

Del Norte Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Del Norte Elementary School
Street	850 North Del Norte Avenue
City, State, Zip	Ontario, CA 91764
Phone Number	909-986-9515
Principal	Molly Tovar
Email Address	molly.tovar@omsd.net
School Website	https://www.omsd.net/DelNorte
Grade Span	P-6
County-District-School (CDS) Code	36 67819 6036214

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

At Del Norte Elementary our mission is to provide an academically challenging and supportive environment to the whole child. We will utilize best teaching strategies to deliver instruction and align all practices with our plan for a Multi-Tiered System of Support. We will challenge our students to achieve their personal best and prepare them to be College and Career Ready, while supporting their social-emotional and behavioral needs.

Del Norte is located in the eastern portion of the Ontario Montclair School District and serves approximately 480 students in TK through sixth grade with 30% being English language learners. Del Norte is home to three Special Day Classes that serve grades TK through sixth grades. Del Norte also houses the Let's Talk Program, a speech and language program that works

2025-26 School Description and Mission Statement

with preschool students. Del Norte is a school-wide Title 1 school. Del Norte is a Provision II school, providing breakfast and lunch to all students at no-cost. Del Norte is a community school with the majority of our students walking to/from school. There are many opportunities for students at Del Norte to engage in after-school activities, such as the Think Together Program, after-school athletics, GATE and other enrichment activities through our Afterschool Enrichment (ASE) program, as well as other between the bells and after-school intervention programs.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	59
Grade 2	71
Grade 3	60
Grade 4	79
Grade 5	78
Grade 6	1
Total Enrollment	428

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.9
Male	56.1
American Indian or Alaska Native	0.7
Asian	0.9
Black or African American	7.2
Filipino	0.2
Hispanic or Latino	86.2
Native Hawaiian or Pacific Islander	0.7
Two or More Races	1.4
White	2.6
English Learners	31.5
Foster Youth	0.2
Homeless	32.5
Socioeconomically Disadvantaged	93
Students with Disabilities	17.8

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19	82.61	888.8	90.57	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.9	0.61	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	8.7	17.5	1.78	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	9.7	0.99	11953.1	4.28
Unknown/Incomplete/NA	2	8.7	59.3	6.04	15831.9	5.67
Total Teaching Positions	23	100	981.4	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.1	91.34	891.1	92.2	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	0.62	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	18	1.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.1	0.53	11746.9	4.23
Unknown/Incomplete/NA	2	8.66	46.2	4.79	14303.8	5.15
Total Teaching Positions	23.1	100	966.6	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21	87.5	893	92.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.3	0.96	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7.8	0.82	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	13.1	1.36	12112.8	4.34
Unknown/Incomplete/NA	3	12.5	43.1	4.46	13705.8	4.91
Total Teaching Positions	24	100	966.5	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	0
Misassignments	1.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	0%
Mathematics	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-8 - Eureka Math* (Great Minds)- Adopted 2015 K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 Adopted May, 2020	0%
Science	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	0%
History-Social Science	K-5 Studies Weekly Adopted 2023	0%

	<p>Not a state adoption, however, the district has determined through local review, that the materials are still aligned to current state standards.</p> <p>6-8 My World Interactive (Pearson) - Adopted 2018</p>	
Foreign Language	N/A	0%
Health	<p>K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p>	0%
Visual and Performing Arts	<p>TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p> <p>TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p> <p>TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p>	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A
<p>Note: Cells with N/A values do not require data.</p>		

School Facility Conditions and Planned Improvements

Del Norte School was originally built in 1956. The school was designed to accommodate 480 students. Currently, Del Norte serves about 483 students in grades TK through sixth. There are 35 classroom spaces, including 17 portable classroom buildings added between 1986 and 2009, and a multi-purpose room completed in early 2008. One of the classrooms has been divided into a wellness room for our wellness team to support student SEL needs. An additional building houses the district preschool speech and language program called the Let's Talk Program. The total school site sits on 10.2 acres. Playground space for students comprises approximately 7 acres. There are 13 student and 5 adult restrooms, with all well-maintained and in good working condition. The cafeteria is located in the multipurpose room, where students also eat meals and attend performances and assemblies. The school facility offers a good learning environment with fully functioning lighting, heating, and cooling systems and noise negation. Del Norte underwent modernization in 1995. The general condition of the facility is good. New HVAC units were installed in 2010 in 13 of the portable classrooms, to provide more efficient and quieter air conditions. New HVAC units were installed in 2017 in 19 of the original classrooms to provide more efficient and quieter air conditions. There are no current or planned facility improvements.

Internet access is available in the offices and in all classrooms, with the district adding wireless access in 2009. The district Information Services Department maintains a content filter for all Internet traffic, including email, in accordance with the Children's Internet Protection Act (CIPA) guidelines. Students are supervised before and after school and through out lunch and recess. Del Norte is a closed campus and visitors must sign in at the schools office and wear identification badges while on campus per district safety guidelines.

School Facility Conditions and Planned Improvements

Maintenance and Repair:

Del Norte School is maintained in a manner that ensures it is functional and in good repair. The school employs three full-time custodians. The school administrators work with the custodial staff to make certain that classrooms, restrooms and the school grounds remain clean, safe and orderly, and that the floors, walls and plumbing system are all in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. To assist in this effort, the district Operations Department annually conducts an in-depth evaluation of each school to determine the condition of the facilities and to identify situations that need maintenance, repair or an upgrade. The district uses a facility survey instrument developed by the State of California Office of Public School Construction to assess the data gathered during the inspections. All findings are shared with the principal, and work orders for needed repairs are created at that time. The results of this survey are available in the school office or the district office.

Year and month of the most recent FIT report

08/12/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Staff Lounge (1): Ceiling tiles are damaged, loose, missing or stained (work order #FY25-26-50684 completion pending)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Boys' Restrooms (1): Area has unabated graffiti (1 remedied 8/12/25)
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys' Restrooms (1): Menstrual product dispensers empty (1 remedied 8/12/25) Staff Lounge (1): Menstrual product dispensers empty (1 remedied 8/12/25) Cafeteria/Kitchen (1): Menstrual product dispensers empty (1 remedied 8/12/25) Girls' Restrooms (1): Menstrual product dispensers empty (1 remedied 8/12/25) Main Office Building (1): Menstrual product dispensers empty (1 remedied 8/12/25) Boys' Restrooms (1): Soap/sanitizer dispensers empty (1 remedied 8/12/25) Playground (1): Soap/sanitizer dispensers empty (1 remedied 8/12/25)
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Grounds (1): Seating and/or tables are broken, damaged or deteriorating (1 remedied 8/12/25) Playground (1): Play/sports equipment is broken, damaged or deteriorating (1 remedied 8/12/25)

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	27	27	41	44	47	48
Mathematics (grades 3-8 and 11)	23	29	31	34	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222	221	99.55	0.45	27.15
Female	97	96	98.97	1.03	32.29
Male	125	125	100.00	0.00	23.20
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	25.00
Filipino	0	0	0	0	0
Hispanic or Latino	195	194	99.49	0.51	26.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	78	78	100.00	0.00	5.13
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	150	149	99.33	0.67	23.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	50	100.00	0.00	12.00

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222	221	99.55	0.45	29.41
Female	97	96	98.97	1.03	30.21
Male	125	125	100.00	0.00	28.80
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	25.00
Filipino	0	0	0	0	0
Hispanic or Latino	195	194	99.49	0.51	29.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	78	78	100.00	0.00	11.54
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	150	149	99.33	0.67	25.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	50	100.00	0.00	10.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	22.22	15.38	20.6	24.25	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	78	98.73	1.27	15.38
Female	42	41	97.62	2.38	19.51
Male	37	37	100.00	0.00	10.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	63	62	98.41	1.59	17.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	27	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	47	97.92	2.08	12.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	7.14

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.00%	100.00%	100.00%	100.00%	100.00%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Del Norte has many opportunities for parent involvement. A large number of parents are involved in the designated parent groups of School Site Council (SSC) and the Site English Language Parent Advisory Committee (SELPAC). Other opportunities for parents to be involved are as follows:

- District Parent Advisory Committee (DPAC)
- District English Learner Parent Advisory Committee (DELPAC)
- GATE parent meetings
 - African- American Parent Advisory Council (AAPAC)
- Parent Coffee
- Open House, Back to School Night, parent conferences and other Parent/Family engagement opportunities
- Student recognition assemblies and the Student Success Team Process
- OMSD Family and Community Engagement Department (FCE) programs and opportunities
 - Parent education classes
 - Del Norte's community events

Del Norte works with the district's family collaborative services department in order to provide mental health services, case management, and other services to the students and families of Del Norte. Additionally, Del Norte employs a full-time Outreach Consultant (ORC) who works with families and students in the areas of academics, social-emotional needs, and attendance. Del Norte also employs a full-time School Family Outreach Assistant who assists who collaborates with the ORC to provide services and resources to families.

Regular school-to-home communication is provided in both English and Spanish. Information about current events and school activities can be found on the Del Norte school website, Parent Square, and Instagram. Del Norte mails important news and announcements to parents at home, utilizes Del Norte's telephone system to contact parents verbally sends text messages to parents via Blackboard Connect, and Parent Square.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	486	474	37	7.8
Female	215	210	6	2.9
Male	271	264	31	11.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	38	37	13	35.1
Filipino	--	--	--	--
Hispanic or Latino	416	405	22	5.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	13	13	1	7.7
English Learners	163	158	5	3.2
Foster Youth	--	--	--	--
Homeless	180	179	13	7.3
Socioeconomically Disadvantaged	451	444	37	8.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	101	100	20	20.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.9	0.95	1.03	1.56	1.19	1.56	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.03	0.00
Female	0.47	0.00
Male	1.48	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.26	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.72	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.11	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.95	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Del Norte's safe school plan is comprised of the following goals:

-All students and staff members are provided a safe teaching and learning environment.
 -All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school-related activities.

- Students learn to advocate for themselves and resolve peer conflicts.

-District programs and community resources are made available to students and parents.

-Our School provides an educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Our CSSP was last reviewed and approved at our School Site Council (SSC) meeting on September 22, 2025.

Some of Del Norte's accomplishments have been to send teams for first response training and AED training, participate in all preparedness drills (C.C.R. Title 5 section 560), offer training in violent intruder protocols, implement district policies that pertain to sexual harassment, hold regular SST meetings, and contract with Family Solutions Collaborative. Del Norte is committed to being a Positive Behavior Interventions and Supports School (PBIS), promoting safe behavior and expectations throughout our campus. Del Norte is the proud recipient of the Silver PBIS medal awarded by the California PBIS Coalition in Fall of 2017 and 2018. In 2019, Del Norte was the proud recipient of the Gold PBIS medal and in 2020 was awarded the Community Cares recognition. Del Norte received a Gold Medal recognition for their continued work in PBIS in the 2021-2022 and the 2022-2023 school year. For the 2023-2024 school year, Del Norte received Platinum Medal recognition for their continued work in PBIS. Del Norte also received Platinum medal recognition for the 2024-2025 school year for PBIS implementation.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	0
1	21	1	2	0
2	23	0	3	0
3	17	2	2	0
4	29	0	2	0
5	28	0	2	0
6	0	0	0	0
Other	13	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4	0	0
1	24	0	3	0
2	21	1	2	0
3	23	0	3	0
4	24	0	3	0
5	27	0	2	0
6	0	0	0	0
Other	12	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	4		
1	27		2	
2	23		3	
3	19	3		
4	27		2	
5	31		2	
Other	18	2	1	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,250	3,371	7,878	121,541
District	N/A	N/A	\$1608.0	\$110,380
Percent Difference - School Site and District	N/A	N/A	132.2	14.9
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-31.0	23.1

Fiscal Year 2024-25 Types of Services Funded

All students receive a standards-based education at the appropriate grade level. Students receive small group, differentiated instruction during Universal Access time in all grade levels. Students also receive 30 minutes of English Language Development instruction each day in which students are grouped, assessed, and regrouped appropriately in order to meet each student's language proficiency needs. Extended learning opportunities are offered throughout the year to provide support after the bell rings each school day. In addition, intervention opportunities are provided in a small group setting throughout the instructional day based on students' academic needs.

Various extended education programs have been offered after school to meet the needs of these students. Instructional decisions are based on data derived from the i-ready diagnostics, Interim Assessments, Formative assessments, and grade-level common assessment test results along with Unit Assessments. The school year is launched with deliberate decisions taken from an intensive review of academic data from the California Assessment of Student Performance and Progress (CAASPP) and i-ready data. In addition, categorical funds support two student mentors to support the implementation of our PBIS program implementation and support the social-emotional well-being of students. Del Norte has received funds to fully

Fiscal Year 2024-25 Types of Services Funded

staff a Outreach consultant (ORC) and a School family outreach assistant (SFOA).

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$69,782	\$61,597
Mid-Range Teacher Salary	\$105,685	\$98,902
Highest Teacher Salary	\$129,830	\$126,340
Average Principal Salary (Elementary)	\$183,587	\$158,383
Average Principal Salary (Middle)	\$189,187	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$386,975	\$288,332
Percent of Budget for Teacher Salaries	31.51%	31.29%
Percent of Budget for Administrative Salaries	4.89%	5.38%

Professional Development

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. On-site training and support have been provided in Learning Objectives, Gradual Release, Universal Access and Cooperative Learning. Our school has worked to deepen knowledge of gradual release, writing implementation, and enhancing best first instruction. Teachers also work in grade-level collaboration PLC meetings to analyze student data, create high-leverage activities, and plan deliberate decisions to increase student achievement. We work together to enhance our rigorous Language Arts Common Core standards and are digging deeper into a new adoption that meets our students' needs. Additionally, teachers were provided time for structured teacher planning time for the purpose of analyzing student data and sharing effective teaching strategies. Teachers collaborate to create and promote rigorous and engaging lessons with tools that are research-based.

The support for teachers at Del Norte Elementary has come from the Principal, Assistant Principal, a full-time Instructional Coach, and Outreach Consultant. They assist teachers by offering instructional support, data analysis, and staff development in English Language Development, Language Arts, and interventions for at-risk, and mathematics. The ORC also provides SEL support for students as well as SEL professional development for teachers. They meet with teachers to plan, conduct coaching cycles, share engagement strategies, look at data and plan for differentiated instruction based on needs. They also provide a number of technology resources and other instructional materials to support instruction and student learning. Finally, Del Norte's Principal and Assistant Principal serve as the instructional leaders by planning meetings, presenting research-based effective techniques, conducting classroom walk-throughs, data chats, and embracing the district goals. Del Norte provides many opportunities for teacher collaboration by grade level by providing PLC time for teachers to work together as a grade level through the Plan-Do-Study-Act cycle. In addition, Del Norte has an instructional coach that works with grade levels to plan and share engagement strategies, look at data and alter instruction based on data and student targets. During Data meetings, teachers analyze benchmark data, plan teaching activities and collaborate on new instructional strategies during this process. Towards the end of the school year, horizontal and vertical articulation of grade-level standards helps teachers formulate deliberate decisions to implement in the classroom.

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

Subject	2023-24	2024-25	2025-26
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	24	17	17
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