

Del Norte Community 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)

School Contact Information	
School Name	Del Norte Community School
Street	400 West Harding Ave.
City, State, Zip	Crescent City, CA 95531
Phone Number	707-464-0750
Principal	Robert Parker
E-mail Address	rdparker@delnorte.k12.ca.us
Web Site	www.delnortecoe.org
CDS Code	08-10082-0830042

District Contact Information	
District Name	Del Norte County Office of Education
Phone Number	707-464-6141
Superintendent	Jeff Harris
E-mail Address	jharris@delnorte.k12.ca.us
Web Site	www.delnortecoe.org

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

Our shared vision is a Del Norte County Office of Education graduate possessing a sense of dignity and self-respect having acquired the skills necessary to succeed academically and the social skills enabling one to tolerate and appreciate individual differences and cultural and ethnic diversity, problem solving skills which allow one to confidently and completely analyze information or situations and formulate decisions for the benefit of others, citizenship which reflect patriotism and a commitment to family, community and global responsibility, and personal skills that demonstrate self-discipline, a healthy lifestyle, and an intrinsic motivation to succeed.

Our mission statement is to meet academic, social-emotional, vocational, and creative needs of our students, as shown by multiple measures.

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

Grade Level	Number of Students
Grade 8	4
Grade 9	3
Grade 10	7
Grade 11	15
Grade 12	6
Total Enrollment	35

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	22.9
Asian	2.9
Filipino	0
Hispanic or Latino	11.4
Native Hawaiian or Pacific Islander	0
White	60
Two or More Races	2.9
Socioeconomically Disadvantaged	100
English Learners	2.9
Students with Disabilities	14.3
Foster Youth	2.9

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	2.5	2.5	3	7
Without Full Credential	.2	1	1	0
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, 2016

Del Norte Community School and the County Governing Board desires to offer a rigorous mathematics program that progressively develops the knowledge and skills students will need to succeed in college and career. The district's mathematics program shall be designed to teach mathematical concepts in the context of real-world situations and to help students gain a strong conceptual understanding, a high degree of procedural skill and fluency, and ability to apply mathematics to solve problems.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Developmental Studies Center – SIPPS, Making Meaning and Being a Writer McDougal Littell – Adopted 2006	Yes	0
Mathematics	Harcourt School Publishers – Adopted 2008 Prentice Hall Mathematics – Adopted 2008	Yes	0
Science	MacMillan/McGraw Hill – Adopted 2007 Glencoe/McGraw Hill – Adopted 2007	Yes	0
History-Social Science	Pearson/Scott Foresman – Adopted 2006 Pearson/Prentice Hall – Adopted 2006 TCI (as supplemental)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Summary of Most Recent Site Inspection

On, October 12, 2016, 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 a safe environment for students, staff and community members of Del Norte Community 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: October 12, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Repairs to be made as needed for safety.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		Repairs to be made as needed for safety.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 12, 2016				
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)	8	19	31	34	48	48
Mathematics (grades 3-8 and 11)		0	14	13	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	25	18	72	18.75
Male	15	10	66.67	22.22
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	14	11	78.57	30
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	18	72	18.75
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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
Male	15	10	66.67	0
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	14	11	78.57	0
Two or More Races	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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)	--		20	31	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 Community School offers introductory courses in Career Technical Education. Classes are offered in the fields of Ag Business Management, Agriculture, Food and Natural Resources, construction, three dimensional drafting and printing and laser engraving. The courses incorporate the reading, writing and math skills necessary for success in these career pathways. The CTE courses have English, Math, Science, and History incorporated into the curriculum.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	11
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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)

Parents are encouraged to participate on our School Site Counsel meetings, parent teacher conferences, and school activity meetings. Some parents participate in the Wrap-Around Program in coordination with Juvenile Probation and Mental Health. Parents are encouraged to regularly meet with school staff to discuss behavior and academic progress. Student Study Team meetings and parent conferences are offered to all parents or guardians of our students. Parents may contact the office at 707-464-0750 for more Parent Involvement Opportunities. Members of the community are sought out to participate in areas of their expertise as needs arise.

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
Dropout Rate	0	69.2	37.5	31.6	36.8	20.9	11.5	10.7	9.7
Graduation Rate	60	23.08	12.5	54.39	42.33	55.04	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	33.33	74.82	87.11
Black or African American	0	100	79.19
American Indian or Alaska Native	50	84.21	80.17
Asian	0	75	94.42
Filipino	0	0	93.76
Hispanic or Latino	0	62.07	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	33.33	79.73	90.99
Two or More Races	0	60	90.59
Socioeconomically Disadvantaged	0	57.14	63.9
English Learners	0	66.67	55.44
Students with Disabilities	40	74.12	85.45
Foster Youth	0	0	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	56.63	35.14	27.78	5.39	3.06	2.75	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)

Del Norte Community School participates in a comprehensive School Safety plan with the other programs on the Educational Resource Center. We use the SEMS model to respond to a crisis.

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		2005-2006
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

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	7	5			8	5			7	5		
Mathematics	9	4			13	3			8	5	1	
Science	7	4			10	3	1		10	3		
Social Science	6	5			5	5			5	6		

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	10%	30
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	3%	N/A
Library Media Services Staff (Paraprofessional)	60%	N/A
Psychologist	17%	N/A
Social Worker		N/A
Nurse	9%	N/A
Speech/Language/Hearing Specialist	23%	N/A
Resource Specialist	50%	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	\$94,530	\$16,650	\$77,880	\$69,119
District	N/A	N/A	\$62,182	
Percent Difference: School Site and District	N/A	N/A	25.2	0.0
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	1067.7	-8.7

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

Types of Services Funded (Fiscal Year 2016-17)

In addition to funding the direct services of teachers, administrators, supplies, instructional materials, technology, special education, and other student support services; funding also supports the administrative, business, and curriculum and instruction services of the combined Del Norte County Office of Education and Del Norte Unified School District.

Professional Development (Most Recent Three Years)

The Del Norte County Unified School District and County Office of Education provide ongoing professional development opportunities. The major emphasis of our staff development is in the area of Response to Intervention (RTI), technology support programs, and developing Professional Learning Communities (PLC's). Character Based Literacy, Direct Instruction, Step Up to Writing, and the Beginning Teacher Support and Assessment (BTSA) are other programs that provide professional development opportunities for staff members.

Our focus is on being able to improve student achievement using data, developing individual learning plans to support student learning, and monitoring the academic progress of students. Professional Development is also being provided in the area of PBIS as we start our first full year of implementation. A minimum of three Professional Development days are provided each year.