

Dinuba High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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 J. Popp
Email Address	andrew.popp@dinuba.k12.ca.us
School Website	https://www.dinuba.k12.ca.us/Domain/8
County-District-School (CDS) Code	54-75531-5431184

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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.

2023-24 School Description and Mission Statement

- Participate in civic life. Know how to stay informed and understand governmental processes.
- Manage personal resources (time, money, and health).

3) College, Career, and 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 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.

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 it's 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 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

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	592
Grade 10	507
Grade 11	543
Grade 12	477
Total Enrollment	2,119

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	52%
American Indian or Alaska Native	1.2%
Asian	1.1%
Black or African American	0.2%
Filipino	0.6%
Hispanic or Latino	92.4%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	0%
White	4.2%
English Learners	23.2%
Foster Youth	0.6%
Homeless	0.1%
Migrant	3.4%
Socioeconomically Disadvantaged	82.6%
Students with Disabilities	9.8%

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

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

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

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
Total Teaching Positions	89.90	100.00	272.30	100.00	274759.10	100.00

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)	66.40	73.23	225.00	80.95	234405.20	84.00
Intern Credential Holders Properly Assigned	1.60	1.76	13.10	4.71	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.60	2.94	4.10	1.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.20	2.51	14.10	5.08	11953.10	4.28
Unknown	17.70	19.55	21.50	7.76	15831.90	5.67
Total Teaching Positions	90.80	100.00	277.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.60
Misassignments	0.60	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.60	2.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.50	2.20
Total Out-of-Field Teachers	0.50	2.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.2	1.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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. Dinuba High continues to be a 1-1 technology school.

Year and month in which the data were collected	12/2020
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
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		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	<p>ENGLISH,9,COLLECTIONS CALIFORNIA,HOUGHTON MIFFLIN,2017,Blended</p> <p>ENGLISH,9,LANGUAGE OF LITERATURE (HONORS),MCDOUGAL LITTELL,2002,Bound Only</p> <p>ENGLISH,10,COLLECTIONS CALIFORNIA,HOUGHTON MIFFLIN,2017,Blended</p> <p>ENGLISH,10,LANGUAGE OF LITERATURE (HONORS),MCDOUGAL LITTELL,2002,Bound Only</p> <p>ENGLISH,11,COLLECTIONS CALIFORNIA,HOUGHTON MIFFLIN,2017,Blended</p> <p>ENGLISH,11,PERRINE'S LITERATURE STRUCTURE SOUND and SENSE,WADSWORTH,2006,Bound Only</p> <p>ENGLISH,11,HOW TO READ LITERATURE LIKE A PROFESSOR,QUILL,2006,Bound Only</p> <p>ENGLISH,12,LANGUAGE OF COMPOSITION (AP LANG),BEDFORD/ST. MARTINS,2018,Blended</p>	Yes	0
Mathematics	<p>MATHEMATICS,9-12,"CORE CONNECTIONS, INTEGRATED I",CPM EDUCATIONAL,2016,Blended</p> <p>MATHEMATICS,9-12,"CORE CONNECTIONS, INTEGRATED II",CPM EDUCATIONAL,2016,Blended</p> <p>MATHEMATICS,9-12,"CORE CONNECTIONS, INTEGRATED III",CPM EDUCATIONAL,2016,Blended</p> <p>MATHEMATICS,11-12,CALCULUS,HOUGHTON MIFFLIN,2002,Bound Only</p> <p>MATHEMATICS,11-12,AP STATISTICS,W.H. FREEMAN,2015,</p> <p>MATHEMATICS,12,PATHWAY TO INTRODUCTORY STATISTICS,PEARSON LEARNING,2018,Bound Only</p>	Yes	0
Science	<p>MEDICAL PATHWAY SCIENCE,9,HEALTH CARE SCIENCE TECHNOLOGY CAREER FOUNDATIONS,GLENCOE MCGRAW HILL,2004,Bound Only</p> <p>MEDICAL PATHWAY SCIENCE,10,ENVIRONMENTAL SCIENCE FOR AP,W.H. FREEMAN,2012,Bound Only</p>	Yes	0

	<p>MEDICAL PATHWAY SCIENCE,11,CONCEPTS OF ATHLETIC TRAINING,JONES and BARTLETT LEARNING,2012,Bound Only</p> <p>MEDICAL PATHWAY SCIENCE,11,ESSENTIALS OF HUMAN ANATOMY-† AND PHYSIOLOGY,PRENTICE HALL,2009,</p> <p>MEDICAL PATHWAY SCIENCE,12,PSYCHOLOGY FOR THE AP COURSE,"BEDFORD, FREEMAN and WORTH",2018,Blended</p> <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, and 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 and CO,2017,Blended</p> <p>EXPLORING AGRISCIENCE, 5TH EDITION",NATIONAL GEOGRAPHIC,2018,Bound Only</p> <p>AG SCIENCE,9-12,AGRISCIENCE:FUNDAMENTALS and 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 and 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>	Yes	0

	<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>		
<p>Foreign Language</p>	<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> <p>FOREIGN LANGUAGE, 9-12, AUTENTICO (SPANISH II), PEARSON, 2017, Blended</p> <p>FOREIGN LANGUAGE, 9-12, ABRIENDO PASO GRAMMATICA (NATIVE SPEAKERS), PRENTICE HALL, 2017, Blended</p> <p>FOREIGN LANGUAGE, 9-12, ABRIENDO PASO → TEMAS and GRAMMATICA → (NATIVE SPEAKERS), PRENTICE HALL, 2017, Blended</p> <p>FOREIGN LANGUAGE, 11-12, AZULEJO: ANTHOLOGY and GUIDE AP SAPANISH LITERATURE, WAYSIDE PUBLISHING, 2016,</p>	<p>Yes</p>	<p>0</p>

	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 and STAGE CRAFT),PERFECTION LEARNING,2015,Bound Only	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

9/25/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			215: water heater needs straps to secure it
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			217: electrical outlet needs to be GFI 218: electrical panels are blocked, exposed wiring needs to be covered 532: extension cords being used as permanent wiring 533: extension cords being used as permanent wiring

School Facility Conditions and Planned Improvements

			534: extension cords being used as permanent wiring LIBRARY/ 100: extension cords daisy chained PRINCIPAL/ OFFICE 1: daisy chained electrical cords SNACK SHACK: outlets need to be GFI, some need covers
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		210: emergency gas shut off valve is blocked by filing cabinet ceiling tiles need replacing 218: electrical panels are blocked, exposed wiring needs to be covered 220: fire extinguisher needs to be moved closer to door 307 WELDING CLASS ROOM: unsecured cylinders 504: fire extinguisher missing 512: fire extinguisher under charged AUTO SHOP 306: fire extinguisher blocked by a table CAFETERIA: fire extinguisher missing EAST GYM: missing fire extinguisher at north east door & south west POOL: fire extinguisher missing by roll up door PREP ROOM: too much clutter, not a safe walking clearance STORAGE: cylinders in metal shop outside storage not properly strapped for secure WORKROOM: fire extinguisher was expired
Structural: Structural Damage, Roofs	X		AUDITORIUM/ 118: holes in wall near west door, exposed wiring in the lobby
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	66	59	46	44	47	46
Mathematics (grades 3-8 and 11)	23	24	25	27	33	34

2022-23 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
All Students	517	497	96.13	3.87	58.55
Female	262	252	96.18	3.82	61.11
Male	255	245	96.08	3.92	55.92
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	477	462	96.86	3.14	57.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	25	23	92.00	8.00	65.22
English Learners	98	91	92.86	7.14	12.09
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	324	312	96.30	3.70	53.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	44	88.00	12.00	11.36

2022-23 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
All Students	517	499	96.52	3.48	24.05
Female	262	253	96.56	3.44	20.16
Male	255	246	96.47	3.53	28.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	477	465	97.48	2.52	23.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	25	22	88.00	12.00	27.27
English Learners	98	93	94.90	5.10	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	324	312	96.30	3.70	21.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	43	86.00	14.00	0.00

CAASPP Test Results in Science for All Students

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	19.53	24.24	19.58	22.47	29.47	30.29

2022-23 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
All Students	1012	990	97.83	2.17	24.24
Female	489	479	97.96	2.04	17.95
Male	523	511	97.71	2.29	30.14
American Indian or Alaska Native	--	--	--	--	--
Asian	11	9	81.82	18.18	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	943	926	98.20	1.80	23.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	44	42	95.45	4.55	28.57
English Learners	203	195	96.06	3.94	2.56
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	631	620	98.26	1.74	21.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	93	86	92.47	7.53	3.49

2022-23 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. Our construction academy was recently certified Gold through Linked Learning academy.

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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1424
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.5
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.95
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	30.08

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	98	98	99	98	99

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.

2023-24 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 began parent empowerment courses through PIQE, parent institute for quality education and continued into Fall 2024.

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

2023-24 Opportunities for Parental Involvement

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.1	3.9	1.9	4.3	6.2	4.4	9.4	7.8	8.2
Graduation Rate	92.6	92.9	95.3	83.5	87.9	88.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	471	449	95.3
Female	223	217	97.3
Male	248	232	93.5
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	439	419	95.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	20	20	100.0
English Learners	117	106	90.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	427	409	95.8
Students Receiving Migrant Education Services	27	25	92.6
Students with Disabilities	42	39	92.9

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2234	2179	457	21.0
Female	1071	1041	222	21.3
Male	1163	1138	235	20.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	25	25	4	16.0
Asian	27	25	2	8.0
Black or African American	5	5	0	0.0
Filipino	13	12	2	16.7
Hispanic or Latino	2065	2015	424	21.0
Native Hawaiian or Pacific Islander	6	6	3	50.0
Two or More Races	1	1	0	0.0
White	92	90	22	24.4
English Learners	580	564	141	25.0
Foster Youth	20	19	4	21.1
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	1869	1822	391	21.5
Students Receiving Migrant Education Services	85	85	23	27.1
Students with Disabilities	221	215	62	28.8

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.09	4.31	3.98	0.04	3.13	3.37	0.20	3.17	3.60
Expulsions	0.00	0.52	0.18	0.00	0.33	0.19	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.98	0.18
Female	2.71	0
Male	5.16	0.34
Non-Binary		
American Indian or Alaska Native	4	0
Asian	11.11	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.92	0.19
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.35	0
English Learners	5.86	0.17
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.33	0.21
Students Receiving Migrant Education Services	2.35	1.18
Students with Disabilities	8.6	0

2023-24 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. In the fall of 2024 DHS implemented the see something, say

2023-24 School Safety Plan

something, Sandy Hook promise program school wide.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	23	63	9
Mathematics	27	12	42	13
Science	29	4	32	7
Social Science	29	6	40	14

2022-23 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	353.17

2022-23 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)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$5,881	\$149	\$5,732	\$85,389
District	N/A	N/A	\$6,120	\$85,389
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 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 extrarrucular programs.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$54,014	\$54,190
Mid-Range Teacher Salary	\$78,586	\$85,111
Highest Teacher Salary	\$105,086	\$104,999
Average Principal Salary (Elementary)	\$126,210	\$132,492
Average Principal Salary (Middle)	\$132,521	\$140,987
Average Principal Salary (High)	\$153,409	\$153,884
Superintendent Salary	\$215,000	\$255,503
Percent of Budget for Teacher Salaries	27.19%	32.09%
Percent of Budget for Administrative Salaries	4.76%	5.25%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

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. On 11/1/23 our teachers engaged in professional development for Kagan strategies.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in “good repair” as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as “other.”

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an “X” on the Evaluation Detail) resulting in a “poor” rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

OK	No Deficiency - Good Repair: Mark "OK" if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	Deficiency: Mark “D” if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	Extreme Deficiency: Indicate “X” if the area has a deficiency that is considered an “Extreme Deficiency” in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	Not Applicable: If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark “NA”.

Below are suggested methods for evaluating various systems and areas:

- **Gas and Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.
- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

1. There is no evidence that any portion of the school has a power failure. (X)

2. Electrical systems, components, and equipment appear to be working properly.
Examples include but are not limited to the following:

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. Lighting appears to be adequate and working properly, including exterior lights.
Examples include but are not limited to the following:

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
- e. Other

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.
- f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- g. Gates and fences appear to be functional.
- h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
- i. Other

PART II: EVALUATION DETAIL

Date of Inspection: 09/25/23

School Name: DINUBA HIGH SCHOOL

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
SOUTH ADMIN	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
DP	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
ASSISTANT PRINCIPAL	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
ASSISTANT PRINCIPAL	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
ASSISTANT PRINCIPAL	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
STAFF ROOM	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
REGISTRAR OFFICE	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
PSYCH OFFICE	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
COUNSELING OFFICE	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
COUNSELING OFFICE	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
COUNSELING OFFICE	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
COUNSELING OFFICE	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
COUNSELING OFFICE	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														

PART II: EVALUATION DETAIL Date of Inspection: 09/25/23 School Name: DINUBA HIGH SCHOOL

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
COUNSELING OFFICE	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
501	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
502	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
GIRLS REST ROOM (NEAR 503)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
STAFF REST ROOM (NEAR 503)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
BOYS REST ROOM (NEAR 503)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
503	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
504	OK	OK	OK	OK	OK	OK	OK	NA	NA	D	OK	OK	OK	OK	OK
	COMMENTS:	fire extinguisher missing													
505	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
GIRLS REST ROOM (NEAR 506)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
STAFF REST ROOM (NEAR 506)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
BOYS REST ROOM (NEAR 506)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
506	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														

PART II: EVALUATION DETAIL

Date of Inspection: 09/25/23

School Name: DINUBA HIGH SCHOOL

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
507	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
508	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
OFFICE/ COPY ROOM	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
509	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
510	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
511	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
512	OK	OK	OK	OK	OK	OK	OK	NA	NA	D	OK	OK	OK	OK	OK
	COMMENTS:	fire extinguisher under charged													
513	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
514	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
515	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
516	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
517	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
518	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														

PART II: EVALUATION DETAIL

Date of Inspection: 09/25/23

School Name: DINUBA HIGH SCHOOL

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
519	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
520 A	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
520 B	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
521	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
BOYS REST ROOM	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
STAFF REST ROOM	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
STAFF REST ROOM	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
GIRLS REST ROOM	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
540	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
542	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
544	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
546	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
548	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														

PART II: EVALUATION DETAIL

Date of Inspection: 09/25/23

School Name: DINUBA HIGH SCHOOL

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
550	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
549	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
547	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
545	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
543	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
541	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
539	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
538	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
537	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
536	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
535	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
534	OK	OK	OK	OK	OK	OK	D	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:	extension cords being used as permanent wiring													
533	OK	OK	OK	OK	OK	OK	D	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:	extension cords being used as permanent wiring													

PART II: EVALUATION DETAIL

Date of Inspection: 09/25/23

School Name: DINUBA HIGH SCHOOL

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
532	OK	OK	OK	OK	OK	OK	D	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:	extension cords being used as permanent wiring													
531	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
530	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
529	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
528	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
527	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
526	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
525	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
524	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
523	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	COUNTY OWNED BUILDING.													
522	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
CAFETERIA	OK	OK	OK	OK	OK	OK	OK	NA	OK	D	OK	OK	OK	OK	OK
	COMMENTS:	fire extinguisher missing													
KITCHEN	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														

PART II: EVALUATION DETAIL Date of Inspection: 09/25/23 School Name: DINUBA HIGH SCHOOL

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
403- POOL OFFICE	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
GIRLS REST ROOM	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
BOYS REST ROOM	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
404	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
405	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
STORAGE	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS: hole in ceiling needs to be repaired (work order submitted)														
POOL	OK	OK	OK	OK	OK	OK	OK	NA	OK	D	OK	OK	OK	OK	OK
	COMMENTS: fire extinguisher missing by roll up door														
EAST GYM	OK	OK	OK	OK	OK	OK	OK	NA	OK	D	OK	OK	OK	OK	OK
	COMMENTS: missing fire extinguisher at north east door & south west														
GIRLS REST ROOM	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
BOYS REST ROOM	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
WEIGHT ROOM	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
TRAINING ROOM	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
WEST GYM	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS: fire alarm is hanging and cage is missing (work order submitted)														

PART II: EVALUATION DETAIL Date of Inspection: 09/25/23 School Name: DINUBA HIGH SCHOOL

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
MENS REST ROOM	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
WOMENS REST ROOM	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
GIRLS LOCKER ROOM	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
BOYS LOCKER ROOM	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS: light cover broken (work order submitted)														
WRESTLING ROOM	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
STAFF LOUNGE	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
222	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
221	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
220	OK	OK	OK	OK	OK	OK	OK	NA	NA	D	OK	OK	OK	OK	OK
	COMMENTS: fire extinguisher needs to be moved closer to door														
219	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
BOYS REST ROOM (NEAR 207)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
GIRLS REST ROOM (NEAR 208)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
207	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														

PART II: EVALUATION DETAIL Date of Inspection: 09/25/23 School Name: DINUBA HIGH SCHOOL

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
PREP ROOM	OK	OK	OK	OK	OK	OK	OK	NA	OK	D	OK	OK	OK	OK	OK
	COMMENTS:	too much clutter, not a safe walking clearance													
209	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
212	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
210	OK	OK	OK	OK	OK	OK	OK	NA	OK	D	OK	OK	OK	OK	OK
	COMMENTS:	emergency gas shut off valve is blocked by filing cabinet ceiling tiles need replacing													
208	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
206	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
OFFICE	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
204 & 203/ BAND ROOM	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	missing ceiling tiles (work order submitted)													
PRACTICE	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
PRACTICE	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
PRACTICE	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
202	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
201	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														

PART II: EVALUATION DETAIL

Date of Inspection: 09/25/23

School Name: **DINUBA HIGH SCHOOL**

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
215	OK	OK	OK	D	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	water heater needs straps to secure it													
PREP ROOM	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
217	OK	OK	OK	OK	OK	OK	D	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	electrica otlet needs to be GFI													
PREP ROOM	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
218	OK	OK	OK	OK	OK	OK	D	NA	OK	D	OK	OK	OK	OK	OK
	COMMENTS:	electrical panels are blocked, exposed wiring needs to be covered													
216	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
BOILER ROOM	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
AUDITORIUM/ 118	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	D	OK	OK	OK
	COMMENTS:	holes in wall near west door, exposed wiring in the lobby													
120/ BASEMENT CLASSROOM	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
LIBRARY/ 100	OK	OK	OK	OK	OK	OK	D	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:	extension cords daisy chained													
FILE ROOM	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
NORTH ADMIN	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
PRINCIPAL/ OFFICE 1	OK	OK	OK	OK	OK	OK	D	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:	daisy chaned electrical cords													

PART II: EVALUATION DETAIL

Date of Inspection: 09/25/23

School Name: DINUBA HIGH SCHOOL

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
OFFICE 2	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
OFFICE 3	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
OFFICE 4	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
OFFICE 5	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
OFFICE 6	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
WORKROOM	OK	OK	OK	OK	OK	OK	OK	NA	OK	D	OK	OK	OK	OK	OK
	COMMENTS:	fire extinguisher was expired													
CAREER CENTER/ 9	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
OFFICE 8	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
NURSE (NORTH ADMIN)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
OFFICE 7	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
STAFF REST ROOM	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
CUSTODIAL	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
BOYS REST ROOM (NEAR 103)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														

PART II: EVALUATION DETAIL Date of Inspection: 09/25/23 School Name: DINUBA HIGH SCHOOL

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
103	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
102	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:	plug ins in several outlets; door window covered													
101	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
GIRLS REST ROOM (NEAR 101)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
CUSTODIAL	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
GIRLS REST ROOM (NEAR 117)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
117	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
116	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
115	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
TEACHERS ROOM	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
WORKROOM	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
114	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
GIRLS REST ROOM (NEAR 300)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														

PART II: EVALUATION DETAIL Date of Inspection: 09/25/23 School Name: DINUBA HIGH SCHOOL

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
BOYS REST ROOM (NEAR 300)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
300	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
OFFICE	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
TOOL ROOM	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
CLASS ROOM	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
301	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
302	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
303	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
304	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
AUTO SHOP 306	OK	OK	OK	OK	OK	OK	OK	NA	OK	D	OK	OK	OK	OK	OK
	COMMENTS:	fire extinguisher blocked by a table													
TOOL ROOM	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
AUTO CLASS ROOM	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
OFFICE	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														

PART II: EVALUATION DETAIL

Date of Inspection: 09/25/23

School Name: DINUBA HIGH SCHOOL

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
308	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
STORAGE	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
307 WELDING CLASS ROOM	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	D	OK	OK	OK	OK
	COMMENTS:	unsecured cylinders													
STORAGE	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	D	OK	OK	OK	OK
	COMMENTS:	cylinders in metal shop outside storage not properly strapped for secure													
OFFICE	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
STORAGE	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
WELDING SHOP	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
601	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
AG OFFICE 1131	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
600	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
FOOTBALL STADIUM	OK	NA	OK	NA	OK	OK	OK	NA	OK	OK	OK	OK	NA	OK	OK
	COMMENTS:														
SNACK SHACK	OK	OK	OK	OK	OK	OK	D	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	outlets need to be GFI, some need covers													
502 3/4 (PRIOR TO 503)	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														

PART II: EVALUATION DETAIL

Date of Inspection: 09/25/23

School Name: DINUBA HIGH SCHOOL

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
PLAY COURTS	OK	NA	OK	NA	OK	OK	NA	NA	NA	NA	OK	NA	NA	OK	OK
	COMMENTS:														
PLAY FIELDS	OK	NA	OK	NA	OK	OK	NA	NA	NA	NA	OK	NA	NA	OK	OK
	COMMENTS:														
PARKING LOTS	OK	NA	OK	NA	OK	OK	NA	NA	NA	NA	OK	NA	NA	OK	OK
	COMMENTS:														
STAFF REST ROOM (SOUTH ADMIN)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
STAFF REST ROOM (SOUTH ADMIN)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
P - WOMENS REST ROOM	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
P - MENS REST ROOM	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
MENS REST ROOM (AUDITORIUM)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
WOMENS REST ROOM (AUDITORIUM)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
305	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
NURSE (SOUTH ADMIN)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
509 B	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
113	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														

PART II: EVALUATION DETAIL

Date of Inspection: 09/25/23

School Name: DINUBA HIGH SCHOOL

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
BOYS REST ROOM (NEAR 113)	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
IDF	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
112	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
111	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														
110	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	OK	OK
	COMMENTS:														

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
 Use additional Area Lines as necessary.

D **X**

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION DINUBA UNIFIED SCHOOL DISTRICT		COUNTY TULARE	
SCHOOL SITE DINUBA HIGH SCHOOL		SCHOOL TYPE (GRADE LEVELS) 9 THRU 12	NUMBER OF CLASSROOMS ON SITE 89
INSPECTOR'S NAME FRANCIS ALVAREZ	INSPECTOR'S TITLE FACILITIES TECHNICIAN	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
TIME OF INSPECTION 8:00 AM	WEATHER CONDITION AT TIME OF INSPECTION sunny		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
200	Number of "OK"s:	200	196	200	195	200	200	189	41	82	186	198	196	196	200	200
	Number of "D"s:	0	0	0	1	0	0	8	0	0	11	2	1	0	0	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	4	0	4	0	0	3	159	118	3	0	3	4	0	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	99.49%	100.00%	100.00%	95.94%	100.00%	100.00%	94.42%	99.00%	99.49%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			99.49%	100.00%		95.94%	100.00%		96.71%		99.75%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	98.99%	SCHOOL RATING**	GOOD
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:
