheet that students must fill out. Our administrative team is currently working on the implementation of a technology/cell phone policy. Administrators and counselors discuss the importance of strong character and the value of community when working with individual students. When Home Court Advantage exists, students feel a sense of ownership, accountability, and inclusiveness that makes daily discipline less severe. Before and after school, and between classes, we have five campus security officers who patrol the campus working along side the administrative team assisting with student supervision. We also partner with local law enforcement agencies. Our bi-monthly Student Success Team meets to identify students at risk and provide interventions for student success.

We have a well-articulated Disaster Preparedness Action Plan. Fire drills, disaster drills, duck-and-cover and lock down drills occur once per semester as dictated by District and state policy. Twice a year, during School Safety Week, members of the administrative team review with staff emergency-related protocols. We have a comprehensive School Site Safety Plan in place that is monitored throughout the year by administration and our School Safety Committee. In October 2018 we provided an Options-Based Responses for Active Shooter and Other Armed Assailant Situations in Schools training to our staff. The Options-Based training will continue for staff and students throughout the year. Our Safe Schools Plan includes recommended campus safety improvements, in addition to wellness and mental health objectives. A particular focus of our work this year will be to develop safety protocols and contingency measures for after hours emergencies, stadium-related incidents and large sporting events. Additionally, we are in the process of upgrading our emergency response equipment for search and rescue, student retrieval and our first aid teams. Based on the district safety audit conducted last school-year we have increased security measures by implementing updated visitor protocols.

IV.B. SAFE AND SUPPORTIVE SCHOOLS - DRUG ABUSE EDUCATION PLAN

All schools in the PUSD implement the Too Good for Drugs Tobacco, Drugs and Alcohol prevention program, which is designed around specific lessons in five components: Goal Setting, Decision Making, Bonding with Others, Identifying and Managing Emotions, and Communicating Effectively.

Program	Grade Level(s)	Minutes
Too Good for Drugs	K-9	300 minutes
Red Ribbon Week	K-12	300 minutes
SSA Support	K-3	150 minutes
Tobacco Use Prevention Education	6-12	150 minutes
Character Counts	K-12	600 minutes
Before and After School (ASES)	6-8	
Second Step	PreK-2	
Steps to Respect	3-5	
Second Step Bullying Prevention	K-5	
Ambassadors	12	240

V.A. FUNDING AND GOVERNANCE – PROGRAMS/FUNDS INCLUDED IN THE SPSA (LCAP Goals 2 and 4)

STATE/FEDERAL PROGRAMS	SITE ALLOCATION (IF APPLICABLE)
Title I	\$
Title I Parent Involvement	\$
LCFF Supplemental Funding - ELL	\$4800.00
LCFF Supplemental Funding – EDY	\$16,960.00

V.B. FUNDING AND GOVERNANCE - CENTRALIZED SERVICES

Centralized Services, in the forms of administrative support and instructional support/professional development, are performed and/or paid for directly by the district office in support of school sites. These may include:

- Assessment, monitoring, and reporting services
- English language proficiency testing
- Staff development / training
- Salaries for teachers, instructional assistants, tutors
- Instructional materials purchase and implementation support
- Intervention programs
- Other services, as appropriate for school site support

Program	Res	Budgeted Amount	Percentage of Total District Allocation	Total	Centralized Services (Description Below)
Title I	3010-040	1,803,860.00	22.24%	\$401,250	Required Indirect Costs and Set-asides, including professional development, school-choice transportation, and supplemental educational services.
Title I Parent Inv.	3010-045	18,038.60	5.00%	\$902	Required Indirect Costs, district-wide parent involvement
Title III – Immigrant	4201-000	94,843.00	95.42%	\$90,499	Required Indirect Costs, parent education and support, summer school, student transition, English language development class support
Title III LEP-Limited English Proficient	4203-000	421,953.00	98.04%	\$413,679	Required Indirect Costs; instructional assistants; parent liaisons; training in use of data

V.C. FUNDING AND GOVERNANCE - ASSURANCES AND SIGNATURES

The School Site Council (SSC) recommends this SPSA and proposed expenditures to the district governing board for approval and assures the Board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy, school site bylaws, and state law.
California Education Code specifies the composition of the School Site Council as follows:
 - At the elementary level: parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.
 - At the secondary level: parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of students, and parents /other community members, selected by parents and students.
 - At both the elementary and secondary levels classroom teachers comprise the majority of persons represented under subdivision (a)
 - At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the SSC.
 - The means of selecting SSC members are not specified in law, except that members must be chosen by peers.
 - No additional membership qualifications may be required. Beyond the composition requirements stated above, no seat on the SSC may be reserved for any group or individual.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those Board Policies related to material changes in the school plan requiring board approval.

3. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

4. This SPSA is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

5. The SSC has participated in the development, implementation, and monitoring cycle of the SPSA by taking the following actions:
 - a. Measured the effectiveness of the improvement strategies at the school
 - b. Sought input from school advisory committees
 - c. Reaffirmed or revised school and subgroup goals
 - d. Revised improvement strategies and expenditures
 - e. Recommended the approved SPSA to the governing board
 - f. Monitored implementation of the SP

6. The SSC has sought and considered all recommendations from the following groups:

Advisory Committee	Chairperson / Representative Name	Signature	Date
English Learner	Veronica Brown-Rios		
Special Education	Jen Conlon		
Title I (if applicable)	N/A		
Library	Joe Ruggieri		

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
X					Administrator	Bryan Schultz		
	X				2018	Jennifer Conlon		
	X				2020	Christopher Jenkins		
	X				2020	David Barboza		
	X				2020	Veronica Brown-Rios		
		X			2019	Sue Reich		
		X			2019	Shari Smith		
			X		2018	Milan Patel		
			X		2019	Christine Cloutier		
			X		2019	Antonio Santos		
				X	2020	Amber Patel		
				X	2020	Jake Smith		
				X	2020	Natalie Herrick		
				X	2020	Lauren Novicio		
1	4	2	3	4	TOTALS (total of columns 1-3 must be equal to the total of columns 4 and 5)			

This SPSA was approved and adopted by the School Site Council on December 11, 2018.

The signature of the Principal verifies that:

- *Information regarding school-based programs has been provided to site advisory committees or representatives.*
 - *All interested persons had the opportunity to meet to establish the SSC.*
 - *Funds have been coordinated, and supplement, but do not supplant, existing state and local fiscal efforts.*

The signature of each members of the SSC verifies that:

- *He/She has reviewed and affirmed the above listed assurances.*

Budget Development Form (LCFF Supplemental Funding - ELL)

a)	Site:	<u>Del Norte High School</u>
b)	Program:	<u>LCFF Supplemental Funding - ELL</u>
c)	Resource #:	<u></u>
d)	Current Year Allocation:	<u>\$4880.00</u>
f)	Total Entitlement:	<u>\$4800.00</u>

OBJECT

AMOUNT

1000

Certificated Salaries (Including Fringes)

1100-xxx	Teachers Salaries (Regular/Hrly/Sub/Impact Teachers)	\$420.00
1200-xxx	Counselors (Regular/Hrly/Sub)	
1900-xxx	Other Certificated (Regular/Hrly/Sub) Release Time / Substitute Costs Food and Supplies	\$60.00

Total

\$480.00

2000

Classified Salaries (Including Fringes)

2100-xxx	Instructional Aid (Regular/Hrly/Sub)	\$255.60
2400-xxx	Clerical	
2900-xxx	Student Services & Other Classified Position Interpreter for testing Interpreter for parent meeting	\$180.00

Total

\$435.60

3000

Employee Benefits (Do Not Budget – Include with Salaries)

4000 & 6400

Books, Supplies and Equipment

4100 or 4200	Textbooks or Other Books	\$1683.53
4300-010	Supplies	\$100.00
4300-011	Subscriptions	\$280.87
4300-018	Software	

4300-099	Reserve	
4300-090, 4400-030 or 6400-031: Computer Equipment		
4300-090, 4400-090 or 6400-091: All Other Equipment		
4300-028	Food (other)	\$200.00
4300-xxx	Food & Supplies (Parent Involvement)	\$100.00

Total	\$2364.40
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5000

Services

5200-xxx	Conference and Training Expense	\$1600.00
5710-012	Publications	
5710-130	Study Trips	
5800-xxx	Professional & Other Services	

Total	\$1600.00
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Total Budget:	\$4880.00
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Budget Development Form (LCFF Supplemental Funding – EDY)

a)	Site:	<u>Del Norte High School</u>
b)	Program:	<u>LCFF Supplemental Funding – EDY</u>
c)	Resource #:	<u></u>
d)	Current Year Allocation:	<u>\$16,960.00</u>
f)	Total Entitlement:	<u>\$16,960.00</u>

OBJECT

AMOUNT

1000

Certificated Salaries (Including Fringes)

- 1100-xxx Teachers Salaries (Regular/Hrly/Sub/Impact Teachers)
- 1200-xxx Counselors (Regular/Hrly/Sub)
- 1900-xxx Other Certificated (Regular/Hrly/Sub)

\$16,960.00

Total

\$16,960.00

2000

Classified Salaries (Including Fringes)

- 2100-xxx Instructional Aid (Regular/Hrly/Sub)
- 2400-xxx Clerical
- 2900-xxx Student Services & Other Classified Position

Total

3000

Employee Benefits (Do Not Budget – Include with Salaries)

4000 & 6400

Books, Supplies and Equipment

- 4100 or 4200 Textbooks or Other Books
- 4300-010 Supplies
- 4300-011 Subscriptions
- 4300-018 Software
- 4300-099 Reserve
- 4300-090, 4400-030 or 6400-031: Computer Equipment
- 4300-090, 4400-090 or 6400-091: All Other Equipment

Total

5000

Services

- 5200-xxx Conference and Training Expense
- 5710-012 Publications
- 5710-130 Study Trips
- 5800-xxx Professional & Other Services

Total

Total Budget:

VI. ADDENDUM (Optional)