

# Dinuba High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Dinuba High School
<b>Street</b>	340 East Kern Street
<b>City, State, Zip</b>	Dinuba, CA 93618
<b>Phone Number</b>	(559) 595-7220
<b>Principal</b>	Andrew Popp
<b>Email Address</b>	andrew.popp@dinuba.k12.ca.us
<b>School Website</b>	<a href="https://www.dinuba.k12.ca.us/Domain/8">https://www.dinuba.k12.ca.us/Domain/8</a>
<b>County-District-School (CDS) Code</b>	54-75531-5431184

## 2022-23 District Contact Information

<b>District Name</b>	Dinuba Unified School District
<b>Phone Number</b>	(559) 595-7200
<b>Superintendent</b>	Joe Hernandez, Ed.D.
<b>Email Address</b>	jhernandez@dinuba.k12.ca.us
<b>District Website Address</b>	dusd.dinuba.k12.ca.us

## 2022-23 School Overview

Message from the Principal:

"Our vision for Dinuba is to end generational poverty through education" and our school site mission statement is "Striving towards the GOAL." Graduate with a plan. Opportunities for all. Academic Excellence. Live with character.

Dinuba High School has established our Graduate Outcomes for our students and we strive to prepare them.

Dinuba Graduate Outcomes

- 1) Collaborative Problem Solvers
  - Develop strong interpersonal and conflict resolution skills.
  - Identify complex, real-world problems and analyze for solutions
  - Develop, implement, and communicate new ideas to others
- 2) Productive Citizens
  - Appreciate and respect differences both among people and across cultures
  - Become ethical, respectful, responsible, trustworthy, and caring citizens.
  - Participate in civic life. Know how to stay informed and understand governmental processes.
  - Manage personal resources (time, money, and health).
- 3) College, Career, & Life Ready
  - Navigate a complex and global world.
  - Graduate with a plan based on academic experiences and evidence of skills
  - Possess a work ethic to succeed in post-secondary education or training.

Our student-athletes compete on various teams, including football, baseball, basketball, track, water polo, volleyball, tennis, cross country, and swimming. Our wide array of extracurricular clubs and programs enrich our students' lives and help them thrive in high school. Our Advancement Via Individual Determination (AVID) program motivates students to attend college.

Our staff believes that educating our students requires a partnership among parents, students, and school staff. We invite you to play an active role in your students' education.

## 2022-23 School Overview

### Major Achievements:

In the 21-22 school year Dinuba High School students continued to sustain growth in the ELA CAASPP assessment matching pre pandemic student achievement levels. In addition, our Construction Management Academy was certified as receiving the Gold Standard in Linked Learning, becoming the first Gold certified linked learning pathway of its kind in the Central Valley. Furthermore, Dinuba High School celebrated students that competed nationally in SkillsUSA and internationally for Health Occupational Students of America.

In the 2019-2020 school year, Dinuba High School increased the school's college and career readiness percentage as indicated by CA Dashboard to 79%. 14% higher than the previous school year. Dinuba High School was also named by U.S. World News as one of the Best High School's in America. Continuing this trend of success, DHS grew our college and career percentage to 82% in the 2020-2021 school year.

In the 2018-2019 school year, Dinuba High School increased scores for the second year in a row in the Math CAASPP. This year's increase was by 11%. The ELA CAASPP remained steady at a 63% pass rate. Additionally, DHS was awarded Silver status for its positive behavior, intervention and support system. Our Art and Career Technical Education programs continue to grow. Over half of the student population is enrolled in a CTE course and 64% of DHS students graduated college and career ready as indicated by the state of California education dashboard.

During the 2020-2021 school year, DHS juniors took the online CASPP assessment and performed very well by comparison to pre-pandemic student achievement. 62% of ELA students met or exceeded standards and 26% in math respectively.

During the 2017-2018 school year, the Medical Academy was awarded as a Distinguished Model Academy and the team was recognized in Washington DC for this great accomplishment. The ELA department had a 22% gain on the CAASPP and the Math department had a 5% gain on the CAASPP. The Construction Management Academy completed their 1st house from start to finish on campus during the school year. We also had a record number of students complete Dual Enrollment courses on campus. Six hundred and fifty students completed a course during the school year.

All English and Math teachers have completed training in their adopted curriculum and are provided collaboration time every Tuesday. During this collaboration, teachers calibrate writing, monitor assessment results, and modify pacing and curriculum to better address student needs. Teachers will continue to focus on the improvement of instruction using the varied instructional practices to engage all students. Additionally, the science department has attended training on Next Generation Science Standards. This school year, our staff will continue this journey with support in ELA and ELD from the addition of a district instructional coach and professional development opportunities.

Dinuba High School is focused on continuous improvement. Teachers are provided several minimum days (when students are dismissed early) on the school calendar to work together. They use these sessions to update pacing calendars, modify end-of-course exams, and improve instruction.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	535
Grade 10	608
Grade 11	521
Grade 12	507
<b>Total Enrollment</b>	<b>2,171</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	1.1
Asian	1.2
Black or African American	0.2
Filipino	0.7
Hispanic or Latino	91.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.0
White	4.9
English Learners	26.5
Foster Youth	0.3
Homeless	0.0
Migrant	2.5
Socioeconomically Disadvantaged	86.6
Students with Disabilities	8.6

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 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)	82.30	91.53	235.30	86.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.00	4.04	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	1.87	6.90	2.54	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	0.58	8.80	3.24	12115.80	4.41
Unknown	5.40	6.00	10.20	3.76	18854.30	6.86
<b>Total Teaching Positions</b>	<b>89.90</b>	<b>100.00</b>	<b>272.30</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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.

## 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	
Misassignments	0.60	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.60</b>	

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.50	
<b>Total Out-of-Field Teachers</b>	<b>0.50</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.20	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students are required to check out their core learning materials from the library. All core curriculum has been district approved. The algebra curriculum adoption spans district wide. All students have access to the library, career center and computer labs for additional resources. All adopted text books are aligned with state standards for each content area. Aside from each student having a textbook, core classes have an extra set of textbooks in their classroom. During the 21-22 school year, Dinuba High School implemented 1-1 chrombook access to all students.

<b>Year and month in which the data were collected</b>	12/2020
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	ENGLISH, 9, COLLECTIONS CALIFORNIA, HOUGHTON MIFFLIN, 2017, Blended ENGLISH, 9, LANGUAGE OF LITERATURE (HONORS), MCDUGAL LITTELL, 2002, Bound Only ENGLISH, 10, COLLECTIONS CALIFORNIA, HOUGHTON MIFFLIN, 2017, Blended ENGLISH, 10, LANGUAGE OF LITERATURE (HONORS), MCDUGAL LITTELL, 2002, Bound Only ENGLISH, 11, COLLECTIONS CALIFORNIA, HOUGHTON MIFFLIN, 2017, Blended ENGLISH, 11, PERRINE'S LITERATURE STRUCTURE SOUND & SENSE, WADSWORTH, 2006, Bound Only ENGLISH, 11, HOW TO READ LITERATURE LIKE A PROFESSOR, QUILL, 2006, Bound Only ENGLISH, 12, LANGUAGE OF COMPOSITION (AP LANG), BEDFORD/ST. MARTINS, 2018, Blended	Yes	0
<b>Mathematics</b>	MATHEMATICS, 9-12, "CORE CONNECTIONS, INTEGRATED I", CPM EDUCATIONAL, 2016, Blended MATHEMATICS, 9-12, "CORE-+CONNECTIONS, INTEGRATED II", CPM EDUCATIONAL, 2016, Blended MATHEMATICS, 9-12, "CORE CONNECTIONS, INTEGRATED III", CPM EDUCATIONAL, 2016, Blended MATHEMATICS, 11-12, CALCULUS, HOUGHTON MIFFLIN, 2002, Bound Only MATHEMATICS, 11-12, AP STATISTICS, W.H. FREEMAN, 2015, MATHEMATICS, 12, PATHWAY TO INTRODUCTORY STATISTICS, PEARSON LEARNING, 2018, Bound Only	Yes	0
<b>Science</b>	MEDICAL PATHWAY SCIENCE, 9, HEALTH CARE SCIENCE TECHNOLOGY CAREER FOUNDATIONS, GLENCOE MCGRAW HILL, 2004, Bound Only MEDICAL PATHWAY SCIENCE, 10, ENVIRONMENTAL SCIENCE FOR AP, W.H. FREEMAN, 2012, Bound Only MEDICAL PATHWAY SCIENCE, 11, CONCEPTS OF ATHLETIC TRAINING, JONES & BARTLETT LEARNING, 2012, Bound Only MEDICAL PATHWAY SCIENCE, 11, ESSENTIALS OF HUMAN ANATOMY-+ AND PHYSIOLOGY, PRENTICE HALL, 2009, MEDICAL PATHWAY SCIENCE, 12, PSYCHOLOGY FOR THE AP COURSE, "BEDFORD, FREEMAN & WORTH", 2018, Blended MEDICAL PATHWAY SCIENCE, 12, ESSENTIALS OF MEDICINE: MEDICAL TERMINOLOGY, B.E. PUBLISHING, 2017, Blended SCIENCE, 9-12, "STEMSCOPES CA NGSS 3D HS ONLINE COURSE BIO, CHEM, PHY, & EARTH", ACCELERATE LEARNING, 2018, Blended SCIENCE, 11-12, BIOLOGY (AP BIOLOGY), MCGRAW-HILL, 2007, Bound Only SCIENCE, 10-12, THINKING ABOUT PSYCHOLOGY, WORTH PUBLISHING, 2014, Bound Only  College Physics: A Strategic Approach , Pearson, 2017, Blended	Yes	0

	<p>FRIEDLAND'S ENVIRONMENTAL SCIENCE FOR AP ,WH FREEMAN &amp; CO,2017,Blended  EXPLORING AGRISCIENCE, 5TH EDITION",NATIONAL GEOGRAPHIC,2018,Bound Only</p> <p>AG SCIENCE, 9-12, AGRISCIENCE:FUNDAMENTALS &amp; APPLICATION, DELMAR, 2015, Bound Only  AG SCIENCE, 9-12, THE ART OF FLORAL DESIGN, DELMAR, 2001, Bound Only  AG SCIENCE, 9-12, FLORICULTURE:DESIGNING &amp; MERCHANDISING, CENGAGE LEARNING, 2018, Bound Only</p>		
<b>History-Social Science</b>	<p>SOCIAL SCIENCE, 9, DRIVE RIGHT, PRENTICE HALL, 2015, Blended  SOCIAL SCIENCE, 9, PEARSON HEALTH, PEARSON LEARNING, 2014, Blended  SOCIAL SCIENCE, 10, MODERN WORLD HISTORY, MCDUGAL LITTELL, 2006, Bound Only  SOCIAL SCIENCE, 11, AMERICANS RECONSTRUCTION THRU THE 21ST CENTURY, MCDUGAL LITTELL, 2003, Bound Only  SOCIAL SCIENCE, 12, HMH SOCIAL STUDIES: ECONOMICS, HOUGHTON MIFFLIN, 2018, Blended  SOCIAL SCIENCE, 12, HMH SOCIAL STUDIES: UNITED STATES GOVERNMENT, HOUGHTON MIFFLIN, 2018, Blended  SOCIAL SCIENCE, 11-12, AMERICA PAST AND PRESENT (AP U.S. HISTORY), PRENTICE HALL, 2009, Bound Only  SOCIAL SCIENCE, 11-12, WESTERN CIVILIZATION (AP EUROPEAN HISTORY), WADSWORTH/NATIONAL GEOGRAPHIC, 2018, Blended  SOCIAL SCIENCE, 9-12, WORLD GEOGRAPHY (SOCIAL SCIENCE ELECTIVE), HOLT RINEHART WINSTON, 2005, Bound Only  SOCIAL SCIENCE, 9-12, SOCIOLOGY: THE STUDY OF HUMAN RELATIONSHIPS (ELECTIVE), HOLT RINEHART WINSTON, 2016, Blended</p>	Yes	0
<b>Foreign Language</b>	<p>FOREIGN LANGUAGE, 9-12, BIEN DIT: FRENCH I, HOLT MCDUGAL, 2018, Blended  FOREIGN LANGUAGE, 9-12, BIEN DIT: FRENCH II, HOLT MCDUGAL, 2018, Blended  FOREIGN LANGUAGE, 9-12, BIEN DIT: FRENCH III, HOLT MCDUGAL, 2018, Blended  FOREIGN LANGUAGE, 11-12, TRESORS DU TEMPS (AP FRENCH), GLENCOE MCGRAW HILL, 2006, Bound Only  FOREIGN LANGUAGE, 11-12, LE PETIT PRINCE (AP FRENCH), HOUGHTON MIFFLIN, 2017, Blended  FOREIGN LANGUAGE, 9-12, AUTENTICO (SPANISH I), PEARSON, 2017, Blended  FOREIGN LANGUAGE, 9-12, AUTENTICO (SPANISH II), PEARSON, 2017, Blended  FOREIGN LANGUAGE, 9-12, ABRIENDO PASO GRAMMATICA (NATIVE SPEAKERS), PRENTICE HALL, 2017, Blended  FOREIGN LANGUAGE, 9-12, ABRIENDO PASO-†TEMAS &amp; GRAMMATICA-† (NATIVE SPEAKERS), PRENTICE HALL, 2017, Blended  FOREIGN LANGUAGE, 11-12, AZULEJO:ANTHOLOGY &amp; GUIDE AP SAPANISH LITERATURE, WAYSIDE PUBLISHING, 2016,</p>	Yes	0



	FOREIGN LANGUAGE, 11-12, IMAGINA, VISTA HIGHER LEARNING, 2016, Blended		
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	ART, 9-12, COMMUNICATION THROUGH GRAPHIC DESIGN, DAVIS, 2010, Bound Only DRAMA, 9-12, BASIC DRAMA PROJECTS (DRAMA I), PERFECTION LEARNING, 2004, Bound Only DRAMA, 11-12, BASIC DRAMA PROJECTS (PROD & STAGE CRAFT), PERFECTION LEARNING, 2015, Bound Only	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Dinuba high school has sufficient materials and equipment for all of it offered Lab sciences in physical science, biology and chemistry.	Yes	0

### School Facility Conditions and Planned Improvements

Dinuba High School is over 100 years old and is the nucleus of the community. The school provides for education, entertainment, and recreation for the entire community. Dinuba High School has undergone numerous projects to update the infrastructure of the campus. We recently upgraded the campus wireless network structure to provide wireless access throughout the campus. Many of the classrooms received upgraded AC and heating units to be more energy efficient. Classroom are on a cycle of receiving new carpet/tile on a routine basis. The District just finished the submission of plans to the state to build a new high within the next 5 years. The main building located on our North Side of the campus is underwent a complete remodel during the 2019-2020 school year. Exciting times for the high school and its programs. In the past year, all DHS classrooms were updated to include the use of bipolar ionizers to support airflow and reduce the spread of COVID-19. In addition, the recently remodeled main building has opened for students and staff.

The district maintenance staff and site custodians maintain the campus and buildings. To maintain a safe and healthy environment all custodians and maintenance staff receive training in general maintenance procedures, handling hazardous materials, safety procedures, maintenance of athletic facilities, and work safety issues. In the spring of 2022, DHS hired a Deputy Principal to help support the facility needs of the campus.

**Year and month of the most recent FIT report**

6/27/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			BOYS REST ROOM (NEAR 103): 2. DIRTY VENT. 9. TWO FAUCET HANDLE ARE MISSING. GIRLS REST ROOM (NEAR 101): 2. DIRTY VENTS. 9. FAUCETS HAVE HIGH PRESSURE. 15. DOOR CLOSER COVER IS MISSING (HALLWAY). GIRLS REST ROOM (NEAR 117): 2. DIRTY VENT. 9. TWO FAUCETS HAVE A LOW FLOW AND HIGH PRESSURE. ONE FAUCET HAS NO FLOW.
<b>Interior:</b> Interior Surfaces		X		120/ BASEMENT CLASSROOM: 4. HOLES IN WALL AND CEILING (HALLWAY). 201: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. 7. MULTIPLE LIGHT BULBS ARE OUT. 202: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS LOOSE. 10. PLUG IN CANDLE WARMER. 204 & 203/ BAND ROOM: 4. WALL TILE IS MISSING. CEILING TILES HAVE WATER STAINS. 7. ONE

LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS BROKEN. ONE LIGHT DIFFUSER HAS A WATER STAIN. 15. DOOR CLOSER COVER IS MISSING.

215: 4. FORMICA IS CHIPPING ON COUNTER TOP. FLOOR TILES ARE BROKEN AND MISSING. 7. EXTERIOR LIGHT COVER IS BROKEN.

216: 4. FLOOR TILES ARE BROKEN.

217: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN AT ENTRY TO PREP ROOM. FORMICA IS CHIPPING ON COUNTER TOP. 7. MULTIPLE LIGHT BULBS ARE OUT.

218: 4. CEILING TILE HAS A WATER STAIN. CEILING T-BAR IS RUSTED THROUGHOUT ROOM.

219: 4. WALL PAPER IS TORN. RUBBER MOLDING IS LOOSE AND MISSING. 7. ELECTRICAL COVER IS MISSING (SOUTH WALL). ETHERNET COVER IS MISSING (WEST WALL). 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING. 15. WINDOW SCREEN IS MISSING. DOOR CLOSER COVER IS MISSING.

220: 4. CEILING TILES ARE TORN. WALL PAPER IS TORN. RUBBER MOLDING IS LOOSE. 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON CEILING BEAM, DOOR FRAME, AND EAVES.

222: 4. WATER DAMAGE TO MAIN BEAM.

302: 4. CEILING TILE IS BROKEN (ALSO IN ENTRY ROOM). CEILING TILES ARE MISSING (ENTRY ROOM). CEILING TILE HAS A WATER STAIN.

303: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 10. PLUG IN CANDLE WARMER. 11. PAINT IS PEELING ON DOOR FRAME.

307 WELDING CLASS ROOM: 4. RUBBER MOLDING IS LOOSE. 7. TWO LIGHT DIFFUSER ARE MISSING.

502 3/4 (PRIOR TO 503): 4. FLOOR TILES ARE MISSING. 9. FAUCET HAS A DRIP. 15. DOOR HAS GREAT STUFF IN CRACK AROUND TRIM, NEEDS NEW TRIM (UNSIGHTLY).

505: 4. FLOOR TILES ARE BROKEN. 7. OUTLET COVER IS MISSING (NORTH WALL). ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON EXTERIOR WALL.

512: 4. WALL PAPER IS TORN. 10. FIRE EXTINGUISHER NEEDS TO BE RECHARGED. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON SIDING.

514: 4. WALL PAPER IS TORN. 7. OUTLET COVER IS MISSING (EAST WALL). ELECTRICAL COVER IS MISSING (NORTH WALL).

516: 4. CARPET IS STAINED. 7. OUTLET COVER IS BROKEN (EAST WALL).

521: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP.

527: 4. WALL PAPER IS TORN. 12. DRY ROT NEAR DOOR AT ENTRY. 15. WINDOW SCREEN IS MISSING.

School Facility Conditions and Planned Improvements

			<p>531: 4. WALL PAPER IS TORN.                      533: 4. WALL PAPER IS TORN. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON EAVES. 15. WINDOW SCREEN IS MISSING.                      534: 4. WALL PAPER IS TORN. CARPET IS WORN. PENCIL SHARPENER COVER IS MISSING. 12. DRY ROT ON SIDING.                      BOYS REST ROOM (NEAR 207): 4. SOAP DISPENSERS ARE BROKEN. PAPER TOWEL DISPENSERS ARE BROKEN. 5. FECES LEFT IN TOILET. ROOM IS UNKEPT. GRAFITTI ON INTERIOR WALLS.                      BOYS REST ROOM (NEAR 506): 2. EXHAUST FAN IS NOT WORKING. 4. SOAP DISPENSERS ARE BROKEN. 5. GRAFITTI THROUGHOUT ROOM. 7. ONE LIGHT PANEL IS OUT. 8. ONE URINAL CONSTANTLY RUNS. 9. FAUCETS HAVE A LOW FLOW. 15. DOOR IS NOT SHUTTING PROPERLY. DOOR CLOSER COVER IS MISSING.                      CLASS ROOM: 4. WALL PAPER IS TORN. 7. TWO LIGHT PANELS ARE OUT.                      GIRLS REST ROOM (NEAR 208): 4. SOAP DISPENSER IS BROKEN. 5. FECES LEFT IN TOILET. 7. LIGHT DIFFUSER IS MISSING. 9. ONE FAUCET HANDLE IS MISSING. ONE FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON THE DOOR.                      KITCHEN: 4. FORMICA TRIM IS MISSING NEAR WINDOWS. 5. FLOORING IS DIRTY UNDERNEATH APPLIANCES. 11. PAINT IS PEELING ON INTERIOR WALL.                      OFFICE/ COPY ROOM: 4. CEILING TILES HAVE WATER STAINS (OFFICE). CEILING TILE HAS A HOLE (OFFICE). 7. ONE OUTLET COVER IS MISSING (OFFICE). 10. BURNED CANDLE IN OFFICE. FIRE EXTINGUISHER IS NOT MOUNTED.                      OFFICE: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT.                      PRACTICE: 4. CEILING TILE HAS A HOLE. 7. ONE LIGHT DIFFUSER IS MISSING.                      STAFF LOUNGE: 4. FLOOR TILES ARE BROKEN IN RR. CARPET IS STAINED. TOILET PAPER DISPENSER COVER IS MISSING IN MENS RR. 14. RAMP IS LOOSE.                      STAFF REST ROOM (SOUTH ADMIN): 4. CEILING TILES ARE LOOSE.                      STAFF REST ROOM: 4. CEILING TILE IS MISSING. 5. FLOORING IS DIRTY/UNKEPT.                      WEST GYM: NO ENTRY (STUDENTS PRESENT) 4. FLOOR TILES ARE BROKEN (FOYER). 5. FLOORING UNDER BLEACHERS IS UNKEPT. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON THE WALL.</p>
<p><b>Cleanliness:</b>                      Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>209: 4. CEILING TILES HAVE WATER STAINS. 5. ROTTING FOOD LEFT IN ROOM. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 14. TRIP HAZARD ON WALKWAY.</p>

School Facility Conditions and Planned Improvements

			<p>210: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR ELECTRICAL COVERS ARE MISSING.</p> <p>212: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>304: 5. ROOM IS OVERLY CLUTTERED.</p> <p>507: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>508: 6. TERMITE DAMAGE ON WINDOW SILL. 7. ELECTRICAL COVER IS MISSING IN CEILING.</p> <p>510: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS MISDING (EAST WALL). 9. FAUCET HAS A CONSTANT DRIP/FLOW.</p> <p>532: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>BOYS REST ROOM (NEAR 113): 5. FECES LEFT IN TOILET. 8. URINAL DRAIN GUARD IS MISSING. 9. ONE FAUCET HAS NO FLOW. FAUCETS HAVE HIGH PRESSURE.</p> <p>BOYS REST ROOM (NEAR 207): 4. SOAP DISPENSERS ARE BROKEN. PAPER TOWEL DISPENSERS ARE BROKEN. 5. FECES LEFT IN TOILET. ROOM IS UNKEPT. GRAFITTI ON INTERIOR WALLS.</p> <p>GIRLS REST ROOM (NEAR 208): 4. SOAP DISPENSER IS BROKEN. 5. FECES LEFT IN TOILET. 7. LIGHT DIFFUSER IS MISSING. 9. ONE FAUCET HANDLE IS MISSING. ONE FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON THE DOOR.</p> <p>GIRLS REST ROOM (NEAR 506): 2. EXHAUST FAN IS NOT FUNCTIONING. 5. GRAFFITI ON STALL PARTOTION. 7. TWO LIGHT PANELS ARE DIM.</p> <p>PREP ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>STAFF REST ROOM: 4. CEILING TILE IS MISSING. 5. FLOORING IS DIRTY/UNKEPT.</p> <p>WEST GYM: NO ENTRY (STUDENTS PRESENT) 4. FLOOR TILES ARE BROKEN (FOYER). 5. FLOORING UNDER BLEACHERS IS UNKEPT. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON THE WALL.</p>
<p><b>Electrical</b></p>		<p>X</p>	<p>110: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.</p> <p>111: 7. EXTENSION CORD IS BEING PERMANENTLY USED.</p> <p>201: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>202: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS LOOSE. 10. PLUG IN CANDLE WARMER.</p> <p>204 &amp; 203/ BAND ROOM: 4. WALL TILE IS MISSING. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS BROKEN. ONE LIGHT DIFFUSER HAS A WATER STAIN. 15. DOOR CLOSER COVER IS MISSING.</p>

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			<p>215: 4. FORMICA IS CHIPPING ON COUNTER TOP. FLOOR TILES ARE BROKEN AND MISSING. 7. EXTERIOR LIGHT COVER IS BROKEN.</p> <p>217: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN AT ENTRY TO PREP ROOM. FORMICA IS CHIPPING ON COUNTER TOP. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>220: 4. CEILING TILES ARE TORN. WALL PAPER IS TORN. RUBBER MOLDING IS LOOSE. 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON CEILING BEAM, DOOR FRAME, AND EAVES.</p> <p>300: 7. MULTIPLE LIGHT PANELS ARE OUT.</p> <p>301: 7. ONE LIGHT PANEL IS OUT.</p> <p>307 WELDING CLASS ROOM: 4. RUBBER MOLDING IS LOOSE. 7. TWO LIGHT DIFFUSER ARE MISSING.</p> <p>308: 7. MULTIPLE LIGHT PANELS ARE OUT.</p> <p>526: 7. TWO LIGHT DIFFUSERS ARE MISSING. 10. BURNED CANDLE IN ROOM. PLUG IN CANDLE WARMER.</p> <p>AUTO SHOP 306: 7. EXTERIOR ELECTRICAL COVER IS MISSING. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>CLASS ROOM: 4. WALL PAPER IS TORN. 7. TWO LIGHT PANELS ARE OUT.</p> <p>OFFICE: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT.</p> <p>OFFICE: 7. LIGHT DIFFUSER IS BROKEN.</p> <p>PRACTICE: 4. CEILING TILE HAS A HOLE. 7. ONE LIGHT DIFFUSER IS MISSING.</p> <p>PREP ROOM: 7. FOUR LIGHT PANELS ARE OUT.</p> <p>PREP ROOM: 7. TWO LIGHT PANELS ARE OUT.</p> <p>WEST GYM: NO ENTRY (STUDENTS PRESENT) 4. FLOOR TILES ARE BROKEN (FOYER). 5. FLOORING UNDER BLEACHERS IS UNKEPT. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON THE WALL.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>502 3/4 (PRIOR TO 503): 4. FLOOR TILES ARE MISSING. 9. FAUCET HAS A DRIP. 15. DOOR HAS GREAT STUFF IN CRACK AROUND TRIM, NEEDS NEW TRIM (UNSIGHTLY).</p> <p>BOYS REST ROOM (NEAR 103): 2. DIRTY VENT. 9. TWO FAUCET HANDLE ARE MISSING.</p> <p>BOYS REST ROOM (NEAR 113): 5. FECES LEFT IN TOILET. 8. URINAL DRAIN GUARD IS MISSING. 9. ONE FAUCET HAS NO FLOW. FAUCETS HAVE HIGH PRESSURE.</p> <p>GIRLS REST ROOM (NEAR 101): 2. DIRTY VENTS. 9. FAUCETS HAVE HIGH PRESSURE. 15. DOOR CLOSER COVER IS MISSING (HALLWAY).</p> <p>GIRLS REST ROOM (NEAR 117): 2. DIRTY VENT. 9. TWO FAUCETS HAVE A LOW FLOW AND HIGH PRESSURE. ONE FAUCET HAS NO FLOW.</p> <p>NURSE (NORTH ADMIN): 9. FAUCET HAS HIGH PRESSURE IN RR.</p> <p>STAFF REST ROOM (SOUTH ADMIN): 9. SINK IS NOT DRAINING PROPERLY.</p>

School Facility Conditions and Planned Improvements

			STAFF REST ROOM: 9. FAUCET HAS A DRIP.
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X		<p>113: 10. MULTIPLE PLUG IN AIR FRESHENERS. 202: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS LOOSE. 10. PLUG IN CANDLE WARMER. 219: 4. WALL PAPER IS TORN. RUBBER MOLDING IS LOOSE AND MISSING. 7. ELECTRICAL COVER IS MISSING (SOUTH WALL). ETHERNET COVER IS MISSING (WEST WALL). 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING. 15. WINDOW SCREEN IS MISSING. DOOR CLOSER COVER IS MISSING. 220: 4. CEILING TILES ARE TORN. WALL PAPER IS TORN. RUBBER MOLDING IS LOOSE. 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON CEILING BEAM, DOOR FRAME, AND EAVES. 221: 7. TWO LIGHT DIFFUSERS ARE MISSING. OUTLET COVERS ARE BROKEN (WEST WALL). 11. PAINT IS PEELING ON CEILING BEAM. 303: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 10. PLUG IN CANDLE WARMER. 11. PAINT IS PEELING ON DOOR FRAME. 503: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 11. PAINT IS CHIPPING/PEELING ON COUNTERTOP. 505: 4. FLOOR TILES ARE BROKEN. 7. OUTLET COVER IS MISSING (NORTH WALL). ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON EXTERIOR WALL. 509 B: 11. PAINT IS PEELING ON WINDOW SILL. 509: 7. ELECTRICAL COVER IS MISSING ON WEST WALL. 10. FIRE EXTINGUISHER IS NOT MOUNTED. NO ROOM ID. 11. PAINT IS PEELING ON WINDOW SILL. 15. DOOR IS NOT SHUTTING PROPERLY. WINDOW IS BROKEN. 515: 7. ELECTRICAL COVERS ARE MISSING (NORTH WALL). 11. PAINT IS PEELING ON DOOR. 517: 10. FIRE EXTINGUISHER IS NOT MOUNTED. 526: 7. TWO LIGHT DIFFUSERS ARE MISSING. 10. BURNED CANDLE IN ROOM. PLUG IN CANDLE WARMER. 529: 10. FIRE EXTINGUISHER IS MISSING. 12. DRY ROT NEAR DOOR AT ENTRY. 533: 4. WALL PAPER IS TORN. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON EAVES. 15. WINDOW SCREEN IS MISSING. AUTO SHOP 306: 7. EXTERIOR ELECTRICAL COVER IS MISSING. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. GIRLS REST ROOM (NEAR 208): 4. SOAP DISPENSER IS BROKEN. 5. FECES LEFT IN TOILET. 7. LIGHT DIFFUSER IS MISSING. 9. ONE FAUCET HANDLE IS MISSING. ONE FAUCET HAS</p>

School Facility Conditions and Planned Improvements

			<p>A LOW FLOW. 11. PAINT IS PEELING ON THE DOOR.          KITCHEN: 4. FORMICA TRIM IS MISSING NEAR WINDOWS. 5. FLOORING IS DIRTY UNDERNEATH APPLIANCES. 11. PAINT IS PEELING ON INTERIOR WALL.          OFFICE 8: 10. PLUG IN CANDLE WARMER.          WELDING SHOP: 10. ONE FIRE EXTINGUISHER IS MISSING.          WEST GYM: NO ENTRY (STUDENTS PRESENT) 4. FLOOR TILES ARE BROKEN (FOYER). 5. FLOORING UNDER BLEACHERS IS UNKEPT. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON THE WALL.</p>
<p><b>Structural:</b>          Structural Damage, Roofs</p>	<p>X</p>		<p>219: 4. WALL PAPER IS TORN. RUBBER MOLDING IS LOOSE AND MISSING. 7. ELECTRICAL COVER IS MISSING (SOUTH WALL). ETHERNET COVER IS MISSING (WEST WALL). 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING. 15. WINDOW SCREEN IS MISSING. DOOR CLOSER COVER IS MISSING.          512: 4. WALL PAPER IS TORN. 10. FIRE EXTINGUISHER NEEDS TO BE RECHARGED. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON SIDING.          525: 4. CEILING TILE HAS A WATER STAIN. 13. BOARD IS LOOSE IN EAVES. 15. DOOR IS RUSTED AT BASE.          527: 4. WALL PAPER IS TORN. 12. DRY ROT NEAR DOOR AT ENTRY. 15. WINDOW SCREEN IS MISSING.          529: 10. FIRE EXTINGUISHER IS MISSING. 12. DRY ROT NEAR DOOR AT ENTRY.          534: 4. WALL PAPER IS TORN. CARPET IS WORN. PENCIL SHARPENER COVER IS MISSING. 12. DRY ROT ON SIDING.          CAFETERIA: 4. EDGE OF STAGE IS BROKEN (INJURY HAZARD). CABINET DOOR IS BROKEN. 7. LIGHT PANELS ARE OUT. 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. 12. EXTERIOR LUNCH AREA AWNING HAS DRY ROT.</p>
<p><b>External:</b>          Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>X</p>		<p>204 &amp; 203/ BAND ROOM: 4. WALL TILE IS MISSING. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS BROKEN. ONE LIGHT DIFFUSER HAS A WATER STAIN. 15. DOOR CLOSER COVER IS MISSING.          207: 4. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT BULBS ARE OUT. 14. TRIP HAZARD ON WALKWAY.          209: 4. CEILING TILES HAVE WATER STAINS. 5. ROTTING FOOD LEFT IN ROOM. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 14. TRIP HAZARD ON WALKWAY.          219: 4. WALL PAPER IS TORN. RUBBER MOLDING IS LOOSE AND MISSING. 7. ELECTRICAL COVER IS MISSING (SOUTH WALL). ETHERNET COVER IS MISSING (WEST WALL). 11. PAINT IS PEELING ON</p>

## School Facility Conditions and Planned Improvements

			<p>EAVES. 12. DRY ROT ON SIDING. 15. WINDOW SCREEN IS MISSING. DOOR CLOSER COVER IS MISSING.</p> <p>502 3/4 (PRIOR TO 503): 4. FLOOR TILES ARE MISSING. 9. FAUCET HAS A DRIP. 15. DOOR HAS GREAT STUFF IN CRACK AROUND TRIM, NEEDS NEW TRIM (UNSIGHTLY).</p> <p>506: 14. TRIP HAZARD ON WALKWAY.</p> <p>511: 4. FLOOR TILES ARE BROKEN. 7. ELECTRICAL COVERS ARE MISSING IN CEILING (STORAGE). 14. TRIP HAZARD ON WALKWAY.</p> <p>525: 4. CEILING TILE HAS A WATER STAIN. 13. BOARD IS LOOSE IN EAVES. 15. DOOR IS RUSTED AT BASE.</p> <p>527: 4. WALL PAPER IS TORN. 12. DRY ROT NEAR DOOR AT ENTRY. 15. WINDOW SCREEN IS MISSING.</p> <p>533: 4. WALL PAPER IS TORN. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON EAVES. 15. WINDOW SCREEN IS MISSING.</p> <p>AUDITORIUM/ 118: 14. DRAIN GUARD IS MISSING CREATING A TRIP HAZARD AT EXTERIOR ENTRANCE.</p> <p>FOOTBALL STADIUM: 14. TRIP HAZARDS BETWEEN STADIUM AND (300) BUILDINGS.</p> <p>GIRLS REST ROOM (NEAR 101): 2. DIRTY VENTS. 9. FAUCETS HAVE HIGH PRESSURE. 15. DOOR CLOSER COVER IS MISSING (HALLWAY).</p>
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### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	66	N/A	46	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	23	N/A	25	N/A	33

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	506	492	97.23	2.77	66.46
<b>Female</b>	229	222	96.94	3.06	72.07
<b>Male</b>	277	270	97.47	2.53	61.85
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	469	461	98.29	1.71	66.38
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	24	20	83.33	16.67	70.00
<b>English Learners</b>	106	101	95.28	4.72	29.70
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	428	422	98.60	1.40	66.59
<b>Students Receiving Migrant Education Services</b>	13	12	92.31	7.69	50.00
<b>Students with Disabilities</b>	47	46	97.87	2.13	8.70

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	505	492	97.43	2.57	23.01
<b>Female</b>	228	222	97.37	2.63	25.68
<b>Male</b>	277	270	97.47	2.53	20.82
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	468	461	98.50	1.50	22.83
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	24	20	83.33	16.67	25.00
<b>English Learners</b>	105	102	97.14	2.86	1.96
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	427	422	98.83	1.17	23.28
<b>Students Receiving Migrant Education Services</b>	13	13	100.00	0.00	38.46
<b>Students with Disabilities</b>	47	45	95.74	4.26	2.27

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	19.53	NT	19.58	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	1004	978	97.41	2.59	19.53
<b>Female</b>	481	474	98.54	1.46	14.56
<b>Male</b>	523	504	96.37	3.63	24.21
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	12	10	83.33	16.67	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	930	911	97.96	2.04	19.21
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	49	44	89.8	10.2	25
<b>English Learners</b>	204	194	95.1	4.9	2.58
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	862	845	98.03	1.97	18.11
<b>Students Receiving Migrant Education Services</b>	33	33	100	0	27.27
<b>Students with Disabilities</b>	86	81	94.19	5.81	3.7

## 2021-22 Career Technical Education Programs

Dinuba High School has developed a comprehensive approach to preparing students for college and career readiness. We offer a campus-wide career fair; a business/communications class; and hands-on occupational training in agriculture, auto mechanics, education, word processing, computer-assisted drafting, building trades, and manufacturing. We also offer a business/career pathway in technological services. Our goal has been to strengthen our college and career going culture while enhancing our vocational departments. Manjeet Dail is the district primary representative for the CTE advisory committee. Dinuba High School's CTE advisory is represented by a variety of industry partners including; Bank of the Sierra, West Air, 84 Lumber Sales, Valley Regional Occupation Program, Vino Restaurant, Sanchez Designs, Ener Cal Solutions, Naylor Farms, Nishananka Farms, Farm Credit, Watson Farms, Torosian Farms, Reedley College, and WIB.

In addition, DHS offers two linked learning Academies, the Construction Management Academy and Medical Academy. These are both four year distinguished programs that engage students in cross disciplinary projects and expose students to a variety of career opportunities in each respective field. DHS is in the process of developing linked learning programs for Education and computer sciences.

All students complete college preparation coursework in Math, English, Science, and Social Science. Students complete high school requirements while focusing on desired career pathways. Well rounded selections of pathways are available for students to choose from at Dinuba High School. Through counseling sessions and Focus Lessons, students are encouraged to complete at least two pathways in their high school education. Students have a total of 24 CTE pathways to choose from.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1535
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	90.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	73.00

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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 9	95%	95%	95%	95%	95%

## 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.

#### 2022-23 Opportunities for Parental Involvement

Dinuba High School recognizes the importance of parental participation. Parents are elected to our SSC, ELAC at the start of the school year. Parents are also involved in our band, drama, sports boosters, and encouraged to attend our various school functions throughout the year. The DHS leadership team conducts frequent home visits, and various advisory committees to involve our parents in their child's education. In addition, we mail home publications regularly to inform parents of current and upcoming school-related events as well as opportunities for volunteering. In the fall parents can meet teachers and inquire about their students' courses of study at Back-to-School Night. Parents receive a school staff directory with each teacher's email address. Our various extracurricular activity events throughout the year provide a great opportunity for parents to come and connect with the school in support of each program. In addition, DHS school counselors offer evening hours several times per semester to support our families.

In the spring of 2023 Dinuba High School will begin parent empowerment courses through PIQE, parent institute for quality education.

Parent involvement and support will remain a focus for Dinuba High School. DHS is continuously looking for innovative ways to connect with our school community. This year, we will continue to offer parent information nights via zoom online platforms to reach a broader audience. Once a month our counseling department offers evening appointments to help our parents who work during the school day.

***If you would like more information about Parent Engagement Activities please contact : Jeanette Chavez at 559-595-7220 ext 2724***

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.8	3.9		3.4	6.2		8.9	7.8
Graduation Rate		95.9	92.9		91.2	87.9		84.2	87

#### 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	518	481	92.9
Female	260	250	96.2
Male	258	231	89.5
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	477	446	93.5
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	29	23	79.3
English Learners	136	115	84.6
Foster Youth	--	--	--
Homeless	18	15	83.3
Socioeconomically Disadvantaged	470	434	92.3
Students Receiving Migrant Education Services	32	28	87.5
Students with Disabilities	39	35	89.7



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	2296	2228	585	26.3
<b>Female</b>	1111	1074	308	28.7
<b>Male</b>	1185	1154	277	24.0
<b>American Indian or Alaska Native</b>	24	24	2	8.3
<b>Asian</b>	28	25	3	12.0
<b>Black or African American</b>	6	6	1	16.7
<b>Filipino</b>	16	16	4	25.0
<b>Hispanic or Latino</b>	2102	2040	535	26.2
<b>Native Hawaiian or Pacific Islander</b>	3	3	0	0.0
<b>Two or More Races</b>	1	1	0	0.0
<b>White</b>	116	113	40	35.4
<b>English Learners</b>	623	599	158	26.4
<b>Foster Youth</b>	11	10	4	40.0
<b>Homeless</b>	4	4	2	50.0
<b>Socioeconomically Disadvantaged</b>	1998	1942	522	26.9
<b>Students Receiving Migrant Education Services</b>	72	68	20	29.4
<b>Students with Disabilities</b>	206	197	64	32.5

### 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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.14	2.25	2.45
Expulsions	0.18	0.16	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.09	4.31	0.04	3.13	0.20	3.17
Expulsions	0.00	0.52	0.00	0.33	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.31	0.52
Female	3.06	0.09
Male	5.49	0.93
American Indian or Alaska Native	4.17	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	12.50	0.00
Hispanic or Latino	4.42	0.57
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.59	0.00
English Learners	5.46	1.12
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.80	0.60
Students Receiving Migrant Education Services	5.56	1.39
Students with Disabilities	9.22	0.49

## 2022-23 School Safety Plan

Student safety is a top priority for all staff at Dinuba High School. In the fall of 2022, DUSD hired a district safety coordinator to help support the implementation of the DHS safe school plan. In addition, our site and district administrative teams meet regularly to foster the collective efficacy of our school sites around student safety and discuss the lingering effects of the COVID-19 pandemic and its impact on attendance and student learning.

Assistant principals, counselors and teachers supervise the campus for 15 minutes before school begins. The counselors, assistant principals, principal, and school resource officer supervise the campus during lunch and after school. Visitors register at the office before coming onto campus. All staff members have been trained in emergency response procedures, which are posted in every room on the campus. We practice emergency procedures at least once each term. Additional campus security cameras were installed at both ends of the campus for added student safety during the summer of 2022. We have 4 campus monitors throughout the day for supervision and they monitor the school while class is in session and ensures all students are in class and not walking around campus. In addition, DHS has an evening campus monitor to support the safety of after school activities. Dinuba High School has a School Resource officer assigned to the campus. All teachers stand at their doorway to assist in the supervision of students during passing time.

The School Site Council (SSC) approves our School Safety Plan at the beginning of each school year. The School safety plan is updated yearly.

The school practices "lock down" procedures each year as well.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	26	46	16
Mathematics	28	14	40	13
Science	30	2	32	11
Social Science	29	10	35	18

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	13	40	37
Mathematics	29	10	34	22
Science	30	2	31	12
Social Science	30	7	32	23

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	22	56	16
Mathematics	30	10	36	20
Science	30	3	25	18
Social Science	30	6	20	37

## 2021-22 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	434.2

## 2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$6,862	\$143	\$6,719	\$91,042
District	N/A	N/A	\$3,980	\$83,819
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	1.9	

## 2021-22 Types of Services Funded

The Dinuba community is very generous with our school and students. Nonprofit organizations and businesses contribute extensively to Dinuba High School programs. Dinuba High School also receives donations from the many booster clubs that work hard throughout the year to cover expenses the school is unable to fund. We have grants for specific vocational, educational, and agricultural programs. Donations from merchants and businesses help support our band, choir, agriculture department, and other school organizations and activities. We use a combination of state and federal Title I and LCAP funds to provide additional instructional support for our language arts and mathematics classes. All the expenditures are clearly defined in our School Plan for Student Achievement and are aligned to our district LCAP goals. Dinuba High continues to seek additional funding through grants to help reach our goals. DHS encourages and empowers students to fundraise to support the ongoing needs of extracurricular programs.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$52,441	\$52,478
Mid-Range Teacher Salary	\$76,298	\$80,810
Highest Teacher Salary	\$102,025	\$101,276
Average Principal Salary (Elementary)	\$122,534	\$127,080
Average Principal Salary (Middle)	\$128,661	\$134,264
Average Principal Salary (High)	\$148,941	\$147,200
Superintendent Salary	\$199,851	\$242,351
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	6%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	11.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	7
Fine and Performing Arts	0
Foreign Language	2
Mathematics	0
Science	3
Social Science	4
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	16

## Professional Development

All teachers participate in school-wide staff development focused on improving instruction for students. Additional training is provided by Tulare County Office of Education consultants. We work with TCOE in consultants in Math, English, Science, Social Science and Technology. Also, staff members attend training's at conferences and local training's. Our Career Technical Education teachers have been trained in the 11 elements of a High Quality CTE program and they continue to reflect and develop the best possible programs for our students. DUSD has contracted an instructional coach to provide professional development to DHS teachers to support our ELA and ELD programs. In addition, DHS teachers participated in a school-wide professional development on 11/1/22 with a focus on building our instructional capacity around providing instructional choice, opportunities to respond, Angst/anxiety social emotional learning, and PBIS behavior specific praise.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	2	2