

# Del Norte High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Del Norte High School
<b>Street</b>	1301 El Dorado
<b>City, State, Zip</b>	Crescent City, CA 95531
<b>Phone Number</b>	707-464-0274
<b>Principal</b>	Randy Fugate
<b>E-mail Address</b>	rfugate@delnorte.k12.ca.us
<b>Web Site</b>	<a href="https://sites.google.com/a/delnorte.k12.ca.us/dnhs/">https://sites.google.com/a/delnorte.k12.ca.us/dnhs/</a>
<b>CDS Code</b>	08-61820-0833004

<b>District Contact Information</b>	
<b>District Name</b>	Del Norte County Unified School District
<b>Phone Number</b>	707-464-6141
<b>Superintendent</b>	Jeff Harris
<b>E-mail Address</b>	jharris@delnorte.k12.ca.us
<b>Web Site</b>	www.delnorte.k12.ca.us

### **School Description and Mission Statement (School Year 2017-18)**

Del Norte High School is the only comprehensive high school for grades nine through twelve in Del Norte County. DNHS offers a variety of programs for students interested in going to a four-year university, community college, trade school, or military after graduation. Clubs, sports, as well as our CTE and performing arts programs provide students with many outlets to meet new people, learn valuable skills in working with others and preparation for life beyond high school. Our staff is committed to purposeful learning in a safe and supportive environment. Our students will be life-long learners who can creatively and effectively communicate, collaborate, and problem solve in a global society.

#### **The school goals indicated in this year's single school plan are**

- 1) Increase student scores for all students and specific subgroups (EL, SES, Foster Youth) on the CAASPP exam by minimum of 3% over the 2016-17 exam data.
- 2) 60.5% of English Learner (EL) students will make annual progress in learning English as measured on the CELDT/ELPAC.
- 3) Increase overall student attendance at DNHS to 95% as measured in the Aeries attendance system.
- 4) Increase the use of technology in classrooms to provide better access to curriculum for low performing students and socio-economically disadvantaged students.
- 5) Reduce suspension rates to 7% or below by developing and implementing MTSS and continuing use restorative justice practices at DNHS.

### **Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	274
<b>Grade 10</b>	241
<b>Grade 11</b>	210
<b>Grade 12</b>	202
<b>Total Enrollment</b>	927

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	12.5
Asian	5.1
Filipino	0.9
Hispanic or Latino	23.8
Native Hawaiian or Pacific Islander	0.3
White	53.7
Two or More Races	2
Socioeconomically Disadvantaged	54.8
English Learners	4.6
Students with Disabilities	14.5
Foster Youth	0.6

## 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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	40	45	47	173
Without Full Credential	0	0	1	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)**

Year and month in which data were collected: October, 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature, adopted 8/2010	Yes	0
Mathematics	Pearson/Prentice-Hall (California Geometry, Algebra 1, Algebra II, Precalculus) adopted 2014 Thomson Brooks/Cole Publisher (Calculus, Single Variable) adopted 2014	Yes	0
Science	Biology - Holt, CA Biology 2007 Chemistry - Glencoe, Chemistry-Matter & Change 2007 Earth - Glencoe, CA Earth Science: Geology, the Environment & the Universe, 2007 Oceanography - Current, Life on an Ocean Planet, 2010 Physics - Holt, CA edition 2000 and Glencoe Physics Principles and Problems, 2008	Yes	0
History-Social Science	World History - Glencoe, World History Modern Times, adopted 2008 US History - Glencoe/McGraw-Hill The American Vision: Modern Times CA Edition, adopted 2008 AP US History - The American Pageant, Cengage Learning, adopted 2016 AP US Govt. - Thomson & Wadsworth (Holt McDougal), Democracy Under Pressure, adopted 2007 American Govt. - Economics - Prentice Hall, Economics: Principles in Action, adopted 2003	Yes	0

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

### Summary of Most Recent Site Inspection

In, August 28, 2017, This School was inspected and evaluated by the CSI General Manager, using the Interim Evaluation Instrument developed by the Office of Public School Construction. All areas were in good repair, with the exceptions noted below. Repairs will be made to ensure the safety of students, staff and community members at Del Norte High School.

### 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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 28, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Repairs to be made as needed for safety.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical			X	Repairs to be made as needed for safety.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 28, 2017				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	66	57	35	33	48	48
Mathematics (grades 3-8 and 11)	39	28	23	24	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	194	186	95.88	56.99
Male	92	86	93.48	50
Female	102	100	98.04	63
Black or African American	--	--	--	--
American Indian or Alaska Native	21	21	100	52.38
Asian	11	11	100	72.73
Filipino	--	--	--	--
Hispanic or Latino	43	43	100	44.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	111	104	93.69	60.58
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	104	101	97.12	53.47
English Learners	18	18	100	44.44
Students with Disabilities	25	21	84	4.76
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	194	187	96.39	27.81
Male	92	87	94.57	31.03
Female	102	100	98.04	25
Black or African American	--	--	--	--
American Indian or Alaska Native	21	21	100	14.29
Asian	11	11	100	63.64
Filipino	--	--	--	--
Hispanic or Latino	43	43	100	16.28
Native Hawaiian or Pacific Islander	--	--	--	--
White	111	104	93.69	31.73
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	104	102	98.08	24.51
English Learners	18	18	100	27.78
Students with Disabilities	25	22	88	4.55
Foster Youth	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	57	46	49	46	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### Career Technical Education Programs (School Year 2016-17)

- Del Norte High has five Career Technical Education (CTE) pathways that are available to all students; Agriculture, Building and Trades, Information Services, Manufacturing and Production, and Transportation.
- Each program is designed to prepare students for the world of work as well as the next level of education and training. The programs incorporate the reading, writing and math skills necessary for success in these career pathways with a specific emphasis on writing as a key form of communication.
- These programs are evaluated by the CTE advisory committees that oversee these programs. Annual meetings of advisory members are held to review curriculum, changing requirements for the workplace and program completion goals. The advisory committees are comprised of community business representatives and the lead person is Mr. Fugate, the Career Technical Education Director.

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	202
% of pupils completing a CTE program and earning a high school diploma	10
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	75

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	94.81
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	21.47

### 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.3	34.8	42.1

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.



## 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 schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

There are many ways for parents to get involved at DNHS:

Attend the many student recognition nights we have throughout the year to celebrate student excellence. In addition, Del Norte High students offer many performances in dance, theater arts, music and athletic events providing great opportunities for involvement for the entire family. DNHS also has several parent outreach nights aimed at educating parents about valuable school systems, FAESA, college information, and careers. Parents may contact the office at 707-464-0274 for more Parent Involvement Opportunities.

- Sports teams or club support – Parents can help or take leadership roles in booster clubs or help with the fundraising that is often needed for various activities as well as helping with transportation to and from certain events. In addition, being present at events and modelling supportive behavior is critical as well.
- Specialty skills you want to share with students – During academic seminar we host guest speakers from the community to share about career opportunities. Parents interested in coming in to share with students can contact our counseling office to be put on the calendar. We offer enrichment activities during our after school program. Parents with a specialty skill or hobby can contact Mr. Fugate, the principal and discuss the volunteer process with him as well.
- Chaperones for school activities - We need chaperons for school dances and if your student is involved in a club or sport, the club advisor or coach often need parents to chaperon students at various activities or possibly be a driver.
- School Site Council and English Language Advisory Council – We must have parents participate on these councils to provide valuable input to our school about its programs and supports needed for student success. These positions are voted on by parents and per the bylaws, the positions are four-year positions. Mr. Fugate sends a letter at the beginning of each school year notifying parents of open positions for these councils to solicit parent interest. Interested parents are placed on a ballot and the ballot is sent home with students. In addition parents can be involved by participating in surveys and information gathering efforts for our school. Your input is valuable to the success of our school.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Dropout Rate</b>	2.9		0.6	2.4		2.3	11.5	10.7	9.7
<b>Graduation Rate</b>	92.79		94.29	90.12		91.2	80.95	82.27	83.77

**Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)**

Group	Graduating Class of 2016		
	School	District	State
All Students	90.77	92.7	87.11
Black or African American	0	100	79.19
American Indian or Alaska Native	93.33	91.67	80.17
Asian	95.24	100	94.42
Filipino	100	100	93.76
Hispanic or Latino	100	98	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	82.35	89.39	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	60	74.19	63.9
English Learners	75	81.82	55.44
Students with Disabilities	99.01	98.45	85.45
Foster Youth	0	66.67	68.19

**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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	8.78	8.13	12.64	6.62	6.38	8.43	3.79	3.65	3.65
Expulsions	0	0	0	0	0	0	0.09	0.09	0.09

**School Safety Plan (School Year 2017-18)**

The high school's safety plan was revised in the Fall of 2014. It was last reviewed and approved by the School Site Council in February, 2014 and approved by the school board in March, 2014 and was reviewed, updated and voted on for approval in the Spring of 2016. Copies of the plan are available for review at the school site. Input is obtained from school administrators, parents, staff and local emergency personnel to develop the site-level plan to address specific concerns of the school. The plan includes an assessment of the current status of school crime committed on campus; identification of proper protocols and programs that provide or maintain a high degree of school safety; child abuse reporting procedures; routine and emergency disaster procedures; policies for pupils who act in inappropriate ways that would lead to suspension or expulsion recommendations; procedures to notify teachers of dangerous pupils; sexual harassment policy; school district dress code; procedures for safe entering and exiting of pupils, parents and school employees; evacuation routes; safe and orderly environment expectations conducive to learning, and the rules and procedures on school discipline.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	63.6

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

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

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	14	19	9	21	17	16	8	21	20	8	16
Mathematics	27	6	13	11	24	12	9	11	25	8	12	11
Science	26	3	9	4	22	4	14	1	26	3	9	6
Social Science	26	7	8	13	21	12	11	9	24	10	11	9

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	470
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.50	N/A
Social Worker		N/A
Nurse	.9	N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist	.5	N/A
Other		N/A

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

\*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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$12,268	\$3,464	\$8,804	\$69,119
District	N/A	N/A	\$8,355	\$64,793
Percent Difference: School Site and District	N/A	N/A	5.4	-2.2
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	29.4	-8.7

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

**Types of Services Funded (Fiscal Year 2016-17)**

There are a wide variety of services available to meet the needs of every learner at DNHS. Academic Seminar is built into every student’s schedule. Three days per week, this half hour of time allows students to go to any of their teachers to get specific academic assistance. There are student tutors available at this time as well. Students also have after school tutoring available through Warrior OT. Credentialed teachers are available in the library after school Monday through Friday. This drop-in program provides tutoring in all subjects and homework help. In addition credit retrieval courses are available for students through an online program called Cyber High. Students have access both during the school day and during Warrior OT.

GATE students meet twice per month during lunch for additional activities to support their learning. AVID's college readiness program is available for students whose parents have not attended college or could benefit from the additional academic support. AVID courses are provided at all four grade levels. Students with Individual Education Plans are provided with services with the least restrictive environment. These students have additional study skills classes to provide specialized support. Finally English Language Learners are provided support through specialized Academic Language Development classes that support the school’s curricula as well as regular contact and individual student plan development with the Bilingual Instructional Assistant and ALD teachers

Our counseling team offers additional supports, on a weekly basis, for students struggling with anxiety and/or depression.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,850	\$44,144
Mid-Range Teacher Salary	\$64,986	\$69,119
Highest Teacher Salary	\$79,706	\$86,005
Average Principal Salary (Elementary)	\$94,172	\$106,785
Average Principal Salary (Middle)	\$101,860	\$111,569
Average Principal Salary (High)	\$116,004	\$121,395
Superintendent Salary	\$152,069	\$178,104
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	6%	6%

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

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	2	N/A
All courses	7	12.2

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

**The goals for professional development support the school's goals. The goals are**

- 1) Increase the use of technology for instruction, including training in School City as an assessment tool.
- 2) Maintain Professional Learning Communities to implement state standards and literacy standards and to use student performance data to drive instruction,
- 3) Professional development for our changing math department in use of new textbooks and in the use of performance-based tasks,
- 4) Increase rigor and student engagement through the use of best instructional practices (WICOR),
- 5) Increase use of strategies to support EL students in all classes,
- 6) Lower suspension rates with support of restorative justice-like practices implemented in the classroom and in use at the administrative and counseling levels.

The professional development occurs through local teacher to teacher workshops, instructional strategies team meetings, staff development days where experts are brought in for training, conference attendance out of the area and peer and administrative observations. Beginning teachers also participate in the Beginning Teacher Support and Assessment Induction program. This two-year program provides a mentor teacher to work directly with the new teacher on curriculum design, best instructional practices and support to students with differentiated learning needs. In addition, Del Norte High has created a new teacher support system to help our newest staff members learn how to navigate as well as to support them in the development of successful classroom routines and procedures. In the past three years, Del Norte High teaching staff as a whole has averaged 258 release days for training.