



California Department of Education  
 2017 California Gold Ribbon Schools Program  
 Middle and High School Application: Part A



37682960118935

County-District-School (CDS) Code – 14 digits

San Diego

County Name

Poway Unified School District

District Name

Del Norte High School

School Name (If your school is selected for honors, this school name will be engraved on the award plaque.)

16601 Nighthawk Lane

Mailing Address

San Diego

City

92026

Zip Code

858-487-0877

Area Code and Phone Number

6304

858-487-2443

Area Code and Fax Number

gmizel@powayusd.com

Principal's E-mail Address



I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that:

- A data re-certification in early 2017 may disqualify my school from consideration.
- The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school;
- There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses; and
- The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.

Greg Mizel

Principal's Name

[Signature]

Principal's Signature

11/30/16

Date

Dr. Apostle / Mel Robertson, Ed.D.

District Superintendent's Name

Assoc. Supt.

[Signature]

Superintendent's Signature

12/2/16

Date

### School Information

1. Current school enrollment: 2083
2. Which category best describes where your school is located?  
 Urban     Suburban     Rural
3. Does your school receive Title I funding?     Yes     No  
 If yes, indicate type of services:     School-wide     Targeted Assistance
4. What is your school calendar?  Traditional     Year-round     Modified
5. Is your school a charter school?     Yes     No
6. Number of full-time and part-time staff members in each of the categories below:

	Full-time Staff	Part-time Staff
Administrators	<u>4</u>	_____
Classroom teachers	<u>65</u>	<u>17</u>
Counselors	<u>4</u>	<u>1</u>
Credentialed librarians	<u>1</u>	_____
Nurses	_____	_____
Psychologists	<u>1</u>	_____
Technology/media specialists or technicians	<u>2</u>	_____
Paraprofessionals	<u>24</u>	_____
Campus resource officers	_____	_____
Other staff ( <i>specify</i> ) <u>Office Staff/Custodial</u>	<u>23</u>	_____
<b>Total staff</b>	<u>124</u>	<u>18</u>

## Directions to Your School

If your school is selected as a statewide nominee, the site visit team members will need directions to your school.

San Diego County

County

Poway Unified School District

District

Del Norte High School

School

<u>16601 Nighthawk Lane</u>	<u>San Diego</u>	<u>92127</u>
Street Address	City	Zip Code
<u>Greg Mizel</u>	<u>858-487-0877</u>	<u>6302</u>
Principal	(Area Code) Phone Number	Ext.

San Diego International Airport

Name and Location of the Nearest Airport

I-15

Major Freeway Access

Provide detailed travel directions indicating the surface streets that lead to your school. Please do not submit directions or a map generated by an Internet Web site.

Exit airport on North Harbor Blvd.

Turn Left on W. Grape Street

Take the 5 South

Take the 163 North towards Escondido

Merge onto the I-15 North

Take exit 22 for Camino Del Norte

Turn Left on Lone Quail Rd.

Turn Right onto Del Sur Ridge Road

Turn Left onto Nighthawk Lane

Turn Left into the Del Norte HS driveway.

Drive up through the drop off circle and park in the visitor parking on the left side of the circle.

## School Overview

On August 20, 2009, Del Norte High School (DNHS) became the fifth and final high school to open in the Poway Unified School District. The school is built on a 62-acre site that saddles the communities of 4S Ranch and Del Sur in the northwestern portion of the district. DNHS opened relatively small (520 freshmen; 275 sophomores) in 2009. Eight years later our enrollment has jumped to 2083 students (571 freshmen, 523 sophomores, 495 juniors, and 494 seniors), yet Del Norte has maintained its small school sense of intimacy. DNHS is an *inclusive* school by design. Del Norte did not open as a "boundary school." In fact, in the first year, half of the freshmen and sophomores lived outside the natural boundary. DNHS supported students representing *every* middle and high school in PUSD, as well as a number of neighboring communities. Moreover, we supported a significant number of home-schooled and private school students as well. To successfully bring such a diverse group of students together required an openness to and respect for personal differences as well as a willingness and interest to identify commonality and share community. Today, we are much more of a boundary school; however, our school's culture of acceptance, openness, and inclusion still holds strong. Nighthawk Nation is comprised of students who speak 40 different languages and who represent diverse cultures and religious beliefs, yet we continue to flock together.

Del Norte operates on a trimester system. This alternative schedule option was chosen because of the flexibility and opportunities it affords our students. The trimester system is unique in that it allows students the freedom to customize their course load - taking between 4 and 5 classes each trimester or 12-15 courses each year. Students needing remediation or an opportunity to repeat a course can do so - usually in the current school year; students interested in accelerating their learning or exploring electives, internships, or part-time employment opportunities also have the flexibility to accomplish this.

Del Norte High School is a high performing school that has continued to demonstrate its success in a variety of metrics. Early on high API scores, CST scores and CAHSEE pass rates were the early pieces of data that demonstrated our success. In 2013, during the first year of eligibility, DNHS became a CA Distinguished School. In 2014, Del Norte was granted the highest commendation by WASC when we earned a 6-year clear accreditation following our report and site visit by the WASC Visiting Team. Special commendations included praise for our inclusive school culture and appreciation for the work occurring in our Resource and ENS Departments. The WASC visiting team also celebrated our collaborative work supporting our desire to proactively meet the needs of all Nighthawks, the clear passion and vision of our school, and the wide variety of interventions we use to meet individual student needs. Multiple data points continue to validate the strong work occurring here. Last spring, 912 students took 1,993 AP exams achieving an overall pass rate of 89%. Additionally, 76% of our students scored *Met* or *Exceeded the Standards* on the English portion of the CAASPP and 72% reached these same markers on the Math portion of the exam. While we certainly have had a lot to celebrate during these early years, we are absolutely convinced our best years are still ahead of us.



California Department of Education  
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 Middle and High School Application: Part B



Del Norte High School

**Model Program/Practice Summary**

1. Name of Model Program/Practice:

Open Access/Inclusion

2. How long has this Model Program/Practice been in place?

- Less than 2 years     2-4 years     5-8 years     8+ years

3. What is the Target Area? (*Choose at least one area.*)

Target Areas:

- Career Technical Education
- Chronic Absenteeism and Dropout Prevention
- Civic Education Awareness
- Closing the Achievement Gap
- Education Supports
- Nutrition and Physical Activity/Education
- Parent, Family, and Community Involvement
- Professional Development
- Science, Technology, Engineering, and Mathematics
- Use of Technology
- Visual and Performing Arts

4. What are the target populations? (*Check all that apply.*)

Race/Ethnicity Subgroups:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Filipino

(Continued on next page)

Del Norte High School

- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races

Other Student Groups:

- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- At-Risk Students (Academic, Social, Emotional, Behavioral, or Health)
- Other (*specify*) All Students

5. What strategies are used to implement the Model Program/Practice? (*Check all that apply.*)

Strategies:

- School Climate
- Small Learning Communities
- Parent Involvement
- Data-Driven Decision Making
- Health Support
- Social/Emotional/Behavioral Support
- Professional Development
- Other (*specify*)

6. How is your Model Program/Practice referenced in your district's LCAP? [Refer to the State Priorities listed in *Education Code* (ED) sections 52060 and 52066. Charter schools must address priorities in EC Section 5206(d).]

Note: When completing the Model Program/Practice Narrative, your response needs to provide clarifying explanation on **how your implementation** of the Model Program/Practice **at your school site is distinguished** from the district's model.

## Model Program/Practice Narrative

### Model Program/Practice Name: Open Access and Inclusion

#### 1. Description of the Model

Even before Del Norte High School opened, the administrative team envisioned creating an inclusive school that was student-centric and relational. Leadership Team applicants were rated for their content area expertise, relational capacity, cultural proficiency, mindset and commitment to continuous improvement. The goal was to assemble a staff committed to personalizing education while supporting college and career readiness for all. Open access was identified as a non-negotiable. Since opening, each and every student attending DNHS has been encouraged to take UC/CSU a-g courses and to complete at least one Advanced Placement (AP) class prior to graduation. The result - DNHS leads our district in the number of graduating seniors who successfully complete the UC/CSU a-g requirements (81%) as well as producing graduates who have taken at least one AP course (79%). Three years ago we opened an Autism Spectrum Disorder (ASD) class and our commitment to open access was given new space to grow. Although the ASD Program is identified as a SDC and district program, since its inception we have treated it as a site-based added resource. Our ASD students enjoy all the benefits of open access and inclusion and have experienced success in grade level academic content classes in science, history, and world language. This is a distinctive practice as traditionally ASD program students in our district only access physical education and elective courses.

At DNHS, our Mission Statement frames our work: ***Inspiring passion and preparing ALL students to be college ready, future focused and globally aware.*** This mission is the core foundation of our beliefs. Our individual and collective efforts are tied to it. We want our graduates to be passionate individuals who possess the habits of mind along with the self-discipline necessary to excel in college and adult life. Further, we hope to encourage strong character as well as global awareness. We believe as we mainstream our ASD students into general education classes we grow all of our students' capacity for communication and compassion.

#### 2. Implementation & Monitoring of the Model

DNHS is on a trimester system which allows all students to take five classes a trimester and fifteen classes a year, instead of the traditional twelve classes. This allows students time to remediate classes if they fall behind and to take additional classes in a subject area to get ahead. In math, for example, a student can take three classes a year instead of just two. A student enrolled in Algebra 1 and 2 as a freshman can still advance to AP Calculus AB by his or her senior year.

	Trimester 1	Trimester 2	Trimester 3
9 <sup>th</sup> grade	Algebra 1	Algebra 2	Geometry 1
10 <sup>th</sup> grade	Algebra 3	Algebra 4	Geometry 2
11 <sup>th</sup> grade	AFA 1 (Advanced Functional Analysis)	AFA 2	Pre-Calculus 1
12 <sup>th</sup> grade	AP Calculus AB1 Or AP Statistics	AP Calculus AB2 Or AP Statistics	Pre-Calculus 2 Or Statistics

The flexibility of the trimester system allows students to excel in mathematics, taking Advanced Placement level math classes, even if mathematics is an area of relative weakness at the time



of initial enrollment. As we transition to the integrated math classes, we are anticipating that students will continue to make similar growth and achieve similar outcomes.

	<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>
<b>9<sup>th</sup> grade</b>	Integrated 1a	Integrated 1b	Integrated 2a
<b>10<sup>th</sup> grade</b>	Integrated 2b	Integrated 3a	Integrated 3b
<b>11<sup>th</sup> grade</b>	AFA 1 (Advanced Functional Analysis)	AFA 2	Pre-Calculus 1
<b>12<sup>th</sup> grade</b>	AP Calculus AB1 Or AP Statistics	AP Calculus AB2 Or AP Statistics	Pre-Calculus 2 Or Statistics

In addition to allowing students the opportunity to accelerate, the trimester system also allows students the option of taking a period off-roll. While students can take as many as 15 classes in a school year, taking 12 classes is considered full time. Many students benefit from a slower pace and take advantage of the option not to enroll in a first or fifth period class. Having extra time at the beginning or end of the day can be a real benefit to those students active in ASB, clubs, internships, athletics, or those who have jobs. Many of our students take multiple AP classes with an off roll period so that they can concentrate their efforts on balancing their workload. This additional time outside of class helps students to find success in AP classes without compromising the learning in their other classes or reducing their ability to engage and participate in leadership and extra-curricular interests and activities.

Other practices that support open access for students attending Del Norte High School include the following:

- Special Education students have access to UC/CSU a-g courses as a result of our collaborative model of instruction where a resource teacher co-teaches a science, history, English or math class with a general education teacher.
- Each student has access to tutorials three days a week. Tutorials are built into the student's school day. They are also offered before and after school.
- We do not artificially label or separate students. We do not offer honors math, science, history, or world language courses that inevitably (and often unintentionally) create "tracks." Whenever we create course sequences, we ask the question: *Will this decision encourage or hinder open access?*
- We require students taking AP level courses to enroll in seminar classes. These classes extend the learning allowing students and teachers additional time to cover content as well as review for the spring assessment(s).

Additionally, the trimester allows our Autism Spectrum Disorder (ASD) students to take the reading, domestic and vocational skill classes that they need to meet their personal goals as well as having time to participate in a variety of general education classes that are grade appropriate in order to meet their academic and communication goals. All of our ASD students have been mainstreamed into following classes: 9<sup>th</sup> grade – Electives and ENS (9<sup>th</sup> grade PE/Health class); 10<sup>th</sup> grade – Biology; 11<sup>th</sup> grade – US History; 12<sup>th</sup> grade – Civics, Human Body Systems.

Some ASD Nighthawks have also explored Spanish 1 and Chinese 1 as they are interested in languages and they use the world language content to support their progress towards meeting their communication goals. Furthermore, our ASD students are scheduled into a regular Homeroom class, as are all of our students, so they have this additional opportunity to interact with their general education peers. Homeroom classes meet most Fridays and multiple times

the first week of each trimester and stay together all four years of high school, giving all students a home base of peers and a connection with a teacher to support their success.

Currently we are also working collaboratively with the University of Kansas to better understand how teachers can provide high-quality, inclusive academic instruction to students with intellectual and developmental disabilities, including autism. Our general education history teachers and our ASD classroom teacher are investigating various methods of teaching and assessment tools so that students with intellectual and developmental disabilities can demonstrate their mastery of the content.

### 3. Results of the Model/Pupil Outcomes

At DNHS, we have seen tremendous growth in our Advanced Placement program. We initially opened only offering one Advanced Placement class in 2009. Today we offer 19 AP classes.

Advanced Placement Class	Enrollment in AP classes							
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English Language/Comp.	*	61	117	90	103	141	135	146
English Literature/Comp.	*	*	31	66	48	64	72	88
European History	78	163	129	199	212	218	151	210
United States History	*	65	141	159	199	193	175	169
U.S Government and Politics	*	*	60	204	181	235	169	219
Psychology	*	*	32	140	78	131	107	153
Calculus AB	*	89	163	245	264	308	324	351
Calculus BC	*	1	82	97	121	137	152	154
Statistics	*	*	*	162	127	165	211	229
Computer Science	*	*	*	*	*	33	39	50
Biology	*	94	92	139	94	122	192	224
Environmental Science	*	*	68	*	72	82	77	77
Physics C: Mechanics	*	*	99	63	60	84	110	108
Physics C: E&M	*	*	*	*	*	*	29	*
Chemistry	*	*	*	75	136	107	65	51
Spanish Language	*	*	31	*	23	29	23	19
Chinese Language/Culture	*	5	6	15	17	27	29	19
Music Theory	*	*	*	*	20	*	*	33
Studio Art	*	*	*	*	*	19	47	58
<b>Total Students taking AP tests</b>	<b>81</b>	<b>292</b>	<b>552</b>	<b>691</b>	<b>772</b>	<b>870</b>	<b>913</b>	<b>*</b>

\* Course not offered

In Math Advanced Placement Classes, in particular, Del Norte students have achieved extraordinary outcomes. Each year, for the last four years running, we have had between 50-60 graduating seniors sitting in an AP Calculus or Statistics class who started their math journey with us as Freshmen in Algebra 1. 60% of each graduating class starting with the class of 2013 (our first four-year graduates) completed an AP math class. 79% of graduating seniors in the Class of 2016 successfully completed one or more AP classes prior to graduation.

Throughout the past four years, Del Norte has successfully grown our AP program. We offer a wide array of AP courses serving hundreds of students. And while we are seeing a significant increase in AP course enrollments, we have successfully maintained our strong pass rate averages.

Advanced Placement Class	Percent of students who scored a 3 or higher						
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English Language/Comp.	*	79%	92%	90%	91%	96%	95%
English Literature/Comp.	*	*	81%	97%	98%	95%	93%
European History	58%	83%	79%	80%	75%	89%	78%
United States History	*	75%	88%	79%	83%	81%	91%
U.S Government and Politics	*	*	68%	76%	70%	94%	94%
Psychology	*	*	72%	79%	79%	91%	97%
Calculus AB	*	99%	89%	93%	93%	84%	92%
Calculus BC	*	*	100%	98%	100%	100%	100%
Statistics	*	*	*	68%	83%	73%	85%
Computer Science	*	*	*	*	*	100%	95%
Biology	*	82%	74%	70%	83%	83%	84%
Environmental Science	*	*	56%	*	49%	70%	53%
Physics C: Mechanics	*	*	83%	88%	93%	92%	90%
Physics C: E&M	*	*	*	*	*	96%	*
Chemistry	*	*	*	90%	68%	85%	88%
Spanish Language	*	*	84%	*	90%	100%	100%
Chinese Language & Culture	*	*	*	100%	100%	100%	100%
Music Theory	*	*	*	*	100%	*	*
Studio Art	*	*	*	*	*	88%	90%
<b>Total Percent of students with a 3 or higher</b>	60%	85%	82%	83%	83%	88%	89%

\* Course not offered

As demonstrated by the graph above, Del Norte students are successfully mastering the standards delivered in high-level Advanced Placement classes. Through their relationships with staff on campus, students are encouraged to attempt AP level classes and assured of strong teacher support.

We have seen success in the mainstreaming of our ASD students as well. As part of the research study with the University of Kansas, our ASD Nighthawks have demonstrated their mastery of important concepts of U.S. History and Civics proving that they are accessing the same content that all junior and seniors need to earn a California high school diploma. In conversations with their peers, they are communicating about their natural rights and learning about their expanding opportunities in society.

Most importantly, we all benefit from challenging ourselves, learning about others and experiencing all different kinds of people in our lives. Megan Gross, the 2017 California Teacher of the Year, explained it best in this anecdote: "Last spring I was chaperoning the Senior Disneyland trip on a Saturday and later in the afternoon I ran into an ASD student and his family and his mom remarked, 'Now I understand. Kids have been coming up to my son all day and saying "hi" to him. I didn't know there was a DNHS activity here today, but now it makes sense.' This student is nonverbal and his peers learned to communicate with him while taking Biology and U.S. History together, a relationship that does not happen without inclusion." At DNHS, every student matters. Every student is challenged to succeed, and every student grows from their experience here. We still have more work to do, it all begins with mindset and a commitment to supporting open access and inclusion for each and every student.