

# Del Norte Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Del Norte Elementary School
<b>Street</b>	850 North Del Norte Avenue
<b>City, State, Zip</b>	Ontario, CA 91764
<b>Phone Number</b>	909-986-9515
<b>Principal</b>	Molly Tovar
<b>Email Address</b>	molly.tovar@omsd.net
<b>Website</b>	<a href="https://www.omsd.net/delnorte">https://www.omsd.net/delnorte</a>
<b>County-District-School (CDS) Code</b>	36 67819 6036214

Entity	Contact Information
District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
Website	<a href="https://www.omsd.net">https://www.omsd.net</a>

### School Description and Mission Statement (School Year 2019-20)

At Del Norte Elementary our mission is to provide an academically challenging and supportive environment to the whole child. We will utilize best teaching strategies through our focus on Science, Technology, Engineering, Arts, and Mathematics (STEAM). We will challenge our students to achieve their personal best and prepare them to be College and Career Ready, while supporting their social-emotional and behavioral needs.

Del Norte is located in the eastern portion of the Ontario Montclair School District and serves approximately 526 students in Preschool through fifth grade with 32% being English language learners. Del Norte is home to two Special Day Classes that serve grades first through sixth. Del Norte also has on campus the Let's Talk Program, a speech and language program that works with preschool students. Del Norte is a school-wide Title 1 school. Del Norte is a Provision II school, providing breakfast and lunch to all students at no-cost. Del Norte is a community school with the majority of our students walking to/from school. There are many opportunities for students at Del Norte to engage in after-school activities, such as the Think Together Program, coding classes, karate classes, GATE enrichment activities, and other between the bells and after-school intervention programs.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	72
Grade 1	58
Grade 2	86
Grade 3	83
Grade 4	84
Grade 5	88
Grade 6	8
<b>Total Enrollment</b>	<b>479</b>

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	6.1
American Indian or Alaska Native	1.5
Asian	0.8
Filipino	0.2
Hispanic or Latino	88.9
White	0.8
Two or More Races	1.7
Socioeconomically Disadvantaged	91
English Learners	32.4
Students with Disabilities	11.5
Foster Youth	0.4
Homeless	13.8

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	22	25	963
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	0%
<b>Mathematics</b>	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program  K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards.  *TK mathematics materials are from the most recent state adoption.	No	0%
<b>Science</b>	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%
<b>History-Social Science</b>	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018  *K-6 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards.	Yes	0%
<b>Health</b>	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Visual and Performing Arts</b>	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Del Norte School was originally built in 1956. The school was designed to accommodate 480 students. Currently, Del Norte serves about 526 students in grades Pre-School through Fifth. There are 35 classroom spaces, including 17 portable classroom buildings added between 1986 and 2009, and a multi-purpose room completed early 2008. One of the classrooms has been divided into office space for support staff, including instructional coaches. An additional building houses the district pre-school speech and language program called The Let's Talk Program. The total school site sits on 10.2 acres. Playground space for students comprises approximately 7 acres. There are 13 student and 5 adult restrooms, with all well-maintained and in good working condition. The cafeteria is located in the multipurpose room, where students also eat meals and attend performances and assemblies. The school facility offers a good learning environment with fully functioning lighting, heating, and cooling systems and noise negation. Del Norte underwent modernization in 1995. The general condition of the facility is good. New HVAC units were installed in 2010 in 13 of the portable classrooms, to provide more efficient and quieter air conditions. New HVAC units were installed 2017 in 19 of original classrooms to provide more efficient and quieter air conditions. Internet access is available in the offices and in all classrooms, with the district adding wireless access in 2009. The district Information Services Department maintains a content filter for all Internet traffic, including email, in accordance with the Children's Internet Protection Act (CIPA) guidelines.

#### Maintenance and Repair

Del Norte School is maintained in a manner that ensures it is functional and in good repair. The school employs two full-time and one half-time custodians. The school administrators work with the custodial staff to make certain that classrooms, restrooms and the school grounds remain clean, safe and orderly, and that the floors, walls and plumbing system are all in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. To assist in this effort, the district Operations Department annually conducts an in-depth evaluation of each school to determine the condition of the facilities and to identify situations that need maintenance, repair or an upgrade. The district uses a facility survey instrument developed by the State of California Office of Public School Construction to assess the data gathering during the inspections. All findings are shared with the principal, and work orders for needed repairs are created at that time. The results of this survey are available in the school office or the district office. According to the Williams Visit that took place on August 31, 2018, Del Norte's audit was a positive, professional experience with the focus by the entire staff on seeking to improve the learning of each student. Del Norte had no insufficiencies observed for Instructional Materials. The overall rating for Del Norte was Exemplary. The report on this inspection was forwarded to the Superintendent of Schools. There were no areas of concern noted by the team.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** September 3, 2019

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	36	39	43	44	50	50
Mathematics (grades 3-8 and 11)	26	30	31	36	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	269	268	99.63	0.37	39.18
Male	133	133	100.00	0.00	34.59
Female	136	135	99.26	0.74	43.70
Black or African American	22	21	95.45	4.55	28.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	235	235	100.00	0.00	38.72
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	248	247	99.60	0.40	38.87
English Learners	121	121	100.00	0.00	30.58
Students with Disabilities	45	44	97.78	2.22	6.82
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	64	64	100.00	0.00	39.06

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	269	268	99.63	0.37	29.85
Male	133	133	100.00	0.00	29.32
Female	136	135	99.26	0.74	30.37
Black or African American	22	21	95.45	4.55	19.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	235	235	100.00	0.00	30.21
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	248	247	99.60	0.40	29.55
English Learners	121	121	100.00	0.00	26.45
Students with Disabilities	45	44	97.78	2.22	0.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	64	64	100.00	0.00	21.88

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.8	24.4	18.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Del Norte has many opportunities for parent involvement. A large number of parents are involved in the designated parent groups of School Site Council (SSC) and the Student English Language Parent Advisory Committee (SELPAC). Other opportunities for parents to be involved are as follow:

- District Parent Advisory Committee (DPAC)
- District English Learner Parent Advisory Committee (DELPAC)
- English as a Second Language classes
- Coffee with the Principal
- Classroom volunteers, chaperones for school trips
- Open House, Back to School Night, parent conferences
- Student recognition assemblies and the Student Success Team Process.

Del Norte contracts with Family Solutions in order to provide mental health services, case management, and other services to the students and families of Del Norte. Additionally, Del Norte employs a part-time Outreach Assistant who works with families and students in the areas of academics, attitude, and attendance. Contact Person: Paulette Eaton, Outreach Assistant 909-986-9515.

Regular school-to-home communication is provided in both English and Spanish. Information about current events and school activities can be found on the Del Norte school website, flyers, and twitter account. Del Norte mails important news and announcements to parents at home, utilizes Del Norte's telephone system to contact parents verbally sends text messages to parents via Blackboard Connect and twitter.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.9	2.3	0.8	2.5	2.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

Del Norte's safe school plan is comprised of the following goals:

All students and staff members are provided a safe teaching and learning environment.

All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school-related activities.

District programs and community resources are made available to students and parents.

Our School provides the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Some of Del Norte's accomplishments have been to send teams for first response training, participate in all preparedness drills (C.C.R. Title 5 section 560), implement district policies that pertain to sexual harassment, hold regular SST meetings, and contract with Family Solutions Collaborative. Del Norte is committed to being a Positive Behavior Interventions and Support Schools (PBIS) which promotes safe behavior and expectations throughout our campus. Del Norte is the proud recipient of the Silver PBIS medal awarded by the California PBIS Coalition Fall 2017 and 2018. In 2019, Del Norte was the proud recipient of the Gold PBIS medal. The plan was last updated and discussed with the staff during Fall of 2019.

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	26		3		23		3		24		3	
1	24		3		26		3		19	3		
2	20	2	2		18	1	3		21	1	3	
3	24		4		18	3	2		22	1	3	
4	29		2		30		3		27		3	
5	25	1	4		25		3		29		3	
6									13	1		
Other**	6	1			16	1						

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8873.0	\$1792.0	\$7080.0	\$91072.0
District	N/A	N/A	\$1608.0	\$87,821.00
Percent Difference - School Site and District	N/A	N/A	126.0	3.6
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-5.8	9.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

All students receive a standards-based education at the appropriate grade level. Students receive small group, differentiated instruction during Universal Access time in all grade levels. Students also receive 30 minutes of English Language Development instruction each day in which students are grouped, assessed, and regrouped appropriately in order to meet each student's language proficiency needs. In addition, fourth and fifth-grade students who are two or more years below grade level participate in the reading intervention program, the iLiT program, as well as differentiated mathematics instruction. Extended learning opportunities are offered throughout the year, to provide support after the bell rings each school day. In addition, intervention opportunities are offered in a small group setting throughout the instructional day based on students' academic needs.

Various extended education programs have been offered before and after school to meet the needs of these students. Instructional decisions are based on data derived from Benchmark, Interim Assessments, Formative assessments and grade level common assessment test results along with Unit Assessments. The school year is launched with deliberate decisions taken from an intensive review of academic data from the California Assessment of Student Performance and Progress (CAASPP). In addition, categorical funds support an Outreach Assistant and Instructional Coach to coordinate all assessments and interventions for all student subgroups and to further support classroom teachers in the development and delivery of best practices for all students. Additionally, they assist and train teachers in data analysis and effective instructional strategies.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,733	\$45,741
Mid-Range Teacher Salary	\$83,119	\$81,840
Highest Teacher Salary	\$100,254	\$102,065
Average Principal Salary (Elementary)	\$132,145	\$129,221
Average Principal Salary (Middle)	\$134,622	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$289,542	\$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	47	49	49

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. On-site training and support have been provided in the focus areas of Technology, Wonders ELA Program, Wonders ELD (English Language Development), Embedded and Integrated ELD, Eureka Math, Multi-Tier Support Systems, Kagan Cooperative Learning, Planning Rigorous Lessons, Deepening understanding of Cooperative Learning versus Collaborative Learning, and NGSS training for teachers. Our school has worked to deepen knowledge of Eureka Math to strengthen lesson delivery and teachers attended several math study workshops. Teachers also work in grade level collaboration meetings to analyze student data, create high leverage activities, and plan deliberate decisions to increase student achievement. We work together to enhance our rigorous Language Arts Common Core standards and are digging deeper into a new adoption that meets our students' needs. Additionally, teachers were provided time for structured teacher planning time for the purpose of analyzing student data and sharing effective teaching strategies. Teachers collaborate to create and promote rigorous and engaging lessons with tools that are research-based.

The support for teachers at Del Norte Elementary has come from the Principal, Elementary Administrator, a full-time Instructional Coach, and Outreach Assistant. They provide assistance to teachers by offering instructional support, support with data analysis and staff development in English Language Development, Language Arts, and interventions for at-risk, and mathematics. They meet with teachers to plan, conduct coaching cycles, share engagement strategies, look at data and plan for differentiated instruction based on needs. They also provide a number of technology resources and other instructional materials to support instruction and student learning. Finally, Del Norte's Principal and Elementary Administrator serve as the instructional leaders, by planning meetings, presenting researching effective techniques, conducting classroom walk-throughs, and embracing the district goals.

Del Norte provides many opportunities for teacher collaboration by grade level. The first and third Tuesdays of the month are dedicated days for grade level training and meetings where teachers discuss strategies, curriculum and generate questions or concerns for the support staff. In addition, Del Norte has hired an instructional coach to work with grade levels to plan to share engagement strategies, to look at data and to alter instruction based on data and student targets. During Data meetings, teachers analyze benchmark data, plan teaching activities and collaborate on new instructional strategies during this process. Towards the end of the school year, horizontal and vertical articulation of grade level standards helps teachers formulate deliberate decisions to implement in the classroom. Our teachers pride themselves in designing rigorous lessons to promote Common Core.