

Del Norte Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Del Norte Elementary School
Street	850 North Del Norte Avenue
City, State, Zip	Ontario, CA 91764
Phone Number	909-986-9515
Principal	Molly Tovar
Email Address	molly.tovar@omsd.net
School Website	https://www.omsd.net/DelNorte
County-District-School (CDS) Code	36 67819 6036214

2022-23 District Contact Information

District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
District Website Address	https://www.omsd.net

2022-23 School Overview

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 to deliver instruction and align all practices with our plan for a Multi-Tiered System of Support. 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 464 students in Preschool through fifth grade with 31% being English language learners. Del Norte is home to three Special Day Classes that serve grades PK and first through sixth grades. Del Norte also houses 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, after-school athletics, GATE and other enrichment activities through our Afterschool Enrichment (ASE) program, as well as other between the bells and after-school intervention programs.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	79
Grade 2	71
Grade 3	65
Grade 4	62
Grade 5	66
Grade 6	4
Total Enrollment	432

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
American Indian or Alaska Native	0.5
Asian	0.2
Black or African American	11.1
Filipino	0.2
Hispanic or Latino	84.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.9
White	1.2
English Learners	31.7
Foster Youth	0.2
Homeless	17.8
Migrant	0.0
Socioeconomically Disadvantaged	85.0
Students with Disabilities	11.3

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	95.24	847.80	91.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.80	1.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.00	0.65	12115.80	4.41
Unknown	1.00	4.76	54.10	5.83	18854.30	6.86
Total Teaching Positions	21.00	100.00	927.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK PreK On My Way (Scholastic) - Adopted 2022 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	0%
Mathematics	TK PreK On My Way (Scholastic) - Adopted 2022 K-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020 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.	No	0%
Science	TK PreK On My Way (Scholastic) - Adopted 2022 K-5 California Inspire Science (McGraw Hill) - Adopted 2019	Yes	0%
History-Social Science	TK PreK On My Way (Scholastic) - Adopted 2022 K-5 California Vistas (Macmillan/McGraw- Hill) - Adopted 2006* *K-5 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%
Foreign Language	N/A		0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%

Visual and Performing Arts	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	No	0%
Science Laboratory Equipment (grades 9-12)	N/A		0%

School Facility Conditions and Planned Improvements

Del Norte School was originally built in 1956. The school was designed to accommodate 480 students. Currently, Del Norte serves about 464 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 in early 2008. One of the classrooms has been divided into office space for support staff, including instructional coaches. An additional building houses the district preschool 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 in 2017 in 19 of the original classrooms to provide more efficient and quieter air conditions. There are no current or planned facility improvements.

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 three full-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 gathered 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. For the 2022-2023 School Year, a facilities inspection was conducted in October.

Year and month of the most recent FIT report

October 20, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Repair leaking condensate in Mech room (WO# 08172-resolved)
Interior: Interior Surfaces	X			Install missing ceiling tile in room where MDF is located (WO # 08163 resolved)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			H Building Mech Room clean and sweep around electrical panels(WO# 08166 resolved), Lounge-remove equipment blocking electrical panels (WO#08156-resolved), Portable B1 Need access to electrical panel-restore proper access (WO# 08147 resolved), Clean up debris in chain link area east of B-10 (WO# 08151 resolved)
Electrical	X			D3 closet - replace occupancy sensor light switch with toggle switch (WO # 08157-resolved) Replace exterior

School Facility Conditions and Planned Improvements

			light on photocell; remove and blank off toggle switch room B11 (WO# 08153-resolved) and B13 (WO# 08153 resolved)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		D5 drinking fountain is missing push button (WO# 08158 resolved)
Safety: Fire Safety, Hazardous Materials	X		Building A- Paint Peeling on fascia of the building (WO#08155 resolved,), Fire Extinguisher in D6 closet not signed off (WO# 08164- resolved), Library-remove unsigned fire extinguisher near the door (WO# 08161 resolved), Kitchen fire extinguisher has not been signed off (WO# 08171 resolved), MPR fire extinguisher has not been signed off (WO# 08169 resolved), G1 Paint non-skid on portable ramps as needed (WO# 08168 resolved)
Structural: Structural Damage, Roofs	X		B9 replace ramp that has deteriorated (WO# 08150 resolved),
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		B9 Door not closing properly (WO# 08149 resolved), B7 Door not closing properly (WO# 08148 resolved), Remove torn green fence screen east of B-10 (WO# 08152-resolved)

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	31	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	24	N/A	26	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	192	191	99.48	0.52	31.41
Female	97	97	100.00	0.00	37.11
Male	95	94	98.95	1.05	25.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	22	21	95.45	4.55	19.05
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	161	161	100.00	0.00	33.54
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	68	68	100.00	0.00	11.76
Foster Youth	--	--	--	--	--
Homeless	40	40	100.00	0.00	17.50
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	183	182	99.45	0.55	30.77
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	34	34	100.00	0.00	2.94

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	192	190	98.96	1.04	23.68
Female	97	97	100.00	0.00	28.87
Male	95	93	97.89	2.11	18.28
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	22	20	90.91	9.09	15.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	161	161	100.00	0.00	24.84
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	68	68	100.00	0.00	2.94
Foster Youth	--	--	--	--	--
Homeless	40	40	100.00	0.00	17.50
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	183	181	98.91	1.09	22.65
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	34	34	100.00	0.00	8.82

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	26.15	NT	19.46	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	65	100	0	26.15
Female	42	42	100	0	26.19
Male	23	23	100	0	26.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	58	58	100	0	27.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	20	20	100	0	0
Foster Youth	0	0	0	0	0
Homeless	12	12	100	0	33.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	63	100	0	25.4
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100	0	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	97%	97%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 follows:

- District Parent Advisory Committee (DPAC)
- District English Learner Parent Advisory Committee (DELPAC)
- GATE parent meetings
- English as a Second Language classes
- Coffee with the Principal
- Open House, Back to School Night, parent conferences and Parent/Family engagement opportunities
- Student recognition assemblies and the Student Success Team Process
- OMSD Family and Community Engagement Department (FCE) programs and opportunities

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 full-time Outreach Consultant who works with families and students in the areas of academics, social-emotional needs, and attendance. Contact Person: Ines Capetillo - Outreach Consultant 909-986-9515. Del Norte also employs a full-time School Family Outreach Assistant who assists the Outreach Consultant. Person: Kristeen Miguel 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, Del Norte Class Dojo, 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, Class Dojo and Twitter.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	505	474	191	40.3
Female	238	223	85	38.1
Male	267	251	106	42.2
American Indian or Alaska Native	4	3	1	33.3
Asian	2	2	0	0.0
Black or African American	61	59	31	52.5
Filipino	1	1	0	0.0
Hispanic or Latino	419	392	146	37.2
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	10	9	7	77.8
White	7	7	5	71.4
English Learners	170	156	59	37.8
Foster Youth	7	5	1	20.0
Homeless	91	85	32	37.6
Socioeconomically Disadvantaged	471	443	185	41.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	82	78	28	35.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.41	1.64	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.59	0.03	1.69	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.59	0.00
Female	0.42	0.00
Male	0.75	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.28	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

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 an 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.

Our CSSP was last reviewed and approved at our School Site Council (SSC) meeting on February 23, 2022.

Some of Del Norte's accomplishments have been to send teams for first response training and AED training, participate in all preparedness drills (C.C.R. Title 5 section 560), offer training in violent intruder protocols, 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 Supports School (PBIS), promoting safe behavior and expectations throughout our campus. Del Norte is the proud recipient of the Silver PBIS medal awarded by the California PBIS Coalition in Fall of 2017 and 2018. In 2019, Del Norte was the proud recipient of the Gold PBIS medal and in 2020 was awarded the Community Cares recognition. For the 2021-2022 School Year, Del Norte received a Gold Medal recognition for their continued work in PBIS.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		3	
1	19	3		
2	20	3		
3	26		3	
4	26		3	
5	27		3	
Other	12	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	2	
1	24		3	
2	20	3		
3	18	3		
4	23		3	
5	35			2
Other	11	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3	2	
1	25		3	
2	23		3	
3	20	3		
4	31		2	
5	32		2	
Other	9	2		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,250	3,371	7,878	121,541
District	N/A	N/A	\$1608.0	\$92,419
Percent Difference - School Site and District	N/A	N/A	132.2	27.2
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	17.7	32.8

2021-22 Types of Services Funded

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, students participate in 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 provided 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 two student mentors to support the implementation of our PBIS program implementation and support the social-emotional well-being of students.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,998	\$52,641
Mid-Range Teacher Salary	\$87,146	\$83,981
Highest Teacher Salary	\$105,113	\$107,522
Average Principal Salary (Elementary)	\$139,673	\$136,247
Average Principal Salary (Middle)	\$140,022	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$319,095	\$242,166
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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 Learning Objectives, Gradual Release, Universal Access and Cooperative Learning. 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 PLC 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, Assistant Principal, a full-time Instructional Coach, and Outreach Consultant. They assist teachers by offering instructional support, 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 Assistant Principal serve as the instructional leaders, by planning meetings, presenting research-based effective techniques, conducting classroom walk-throughs, and embracing the district goals. Del Norte provides many opportunities for teacher collaboration by grade level. In addition, Del Norte has an instructional coach that works with grade levels to plan to share engagement strategies, look at data and 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	36	31	31