

Dinuba High School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Dinuba High School
Street	340 East Kern Street
City, State, Zip	Dinuba, CA 93618
Phone Number	(559) 595-7220
Principal	Andrew Popp
Email Address	andrew.popp@dinuba.k12.ca.us
School Website	
County-District-School (CDS) Code	54-75531-5431184

2021-22 District Contact Information

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

2021-22 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.

2021-22 School Overview

Major Achievements:

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 it's 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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	599
Grade 10	560
Grade 11	547
Grade 12	493
Total Enrollment	2,199

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	1
Black or African American	0.4
Filipino	0.7
Hispanic or Latino	93.5
Native Hawaiian or Pacific Islander	0.1
White	4.2
English Learners	23.7
Foster Youth	0.8
Homeless	0.7
Socioeconomically Disadvantaged	81.8
Students with Disabilities	7.7

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

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

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)	82.3	91.5	235.3	86.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	11.0	4.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.6	1.9	6.9	2.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	0.6	8.8	3.2	12115.8	4.4
Unknown	5.4	6.0	10.2	3.8	18854.3	6.9
Total Teaching Positions	89.9	100.0	272.3	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	1.0
Misassignments	0.6
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.6

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.5
Total Out-of-Field Teachers	0.5

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.2
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

2021-22 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

Year and month in which the data were collected

12/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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
Mathematics	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
Science	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	Yes	0

	<p>MEDICAL PATHWAY SCIENCE,12,ESSENTIALS OF MEDICINE:MEDICAL TERMINOLOGY,B.E. PUBLISHING,2017,Blended</p> <p>SCIENCE,9-12,"STEMSCOPES CA NGSS 3D HS ONLINE COURSE BIO, CHEM, PHY, & EARTH",ACCELERATE LEARNING,2018,Blended</p> <p>SCIENCE,11-12,BIOLOGY (AP BIOLOGY),MCGRAW-HILL,2007,Bound Only</p> <p>SCIENCE,10-12,THINKING ABOUT PSYCHOLOGY,WORTH PUBLISHING,2014,Bound Only</p> <p>College Physics: A Strategic Approach ,Pearson,2017,Blended</p> <p>FRIEDLAND'S ENVIRONMENTAL SCIENCE FOR AP ,WH FREEMAN & CO,2017,Blended</p> <p>EXPLORING AGRISCIENCE, 5TH EDITION",NATIONAL GEOGRAPHIC,2018,Bound Only</p> <p>AG SCIENCE,9-12,AGRISCIENCE:FUNDAMENTALS & APPLICATION,DELMAR,2015,Bound Only</p> <p>AG SCIENCE,9-12,THE ART OF FLORAL DESIGN,DELMAR,2001,Bound Only</p> <p>AG SCIENCE,9-12,FLORICULTURE:DESIGNING & MERCHANDISING,CENGAGE LEARNING,2018,Bound Only</p>		
History-Social Science	<p>SOCIAL SCIENCE,9,DRIVE RIGHT,PRENTICE HALL,2015,Blended</p> <p>SOCIAL SCIENCE,9,PEARSON HEALTH,PEARSON LEARNING,2014,Blended</p> <p>SOCIAL SCIENCE,10,MODERN WORLD HISTORY,MCDUGAL LITTELL,2006,Bound Only</p> <p>SOCIAL SCIENCE,11,AMERICANS RECONSTRUCTION THRU THE 21ST CENTURY,MCDUGAL LITTELL,2003,Bound Only</p> <p>SOCIAL SCIENCE,12,HMH SOCIAL STUDIES: ECONOMICS,HOUGHTON MIFFLIN,2018,Blended</p> <p>SOCIAL SCIENCE,12,HMH SOCIAL STUDIES: UNITED STATES GOVERNMENT,HOUGHTON MIFFLIN,2018,Blended</p> <p>SOCIAL SCIENCE,11-12,AMERICA PAST AND PRESENT (AP U.S. HISTORY),PRENTICE HALL,2009,Bound Only</p> <p>SOCIAL SCIENCE,11-12,WESTERN CIVILIZATION (AP EUROPEAN HISTORY),WADSWORTH/NATIONAL GEOGRAPHIC,2018,Blended</p> <p>SOCIAL SCIENCE,9-12,WORLD GEOGRAPHY (SOCIAL SCIENCE ELECTIVE),HOLT RINEHART WINSTON,2005,Bound Only</p> <p>SOCIAL SCIENCE,9-12,SOCIOLOGY: THE STUDY OF HUMAN RELATIONSHIPS (ELECTIVE),HOLT RINEHART WINSTON,2016,Blended</p>	Yes	0
Foreign Language	<p>FOREIGN LANGUAGE,9-12,BIEN DIT: FRENCH I,HOLT MCDUGAL,2018,Blended</p> <p>FOREIGN LANGUAGE,9-12,BIEN DIT: FRENCH II,HOLT MCDUGAL,2018,Blended</p> <p>FOREIGN LANGUAGE,9-12,BIEN DIT: FRENCH III,HOLT MCDUGAL,2018,Blended</p> <p>FOREIGN LANGUAGE,11-12,TRESORS DU TEMPS (AP FRENCH),GLENCOE MCGRAW HILL,2006,Bound Only</p> <p>FOREIGN LANGUAGE,11-12,LE PETIT PRINCE (AP FRENCH),HOUGHTON MIFFLIN,2017,Blended</p> <p>FOREIGN LANGUAGE,9-12,AUTENTICO (SPANISH I),PEARSON,2017,Blended</p>	Yes	0

	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 & GRAMMATICA-†(NATIVE SPEAKERS),PRENTICE HALL,2017,Blended FOREIGN LANGUAGE,11-12,AZULEJO:ANTHOLOGY & GUIDE AP SAPANISH LITERATURE,WAYSIDE PUBLISHING,2016, FOREIGN LANGUAGE,11-12,IMAGINA,VISTA HIGHER LEARNING,2016,Blended		
Health	N/A		
Visual and Performing Arts	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
Science Laboratory Equipment (grades 9-12)	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.

Year and month of the most recent FIT report

6/11/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			206: 2. VENT COVER IS LOOSE. 4. FLOOR TILES ARE BROKEN AT ENTRY. CEILING TILES HAVE WATER STAINS. STAFF ROOM: 2. DIRTY VENTS. 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE IN RR. 9. FAUCET HAS A DRIP AND LEAKS AT FITTING.

School Facility Conditions and Planned Improvements

<p>Interior: Interior Surfaces</p>		X	<p>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. LIGHT DIFFUSERS HAVE WATER STAINS. 202: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS LOOSE. EXTENSION CORD IS BEING PERMANENTLY USED. OUTLET COVER IS MISSING (EAST WALL). 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. 10. FIRE EXTINGUISHER IS NO MOUNTED AND TAG IS OUTDATED (JULY/18/2018) 206: 2. VENT COVER IS LOOSE. 4. FLOOR TILES ARE BROKEN AT ENTRY. CEILING TILES HAVE WATER STAINS. 208: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILE IS BROKEN AT ENTRY. 7. LIGHT DIFFUSER IS MISSING. OUTLET HAS NO POWER (EAST WALL). 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 209: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. TRIP HAZARD ON WALKWAY. 215: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTER TOP. FLOOR TILES ARE BROKEN AND MISSING. 7. EXTERIOR LIGHT COVER IS BROKEN. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINRD. 216: 4. FLOOR TILES ARE BROKEN. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EMERGENCY EXIT IS BLOCKED. 15. DOOR HANDLE IS STICKY. 217: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN AT ENTRY TO PREP ROOM. FORMICA IS CHIPPING ON COUNTER TOP. 218: 4. CEILING TILE HAS A WATER STAIN. CEILING T-BAR IS RUSTED THROUGHOUT ROOM. 219: 4. WALL PAPER IS TORN. 7. EXTENSION CORD AND SURGE PROTECTORS ARE DAISY CHAINED. 11. PAINT IS PEELING ON EAVES. 222: 4. WATER DAMAGE TO MAIN BEAM. 302: 4. CEILING TILE IS BROKEN (ALSO IN ENTRY ROOM). CEILING TILES ARE MISSING (ENTRY ROOM). 7. ONE LIGHT PANEL IS OUT. 303: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. CEILING TILE HAS A WATER STAIN. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR FRAME. 502 3/4 (PRIOR TO 503): 4. FLOOR TILES ARE MISSING. 7. MULTIPLE LIGHT BULBS ARE OUT. 15. DOOR HAS GREAT STUFF IN CRACK AROUND TRIM, NEEDS NEW TRIM (UNSIGHTLY).</p>
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School Facility Conditions and Planned Improvements

503: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. 11. PAINT IS CHIPPING/PEELING ON COUNTERTOP.

504: 4. FLOOR TILE IS BROKEN. RUBBER MOLDING IS MISSING. CEILING TILE HAS A WATER STAIN.

511: 4. FLOOR TILES ARE BROKEN. 14. TRIP HAZARD ON WALKWAY.

521: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP.

522: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. TWO LIGHT DIFFUSERS ARE BROKEN.

531: 4. WALL PAPER IS TORN. 12. DRY ROT ON SIDING.

533: 4. WALL PAPER IS TORN. 11. PAINT IS PEELING ON EAVES.

534: 4. WALL PAPER IS TORN. CARPET IS WORN. PENCIL SHARPENER COVER IS MISSING. 12. DRY ROT ON SIDING. 15. DOOR HANDLE IS LOOSE.

537: 4. CEILING TILE IS LOOSE. 7. LIGHT DIFFUSER IS LOOSE.

BOYS REST ROOM (NEAR 506): 4. SOAP DISPENSER IS BROKEN. 9. ONE FAUCET HAS A LOW FLOW. 15. DOOR IS NOT SHUTTING PROPERLY. LOCK IS STICKING.

BOYS REST ROOM: 4. CEILING TILE IS BROKEN. SOAP DISPENSERS ARE MISSING (NO SOAP). PAPER TOWEL DISPENSER IS BROKEN (NO PAPER TOWELS). 5. FLOORING IS EXTREMELY DIRTY/UNKEPT. 9. TWO FAUCETS HAVE A DRIP. ONE FAUCET HAS A LOW FLOW. FAUCETS LEAK AT HANDLE. 15. DOOR CLOSER COVER IS MISSING.

CAFETERIA: 4. EDGE OF STAGE IS BROKEN (INJURY HAZARD). CABINET DOOR IS BROKEN. 7. NINE LIGHT PANELS ARE OUT. 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. 12. EXTERIOR LUNCH AREA AWNING HAS DRY ROT.

CLASS ROOM: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT.

COUNSELING OFFICE: 4. CEILING TILE HAS A WATER STAIN.

KITCHEN: 4. FORMICA TRIM IS MISSING NEAR WINDOWS. 5. FLOORING IS DIRTY UNDERNEATH APPLIANCES (FOOD SCRAPS PRESENT ALSO). 11. PAINT IS PEELING ON INTERIOR WALL.

OFFICE/ COPY ROOM: 4. CEILING TILES HAVE WATER STAINS (OFFICE). 7. ONE OUTLET COVER IS BROKEN (COPY ROOM). 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.

School Facility Conditions and Planned Improvements

			<p>PREP ROOM: 4.. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS MISSING (NORTH WALL). STAFF LOUNGE: 4. FLOOR TILES ARE BROKEN IN RR. 5. EXCESSIVE DIRTY DISHES IN SINK</p> <p>STAFF REST ROOM: 4. CEILING TILE IS MISSING. 5. FLOORING IS DIRTY/UNKEPT. 9. FAUCET HAS A CONSTANT DRIP. FAUCET LEAKS AT HANDLE.</p> <p>STAFF ROOM: 2. DIRTY VENTS. 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE IN RR. 9. FAUCET HAS A DRIP AND LEAKS AT FITTING.</p> <p>VICE PRINCIPAL: 4. CEILING TILES ARE LOOSE/BUCKLING. CEILING TILE HAS A WATER STAIN. 7. ELECTRICAL COVER IS MISSING EXPOSING WIRES (OLD CLOCK).</p> <p>WEST GYM: 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>WOMENS REST ROOM (SOUTH ADMIN): 4. CEILING TILES ARE LOOSE.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>209: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. TRIP HAZARD ON WALKWAY.</p> <p>212: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>304: 5. ROOM IS OVERLY CLUTTERED. 7. MULTIPLE LIGHT PANELS ARE OUT.</p> <p>502: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</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. 11. COMPRESSED GAS CYLINDER IS UNSECURED.</p> <p>BOYS REST ROOM: 4. CEILING TILE IS BROKEN. SOAP DISPENSERS ARE MISSING (NO SOAP). PAPER TOWEL DISPENSER IS BROKEN (NO PAPER TOWELS). 5. FLOORING IS EXTREMELY DIRTY/UNKEPT. 9. TWO FAUCETS HAVE A DRIP. ONE FAUCET HAS A LOW FLOW. FAUCETS LEAK AT HANDLE. 15. DOOR CLOSER COVER IS MISSING.</p> <p>GIRLS REST ROOM (NEAR 506): 5. GRAFFITI ON DOOR. 9. BOTH FAUCETS HAVE A LOW FLOW AND HIGH PRESSURE. 11. PAINT IS PEELING ON DOOR.</p> <p>KITCHEN: 4. FORMICA TRIM IS MISSING NEAR WINDOWS. 5. FLOORING IS DIRTY UNDERNEATH APPLIANCES (FOOD SCRAPS PRESENT ALSO). 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>PREP ROOM: 4.. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS MISSING (NORTH WALL). STAFF LOUNGE: 4. FLOOR TILES ARE BROKEN IN RR. 5. EXCESSIVE DIRTY DISHES IN SINK</p>

School Facility Conditions and Planned Improvements

			<p>STAFF REST ROOM: 4. CEILING TILE IS MISSING. 5. FLOORING IS DIRTY/UNKEPT. 9. FAUCET HAS A CONSTANT DRIP. FAUCET LEAKS AT HANDLE.</p> <p>STAFF REST ROOM: 5. FLOORING IS DIRTY/UNKEPT. 9. FAUCET LEAKS AT HANDLE.</p> <p>TEACHERS ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>WEST GYM: 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>Electrical</p>		<p>X</p>	<p>201: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. 7. LIGHT DIFFUSERS HAVE WATER STAINS.</p> <p>202: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS LOOSE. EXTENSION CORD IS BEING PERMANENTLY USED. OUTLET COVER IS MISSING (EAST WALL). 10. PLUG IN CANDLE WARMER.</p> <p>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. 10. FIRE EXTINGUISHER IS NO MOUNTED AND TAG IS OUTDATED (JULY/18/2018)</p> <p>208: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILE IS BROKEN AT ENTRY. 7. LIGHT DIFFUSER IS MISSING. OUTLET HAS NO POWER (EAST WALL). 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>215: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTER TOP. FLOOR TILES ARE BROKEN AND MISSING. 7. EXTERIOR LIGHT COVER IS BROKEN. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINRD.</p> <p>216: 4. FLOOR TILES ARE BROKEN. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EMERGENCY EXIT IS BLOCKED. 15. DOOR HANDLE IS STICKY.</p> <p>219: 4. WALL PAPER IS TORN. 7. EXTENSION CORD AND SURGE PROTECTORS ARE DAISY CHAINED. 11. PAINT IS PEELING ON EAVES.</p> <p>301: 7. SIX LIGHT PANELS ARE OUT.</p> <p>302: 4. CEILING TILE IS BROKEN (ALSO IN ENTRY ROOM). CEILING TILES ARE MISSING (ENTRY ROOM). 7. ONE LIGHT PANEL IS OUT.</p> <p>303: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. CEILING TILE HAS A WATER STAIN. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>304: 5. ROOM IS OVERLY CLUTTERED. 7. MULTIPLE LIGHT PANELS ARE OUT.</p> <p>307 WELDING CLASS ROOM: 7. TWO LIGHT DIFFUSER IS MISSING. ONE LIGHT PANEL IS OUT.</p> <p>502 3/4 (PRIOR TO 503): 4. FLOOR TILES ARE MISSING. 7. MULTIPLE LIGHT BULBS ARE OUT. 15.</p>

School Facility Conditions and Planned Improvements

DOOR HAS GREAT STUFF IN CRACK AROUND TRIM, NEEDS NEW TRIM (UNSIGHTLY).
505: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. PLUG IN CANDLE WARMER.
508: 6. TERMITE DAMAGE ON WINDOW SILL. 7. ELECTRICAL COVER IS MISSING IN CEILING.
515: 7. ONE LIGHT PANEL IS OUT.
522: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. TWO LIGHT DIFFUSERS ARE BROKEN.
526: 7. TWO LIGHT DIFFUSERS ARE MISSING. 10. BURNED CANDLE IN ROOM.
528: 7. THREE LIGHT PANELS ARE OUT.
ADMIN/ ATTENDANCE/ VP ADMIN: 7. LIGHT DIFFUSER IS BROKEN (FIRST ONE AT ENTRY). ASSISTANT PRINCIPAL: 7. ONE LIGHT PANEL IS OUT.
AUDITORIUM/ 118: 7. MULTIPLE LIGHT FIXTURES ARE OUT. 14. DRAIN GUARD IS MISSING CREATING A TRIP HAZARD AT EXTERIOR ENTRANCE. 15. WINDOW IS BROKEN ABOVE EXTERIOR ENTRANCE.
AUTO SHOP 306: 7. EXTERIOR ELECTRICAL COVER IS MISSING. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.
CAFETERIA: 4. EDGE OF STAGE IS BROKEN (INJURY HAZARD). CABINET DOOR IS BROKEN. 7. NINE LIGHT PANELS ARE OUT. 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. 12. EXTERIOR LUNCH AREA AWNING HAS DRY ROT.
CLASS ROOM: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT.
FILE ROOM: 7. ELECTRICAL COVER IS MISSING.
MENS REST ROOM (SOUTH ADMIN): 7. LIGHT DIFFUSER IS BROKEN.
OFFICE/ COPY ROOM: 4. CEILING TILES HAVE WATER STAINS (OFFICE). 7. ONE OUTLET COVER IS BROKEN (COPY ROOM). 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.
OFFICE: 7. LIGHT DIFFUSER IS BROKEN.
PRACTICE: 4. CEILING TILE HAS A HOLE. 7. ONE LIGHT DIFFUSER IS MISSING.
PREP ROOM: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS MISSING (NORTH WALL).
PREP ROOM: 7. ONE LIGHT PANEL IS OUT.
VICE PRINCIPAL: 4. CEILING TILES ARE LOOSE/BUCKLING. CEILING TILE HAS A WATER STAIN. 7. ELECTRICAL COVER IS MISSING EXPOSING WIRES (OLD CLOCK).
WEST GYM: 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.

School Facility Conditions and Planned Improvements

<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>	<p>BOYS REST ROOM (NEAR 506): 4. SOAP DISPENSER IS BROKEN. 9. ONE FAUCET HAS A LOW FLOW. 15. DOOR IS NOT SHUTTING PROPERLY. LOCK IS STICKING. BOYS REST ROOM: 4. CEILING TILE IS BROKEN. SOAP DISPENSERS ARE MISSING (NO SOAP). PAPER TOWEL DISPENSER IS BROKEN (NO PAPER TOWELS). 5. FLOORING IS EXTREMELY DIRTY/UNKEPT. 9. TWO FAUCETS HAVE A DRIP. ONE FAUCET HAS A LOW FLOW. FAUCETS LEAK AT HANDLE. 15. DOOR CLOSER COVER IS MISSING. GIRLS REST ROOM (NEAR 506): 5. GRAFFITI ON DOOR. 9. BOTH FAUCETS HAVE A LOW FLOW AND HIGH PRESSURE. 11. PAINT IS PEELING ON DOOR. STAFF REST ROOM: 4. CEILING TILE IS MISSING. 5. FLOORING IS DIRTY/UNKEPT. 9. FAUCET HAS A CONSTANT DRIP. FAUCET LEAKS AT HANDLE. STAFF REST ROOM: 5. FLOORING IS DIRTY/UNKEPT. 9. FAUCET LEAKS AT HANDLE. STAFF ROOM: 2. DIRTY VENTS. 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE IN RR. 9. FAUCET HAS A DRIP AND LEAKS AT FITTING.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>	<p>202: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS LOOSE. EXTENSION CORD IS BEING PERMANENTLY USED. OUTLET COVER IS MISSING (EAST WALL). 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. 10. FIRE EXTINGUISHER IS NO MOUNTED AND TAG IS OUTDATED (JULY/18/2018) 208: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILE IS BROKEN AT ENTRY. 7. LIGHT DIFFUSER IS MISSING. OUTLET HAS NO POWER (EAST WALL). 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 216: 4. FLOOR TILES ARE BROKEN. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EMERGENCY EXIT IS BLOCKED. 15. DOOR HANDLE IS STICKY. 219: 4. WALL PAPER IS TORN. 7. EXTENSION CORD AND SURGE PROTECTORS ARE DAISY CHAINED. 11. PAINT IS PEELING ON EAVES. 300: 10. FIRE EXTINGUISHER TAG IS OUTDATED (JULY/29/2018). ONE FIRE EXTINGUISHER IS MISING. 303: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. CEILING TILE HAS A WATER STAIN. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR FRAME. 503: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. CEILING TILE IS</p>

School Facility Conditions and Planned Improvements

			<p>LOOSE. 11. PAINT IS CHIPPING/PEELING ON COUNTERTOP. 505: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. PLUG IN CANDLE WARMER. 509 B: 10. FIRE EXTINGUISHER IS MISSING. 509: 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON WINDOW SILL. 15. DOOR IS NOT SHUTTING PROPERLY. 510: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. COMPRESSED GAS CYLINDER IS UNSECURED. 526: 7. TWO LIGHT DIFFUSERS ARE MISSING. 10. BURNED CANDLE IN ROOM. 533: 4. WALL PAPER IS TORN. 11. PAINT IS PEELING ON EAVES. AUTO SHOP 306: 7. EXTERIOR ELECTRICAL COVER IS MISSING. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. CAFETERIA: 4. EDGE OF STAGE IS BROKEN (INJURY HAZARD). CABINET DOOR IS BROKEN. 7. NINE LIGHT PANELS ARE OUT. 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. 12. EXTERIOR LUNCH AREA AWNING HAS DRY ROT. COUNSELING OFFICE: 10. PLUG IN CANDLE WARMER. GIRLS REST ROOM (NEAR 506): 5. GRAFFITI ON DOOR. 9. BOTH FAUCETS HAVE A LOW FLOW AND HIGH PRESSURE. 11. PAINT IS PEELING ON DOOR. KITCHEN: 4. FORMICA TRIM IS MISSING NEAR WINDOWS. 5. FLOORING IS DIRTY UNDERNEATH APPLIANCES (FOOD SCRAPS PRESENT ALSO). 11. PAINT IS PEELING ON INTERIOR WALL. LIBRARY/ 100: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. OFFICE 8: 10. PLUG IN CANDLE WARMER. OFFICE/ COPY ROOM: 4. CEILING TILES HAVE WATER STAINS (OFFICE). 7. ONE OUTLET COVER IS BROKEN (COPY ROOM). ONE OUTLET COVER IS MISSING (OFFICE). 10. BURNED CANDLE IN OFFICE. FIRE EXTINGUISHER IS NOT MOUNTED. WELDING SHOP: 10. ONE FIRE EXTINGUISHER IS MISSING. WEST GYM: 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>Structural: Structural Damage, Roofs</p>	<p>X</p>		<p>512: NO ACCESS (STUDENTS PRESENT) 10. FIRE EXTINGUISHER NEEDS TO BE RECHARGED. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON SIDING. 525: NO ACCESS (STUDENTS PRESENT) 13. BOARD IS LOOSE IN EAVES. 15. DOOR IS RUSTED AT BASE. 527: NO ACCESS (STUDENTS PRESENT) 4. WALL PAPER IS TORN. CEILING TILE IS TORN. 7.</p>

School Facility Conditions and Planned Improvements

			<p>ELECTRICAL COVER IS MISSING. 12. DRY ROT NEAR DOOR AT ENTRY. 529: 12. DRY ROT NEAR DOOR AT ENTRY. 530: 12. DRY ROT ON SIDING. 531: 4. WALL PAPER IS TORN. 12. DRY ROT ON SIDING. 534: 4. WALL PAPER IS TORN. CARPET IS WORN. PENCIL SHARPENER COVER IS MISSING. 12. DRY ROT ON SIDING. 15. DOOR HANDLE IS LOOSE. CAFETERIA: 4. EDGE OF STAGE IS BROKEN (INJURY HAZARD). CABINET DOOR IS BROKEN. 7. NINE LIGHT PANELS ARE OUT. 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. 12. EXTERIOR LUNCH AREA AWNING HAS DRY ROT.</p>
<p>External: Playground/School Grounds, Windows/Doors/Gates/Fences</p>	<p>X</p>		<p>207: NO ACCESS (STUDENTS PRESENT) 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROEN. 7. NON GFI OUTLET ABOVE SINK. CORD IS CDEATING A TRIP HAZARD. 14. TRIP HAZARD ON WALKWAY. 209: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. TRIP HAZARD ON WALKWAY. 216: 4. FLOOR TILES ARE BROKEN. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EMERGENCY EXIT IS BLOCKED. 15. DOOR HANDLE IS STICKY. 502 3/4 (PRIOR TO 503): 4. FLOOR TILES ARE MISSING. 7. MULTIPLE LIGHT BULBS ARE OUT. 15. DOOR HAS GREAT STUFF IN CRACK AROUND TRIM, NEEDS NEW TRIM (UNSIGHTLY). 506: 14. TRIP HAZARD ON WALKWAY AT ENTRY. 509: 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON WINDOW SILL. 15. DOOR IS NOT SHUTTING PROPERLY. 511: 4. FLOOR TILES ARE BROKEN. 14. TRIP HAZARD ON WALKWAY. 525: NO ACCESS (STUDENTS PRESENT) 13. BOARD IS LOOSE IN EAVES. 15. DOOR IS RUSTED AT BASE. 534: 4. WALL PAPER IS TORN. CARPET IS WORN. PENCIL SHARPENER COVER IS MISSING. 12. DRY ROT ON SIDING. 15. DOOR HANDLE IS LOOSE. AUDITORIUM/ 118: 7. MULTIPLE LIGHT FIXTURES ARE OUT. 14. DRAIN GUARD IS MISSING CREATING A TRIP HAZARD AT EXTERIOR ENTRANCE. 15. WINDOW IS BROKEN ABOVE EXTERIOR ENTRANCE. BOYS REST ROOM (NEAR 506): 4. SOAP DISPENSER IS BROKEN. 9. ONE FAUCET HAS A LOW FLOW. 15. DOOR IS NOT SHUTTING PROPERLY. LOCK IS STICKING. BOYS REST ROOM: 4. CEILING TILE IS BROKEN. SOAP DISPENSERS ARE MISSING (NO SOAP). PAPER TOWEL DISPENSER IS BROKEN (NO PAPER TOWELS). 5. FLOORING IS EXTREMELY DIRTY/UNKEPT. 9. TWO FAUCETS HAVE A DRIP. ONE FAUCET HAS A LOW FLOW. FAUCETS LEAK</p>

School Facility Conditions and Planned Improvements

			<p>AT HANDLE. 15. DOOR CLOSER COVER IS MISSING. FOOTBALL STADIUM: 14. TRIP HAZARDS BETWEEN STADIUM AND (300) BUILDINGS. STAFF REST ROOM (NEAR 506): 15. DOOR HANDLE IS LOOSE.</p>
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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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	546	481	88.1	11.9	63.1
Female	275	252	91.64	8.36	66.4
Male	271	229	84.5	15.5	59.47
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	507	447	88.17	11.83	62.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	28	24	85.71	14.29	75
English Learners	125	96	76.8	23.2	28.72
Foster Youth	--	--	--	--	--
Homeless	12	6	50	50	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	480	418	87.08	12.92	61.35
Students Receiving Migrant Education Services	12	9	75	25	--
Students with Disabilities	42	39	92.86	7.14	10.26

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	545	487	89.36	10.64	26.54
Female	275	254	92.36	7.64	26.77
Male	270	233	86.30	13.70	26.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	506	451	89.13	10.87	25.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	28	26	92.86	7.14	42.31
English Learners	125	94	75.20	24.80	6.45
Foster Youth	--	--	--	--	--
Homeless	12	6	50.00	50.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	479	424	88.52	11.48	24.59
Students Receiving Migrant Education Services	12	9	75.00	25.00	--
Students with Disabilities	42	39	92.86	7.14	2.56

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	448	NT	NT	NT	NT
Female	232	NT	NT		
Male	216	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	421	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
White	13	NT	NT	NT	NT
English Learners	67	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	394	NT	NT	NT	NT
Students Receiving Migrant Education Services	13	NT	NT	NT	NT
Students with Disabilities	37	NT	NT	NT	NT

2020-21 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 four year 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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,608
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	73.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	43.5

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	37.65

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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.

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 : Sonia Villarreal 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	2.1	1.8	2.1	2.9	3.4	4.3	9.0	8.9	9.4
Graduation Rate	96.9	95.9	92.6	91.9	91.2	83.5	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	472	437	92.6
Female	239	229	95.8
Male	233	208	89.3
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	440	410	93.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	14	13	92.9
English Learners	101	83	82.2
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	432	399	92.4
Students Receiving Migrant Education Services	30	22	73.3
Students with Disabilities	44	36	81.8

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2257	2235	242	10.8
Female	1091	1085	85	7.8
Male	1166	1150	157	13.7
American Indian or Alaska Native	2	2	0	0.0
Asian	28	28	5	17.9
Black or African American	9	8	0	0.0
Filipino	16	16	1	6.3
Hispanic or Latino	2100	2082	223	10.7
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	0	0	0	0.0
White	100	97	13	13.4
English Learners	546	540	106	19.6
Foster Youth	19	19	3	15.8
Homeless	20	17	9	52.9
Socioeconomically Disadvantaged	1990	1971	229	11.6
Students Receiving Migrant Education Services	67	67	7	10.4
Students with Disabilities	178	178	29	16.3

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	11.44	0.09	8.19	0.04	3.47	0.20
Expulsions	0.51	0.00	0.27	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 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

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.09	0.00
Female	0.00	0.00
Male	0.17	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.10	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	0.18	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Student safety is a top priority for all staff at Dinuba High School. In March of 2020, Dinuba High School transitioned to an online learning model to keep students and families safe from the COVID-19 virus. As of 12/18/2020, we continue on a distance model following our state and local guidance. During the spring of 2021, DHS transitioned into a hybrid learning model in which students were able to return to campus with limitations on spacing and increased safety and sanitation measures. DHS made a full return to a 5 day instructional program in August 2021 and continues to keep safety as it's top priority with the use a facecoverings and the implementation of a COVID-19 site team.

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. Campus security cameras were installed at both ends of the campus for added student safety. We have 4campus 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. 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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	21	51	16
Mathematics	29	5	38	19
Science	29	5	31	12
Social Science	27	12	44	7

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

2020-21 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	439.8

2020-21 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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	2.2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$7,502	\$589	\$6,913	\$77,907
District	N/A	N/A	\$9,682	\$80,841
Percent Difference - School Site and District	N/A	N/A	-33.4	-2.5
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-19.9	-1.7

2020-21 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$51,413	\$51,029
Mid-Range Teacher Salary	\$74,802	\$78,583
Highest Teacher Salary	\$100,025	\$99,506
Average Principal Salary (Elementary)	\$120,132	\$124,576
Average Principal Salary (Middle)	\$126,138	\$131,395
Average Principal Salary (High)	\$146,021	\$144,697
Superintendent Salary	\$196,414	\$240,194
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	12.5
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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	8
Fine and Performing Arts	0
Foreign Language	3
Mathematics	1
Science	4
Social Science	5
Total AP Courses Offered	21

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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	5	2

Dinuba Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3509	498	14.19	85.81	61.54
Female	1696	258	15.21	84.79	64.84
Male	1813	240	13.24	86.76	57.98
American Indian or Alaska Native	20	0	--	100.00	--
Asian	38	4	10.53	89.47	--
Black or African American	15	2	13.33	86.67	--
Filipino	21	5	23.81	76.19	--
Hispanic or Latino	3277	463	14.13	85.87	60.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	135	24	17.78	82.22	75.00
English Learners	1153	98	8.50	91.50	28.13
Foster Youth	26	2	7.69	92.31	--
Homeless	40	6	15.00	85.00	--
Military	18	4	22.22	77.78	--
Socioeconomically Disadvantaged	3161	435	13.76	86.24	59.63
Students Receiving Migrant Education Services	152	9	5.92	94.08	--
Students with Disabilities	296	42	14.19	85.81	9.52

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3508	504	14.37	85.63	25.65
Female	1696	260	15.33	84.67	26.15
Male	1812	244	13.47	86.53	25.10
American Indian or Alaska Native	20	0	--	100.00	--
Asian	38	4	10.53	89.47	--
Black or African American	15	2	13.33	86.67	--
Filipino	21	5	23.81	76.19	--
Hispanic or Latino	3276	467	14.26	85.74	24.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	135	26	19.26		42.31
English Learners	1153	96	8.33	91.67	6.32
Foster Youth	26	2	7.69	92.31	--
Homeless	40	6	15.00	85.00	--
Military	18	4	22.22	77.78	--
Socioeconomically Disadvantaged	3160	441	13.96	86.04	23.64
Students Receiving Migrant Education Services	152	9	5.92	94.08	--
Students with Disabilities	296	42	14.19	85.81	2.38