

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)

School Contact Information	
School Name	Del Norte High School
Street	16601 Nighthawk Lane
City, State, Zip	San Diego, CA 92127
Phone Number	858-487-0877
Principal	Greg Mizel
E-mail Address	gmizel@powayusd.com
Web Site	http://www.delnortenhawk.com
CDS Code	39682960118935

District Contact Information	
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
E-mail Address	dojohnson@powayusd.com
Web Site	www.powayusd.com

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

Del Norte High School Mission Statement

Inspiring passion and preparing all students to be college ready, future focused and globally aware

Del Norte High School opened in August 2009 supporting 750 students; today we support almost 2200 Nighthawks! From that first year to the present, we have focused on helping our students discover their individual passion. An assortment of STEM, VAPA, business and engineering, and technology based elective classes allow our students unique opportunities to explore new interests as well as develop marketable skill sets. An inclusive school by design, we encourage every student attending DNHS to extend themselves - taking rigorous courses to prepare them for college, career and life. We offer almost 20 different Advanced Placement courses and encourage every student attending DNHS to consider taking at least one AP level course prior to graduation. Over 84% of our graduating seniors in the Class of 2017 took one or more AP level classes prior to graduation. Special Education students have access to CSU/UC "a-g" courses as a result of our utilization of the collaborative model of instruction. Our students are also expected to graduate future focused and globally aware. Every student is encouraged to join a club, play a sport, and/or pursue/explore personal interests. As only one example, we have almost 100 ASB approved club charters currently. Clubs help to organize special assemblies and school events, disseminate information, raise campus awareness, and frequently call us to action (cleaning local beaches, packaging food for people living in far away countries, raising money for cancer research, tutoring elementary school students, donating blood, volunteering, etc...). In short, our school's mission permeates almost every aspect of campus life at DNHS.

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

Grade Level	Number of Students
Grade 9	571
Grade 10	520
Grade 11	497
Grade 12	493
Total Enrollment	2,081

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.1
Asian	31.7
Filipino	6.2
Hispanic or Latino	9.7
Native Hawaiian or Pacific Islander	0.3
White	45.2
Two or More Races	4.2
Socioeconomically Disadvantaged	8.1
English Learners	3.9
Students with Disabilities	7.5
Foster Youth	0

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	80	77	89	1590
Without Full Credential	0	0	0	3
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: 11/1/2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Science	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Foreign Language	Each pupil, including English learners, has a textbook or foreign language material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Health	Each pupil, including English learners, has a textbook or health material, or both as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	Each pupil, including English learners, has a textbook or science laboratory material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. These materials include science laboratory equipment for grades 9 to 12, inclusively. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

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: 7/27/17				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
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			SCHOOL IS IN EXCELLENT SHAPE. GROUNDS ARE WELL KEPT AND FIELDS ARE IN GOOD SHAPE. SOCCER FIELD IS IN ROUGH SHAPE

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/27/17				
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)	75	89	75	74	48	48
Mathematics (grades 3-8 and 11)	72	77	67	66	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	494	486	98.38	88.68
Male	253	249	98.42	84.34
Female	241	237	98.34	93.25
Black or African American	12	10	83.33	80
Asian	165	164	99.39	89.63
Filipino	27	26	96.3	96.15
Hispanic or Latino	45	44	97.78	81.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	217	214	98.62	89.25
Two or More Races	26	26	100	88.46
Socioeconomically Disadvantaged	43	40	93.02	85
English Learners	32	29	90.63	58.62

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	49	45	91.84	33.33
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	494	487	98.58	76.59
Male	253	249	98.42	73.49
Female	241	238	98.76	79.83
Black or African American	12	10	83.33	30
Asian	165	165	100	90.3
Filipino	27	26	96.3	84.62
Hispanic or Latino	45	44	97.78	59.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	217	214	98.62	70.56
Two or More Races	26	26	100	80.77
Socioeconomically Disadvantaged	43	41	95.35	58.54
English Learners	32	31	96.88	54.84
Students with Disabilities	49	45	91.84	11.11
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)	81	80	83	83	56	54

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)

The Poway Unified School District and our entire community value the key role that Career-Technical Education (CTE) plays in helping to fulfill the District’s mission of college and career readiness for every student. As an integral part of the educational program, CTE in the Poway Unified School District offers academically challenging technical courses and programs. These courses and programs are comprehensive and future-oriented, are responsive to student, parent, community and workforce development needs, and are proven to positively affect student achievement.

The CTE courses offered at our high schools are advertised to students and parents through the regular course recruitment process each spring. This allows students and parents, with guidance from high school counselors, to choose CTE courses along with all of the other courses offered on that high school campus. This practice ensures that all high school students have access to the CTE courses, including students of special populations. Because the CTE courses are integrated at the high schools and are part of the regular school day, the unique needs of special populations are supported through our existing infrastructure, which includes teachers, counselors, and staff – including Special Education and EL program staff.

An advisory committee is convened at least once a year for each CTE industry sector or pathway. Business representatives from Agriculture; Arts Media and Entertainment; Building and Construction Trades; Business and Finance; Engineering and Architecture; Health Science and Medical Technology; Information and Communication Technologies; Manufacturing and Product Development; Marketing, Sales and Services; Public Services; and Transportation participate. The current chair of our CTE advisory committee is a representative from the Poway Chamber of Commerce (Dolores Canizales, President/CEO).

All of the CTE courses offered fit into a sequence or pathway of courses within an industry sector. To move our CTE courses toward increased rigor and college readiness standards, several years ago, the Poway Unified School District set a goal that each CTE course must meet at least one of the following criteria: be UC approved; be articulated with a local community college; or prepare students for an industry certification. The CTE courses offered during the 2016-17 school year are displayed below. (“U” denotes a course that is UC approved; “A” denotes a course that is articulated.)

- 3D Animation (U; A)
- Accounting (U; A)
- Agriculture Science
- Architectural Design (U; A)
- Art History and Floral Design (U)
- Auto Body Repair/Refinishing
- Auto Mechanics
- Automobile Engineering & Design
- Automotive Technology
- Biomedical Technology (U; A)
- Broadcast Journalism/Television Production (U; A)
- Child Development & Psychology (U)
- Civil Engineering & Architecture (U)
- Clothing
- Computer Graphic Arts (U; A)
- Computer Information Systems (A)
- Computer Integrated Manufacturing (U)
- Computer Programming
- AP Computer Science (U; A)
- AP Computer Science Principles (U)
- Construction Technology
- Data Structures (U; A)
- Digital Media Production (U; A)
- Digital Photography (A)
- Drama (U)
- Economics of Business Ownership (U)
- Engineering Design & Development (U)
- Engineering Geometry (U)
- Exploring Technology
- Fire Science (A)
- First Responder (A)
- Gateway to Technology

- Graphic Design (U; A)
- Human Body Systems (U)
- Internet Publishing
- Internship
- Introduction to Business
- Introduction to Computer Programming
- Introduction to Design (U)
- Introduction to Engineering Design (U; A)
- Marketing Economics (U)
- Photography (U; A)
- Principles of Biomedical Sciences (U)
- Principles of Engineering (U; A)
- Screen Printing & Design (U; A)
- Sports Medicine/Athletic Trainer (U)
- Studio Art (U)
- AP Studio Art 2D (U)
- AP Studio Art 3D (U)
- Sustainable Agriculture (U)
- Technical Production for Theater (U)
- Theater Construction
- Theater Study & Performance (U)
- Veterinary Science (U)
- Video Technology
- Visual Communications (U)
- Web Design (U)
- Work Experience (A)

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	6,623
% of pupils completing a CTE program and earning a high school diploma	41%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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	98.7
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	80.56

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	10.4	24.7	56

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)

DNHS enjoys strong parent and community support. Partnerships have been solidified over time through focus group meetings, community outreach, and parent events (Back to School Night; Parent Conferences; Open Houses; etc.). We have a very successful DNHS Parent Teacher Student Association - which has earned distinction from the 9th District Palomar Council PTA. Additionally, we have established a site foundation (501(c)3). Both organizations enjoy strong community support, and both make a visible and much appreciated impact here supporting students and staff. (To learn more about supporting the PTSA, contact Jillian Tribble at tedjilliantribble@yahoo.com and for the Foundation contact Michael Sadegh at dnhsfoundation@gmail.com.)

Parents have additional opportunities to get involved: participating on the School Site Council, the DNHS Safety Council, the AVID or EL site teams, attending LCAP meetings, participating in the cyclical WASC, CA Distinguished School, and CA Gold Ribbon processes, joining parent booster groups, assisting students in school clubs and during tutorials, joining students in community service, attending school events, attending the quarterly Principal's Coffee, attending mid-trimester parent conferences, and/or by simply volunteering on campus - in the office, in the library, or in the classrooms. For information about any of these opportunities, please contact Mrs. Godman, Administrative Assistant (mgodman@powayusd.com).

We recognize that open lines of communication are imperative to building and maintaining trust. The administrative team places a high priority on visibility. Administrators regularly visit classrooms, walk the campus during periods of transition and at lunch, and maintain an open door policy - meaning students, staff, and/or parents can drop-in to visit, share concerns, or discuss items of interest almost anytime with or without a formal appointment.

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	0.2	0.4	1.1	1	0.9	11.5	10.7	9.7
Graduation Rate	97.93	98.64	99.2	95.57	95.78	95.34	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	98.44	94.15	87.11
Black or African American	100	85.39	79.19
American Indian or Alaska Native	100	73.33	80.17
Asian	100	97.53	94.42
Filipino	96.43	93.75	93.76
Hispanic or Latino	96.3	89.54	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	98.01	94.83	90.99
Two or More Races	100	94.78	90.59
Socioeconomically Disadvantaged	100	84.49	85.45
English Learners	75	50.47	55.44
Students with Disabilities	93.1	79.3	63.9
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	0.5	0.8	1.3	1.1	1.1	1.3	3.8	3.7	3.6
Expulsions	0.1	0.1	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

We have a well-articulated Disaster Preparedness Action Plan developed in partnership with the San Diego Sheriff's Department, the San Diego Police Department and the Rancho Santa Fe Fire Department. The following drills occur once per semester: fire, disaster, earthquake, duck-and-cover and lock down per District and state policy. We formally review our site safety plan with all staff twice per year - once in October and again in February. One of our goals is to further develop staff safety and security measures through safety training during staff meetings. We are working towards this goal by providing a February staff training regarding updated safety protocols and evacuation routes.

Additionally, twice a year, during **School Safety Week** (SSW), members of the administrative team review with students and staff emergency related protocols, and students practice appropriately responding and evacuating when/as prompted. SSW is overseen by our School Site Safety Committee. To learn more about the School Site Safety Committee, please contact Assistant Principal Soo Yeohn de Santiago (sdesantiago@powayusd.com).

Finally, our Campus Security Specialists work to ensure a safe and secure campus - daily. Their approach is two-pronged – relational and logistical. Our Security Team has developed mutually respectful relationships with our students that often lead to “tips” that prevent inappropriate behaviors before they occur, or result in forthright student assistance with disciplinary investigations. On the logistical front, Security Specialists patrol the campus daily, reporting any safety concerns to the appropriate parties. In short, this team is on the front lines when it comes to protecting our campus community.

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		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100

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	19	40	4	30	24	20	4	31	27	13	19	22
Mathematics	23	34	4	43	31	7	11	43	32	5	12	43
Science	21	32	5	31	33	2	6	32	32	2	16	23
Social Science	20	37	1	35	28	14	3	35	32	6	6	34

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	4.5	522
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	7 hours/day	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist		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	--	--	0	\$69,640.15
District	N/A	N/A	9,366	\$80,316
Percent Difference: School Site and District	N/A	N/A	-100.0	-13.3
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-100.0	-12.1

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

Types of Services Funded (Fiscal Year 2016-17)

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,046	\$47,808
Mid-Range Teacher Salary	\$83,106	\$73,555
Highest Teacher Salary	\$101,917	\$95,850
Average Principal Salary (Elementary)	\$130,715	\$120,448
Average Principal Salary (Middle)	\$139,680	\$125,592
Average Principal Salary (High)	\$147,900	\$138,175
Superintendent Salary	\$317,385	\$264,457
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	5%	5%

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	2	N/A
Mathematics	1	N/A
Science	4	N/A
Social Science	3	N/A
All courses	12	46.3

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)

Research supports the positive effects professional development has on increasing student learning. Late start Tuesdays allow staff at DNHS the opportunity to meet with colleagues in Professional Learning Communities (PLC's). Teachers frequently meet to examine student work samples, create common course assessments, and plan for instruction. Additionally, all teaching staff is afforded the opportunity to participate in district and site sponsored professional development. Workshops topics vary: review of the California State Standards (CSS); use of effective instructional strategies; implementing the use of technology in teaching and learning; critical reading, writing and mathematics strategies; effective use of assessments; questioning; student engagement; positive discipline; and multicultural training. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides additional support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status.

Shared staff readings to date include the following titles: Good to Great (Collins) 2008; Disrupting Class (Christensen) 2008-09; Crucial Conversations (Patterson et al) 2009; The Five Dysfunctions of a Team (Lencioni) 2010; The Highly Engaged Classroom (Marzano) 2010; The Advantage (Lencioni) 2011; Why are all the Black Kids Sitting Together in the Cafeteria (Tatum) 2013 and the Multiplier Effect (Wiseman) 2014; The Five Dysfunctions of a Team (Lencioni) 2015 and Overcoming the Achievement GAP Trap (Muhammad) 2016.