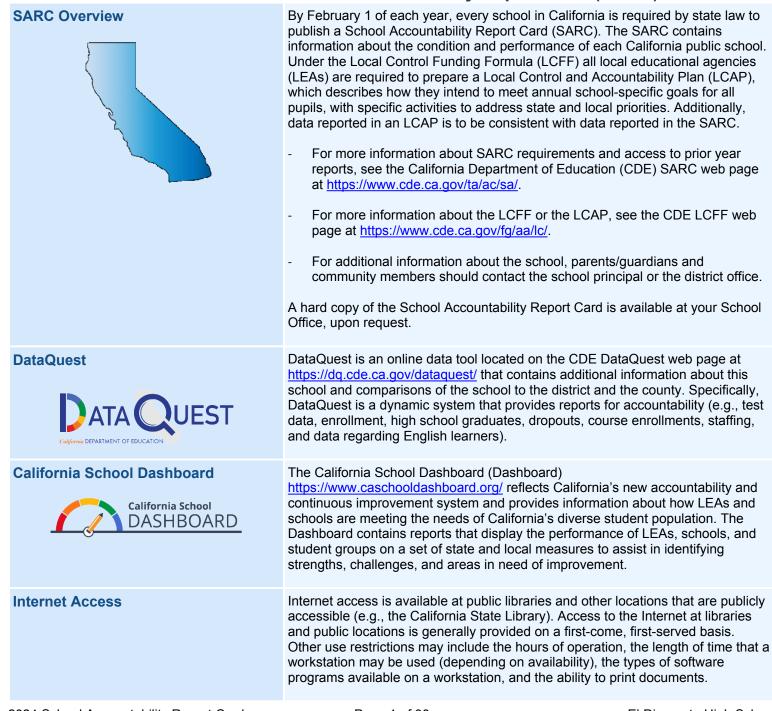# El Diamante High School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

2024-25 School Contact Information

School Name	El Diamante High School
Street	5100 West Whitendale Street
City, State, Zip	Visalia, CA 93277
Phone Number	559-735-3501
Principal	Kim Nelson
Email Address	knelson@vusd.org
School Website	https://www.vusd.org/eldiamante
Grade Span	9-12
County-District-School (CDS) Code	54-72256-5430368

2024-25 District Contact Information

District Name	Visalia Unified School District
Phone Number	559-730-7300
Superintendent	Kirk Shrum
Email Address	kshrum@vusd.org
District Website	www.vusd.org

2024-25 School Description and Mission Statement

Description of School

Established in 2002, El Diamante High School is Visalia Unified School District's 4th comprehensive high school, serving a population of just under 1,900 students in grades 9-12. El Diamante High School is accredited through the Western Association of Schools and Colleges. It has been recognized as a California Distinguished School and a Silver Medalist with the US News and World Reports Best High Schools. El Diamante's diversity is considered its greatest strength and asset as a learning community. Our attendance area is a suburban region of Tulare County with a proud agricultural heritage home to a vibrant

2024-25 School Description and Mission Statement

and growing population. Our families include diverse professionals, business people, civic leaders, new immigrants, and farming families. Currently, 70% of our student population is Hispanic/Latino, 19.1% White/Caucasian, 3.6% Asian, 1.1% Black/African American. Over 57.8% of our students live in homes considered socioeconomically disadvantaged and qualify for free and reduced lunch assistance.

School Mission Statement: Every student learning every day.
School Vision Statement: Every student empowered to achieve future success.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	499
Grade 10	483
Grade 11	492
Grade 12	468
Total Enrollment	1,942

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1
Male	47.8
Non-Binary	0.1
American Indian or Alaska Native	0.3
Asian	3.6
Black or African American	1.1
Filipino	0.7
Hispanic or Latino	70
Native Hawaiian or Pacific Islander	0.4
Two or More Races	3.3
White	19.1
English Learners	7.2
Foster Youth	0.4
Homeless	1.8
Migrant	0.1
Socioeconomically Disadvantaged	57.8
Students with Disabilities	13.6

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	76.90	87.78	1187.10	86.89	228366.10	83.12
Intern Credential Holders Properly Assigned	1.60	1.86	67.90	4.97	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.20	5.93	54.60	4.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	1.32	31.20	2.29	12115.80	4.41
Unknown/Incomplete/NA	2.70	3.08	25.30	1.86	18854.30	6.86
Total Teaching Positions	87.60	100.00	1366.30	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)	81.00	90.24	1227.70	88.08	234405.20	84.00
Intern Credential Holders Properly Assigned	2.80	3.16	71.60	5.14	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.40	2.68	35.30	2.53	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	1.15	27.10	1.95	11953.10	4.28
Unknown/Incomplete/NA	2.40	2.74	31.90	2.29	15831.90	5.67
Total Teaching Positions	89.80	100.00	1393.80	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	76.60	85.23	1166.60	85.45	231142.40	100.00
Intern Credential Holders Properly Assigned	2.60	2.89	70.00	5.13	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.40	8.28	47.10	3.46	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	1.06	35.90	2.63	11746.90	4.23
Unknown/Incomplete/NA	2.20	2.50	45.50	3.33	14303.80	5.15
Total Teaching Positions	89.90	100.00	1365.30	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.30	1.00	3.3
Misassignments	4.80	1.40	4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	5.20	2.40	7.4

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.6
Local Assignment Options	1.10	1.00	0.2
Total Out-of-Field Teachers	1.10	1.00	0.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.70	1.1	4.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.40	0.5	0.1

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Core Program 6-11: Pearson (2016) My Perspectives ELD Companion CSU Expository Reading & Writing Grade 12 (CSU Task Force) Newcomer Academy: Read 180 & HMH Engligh 3D ELD: 9-12 HMH English ED Strategic/Supplement/Support: AP English Language Composition, Perfection Learning (2023)	Yes	0%
Mathematics	9-12 McGraw Hill/Glencoe Integrated Math 1,2,&3 11-12 Adv. Classes* - see course outline (*Math Adoption 2015)	Yes	0%
Science	9th G-W Publisher Essential Health (2021) Positive Prevention Plus (2018) 9-12 Biology: HMH Dimensions Biology (2022) Chemistry: HMH Dimensions Chemistry (2022) Earth Science: HMH Dimensions Earth & Space (2022) Physics: Holt Physics Conceptual Physics: Addison Wesley Publisher AP: see course outline	Yes	0%
History-Social Science	Grade 10: McGraw Hill World History, Culture, & Geography: The Modern World (2019)	Yes	0%

	Grade 11: McGraw Hill Impact! US History & Geography (2019) Grade 12: Pearson Civics: Magruder's American Government (2016) Grade 12: McGraw Hill Understanding Economics Grade 10-12 AP: see course outline Supplemental: DBQ/TCI DIgital Resources		
Foreign Language	9-12 Spanish: Vista Higher Learning Senderos Level 1, 2, 3 (2022) 9-12 Spanish for Spanish Speakers: Cengage 9-12 French: Carnegie Learning T'es braché (2022) 9-12 ASL: Sign Media Master ASL! (2021) AP: see course outline	Yes	0%
Health	Goodheart-Wilcox Essential Health (2021)	Yes	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

El Diamante High School takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and volunteers. Sufficient space is provided for students and staff to support teaching and learning. This includes space provided by classrooms, athletic playing fields, and staff workrooms. To assist our school in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule
In addition to custodial staff on duty during the school day, a team of maintenance specialists comes in after hours for daily cleaning. District and school maintenance staff work cooperatively with administrators to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Program
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The deferred maintenance program ensures that all classrooms and facilities are maintained to a degree of adequacy that allows for a good learning environment.

In August of 2022 and 2023, El Diamante underwent a Williams Visit from Tulare County Office of Education. El Diamante conditions were approved for both years - the most recent letter of approval was on October 16, 2023.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	1/2/2024

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	302: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 303: 4. RUBBER MOLDING IS MISSING. 10. PLUG IN AIR FRESHENER IS PRESENT. 11. PAINT IS PEELING ON THE INTERIOR WALL. 304: 4. DRAWER HANDLES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL. 305: 4. DRAWER HANDLES ARE MISSING. 312: 4. CARPET IS TORN. PLASTER IS CHIPPING EXPOSING METAL. 7. THREE FLOOR OUTLET COVERS ARE MISSING. 313: 4. LINOLEUM FLOORING IS SEPERATING AT SEAM. CABINET HANDLE IS MISSING. 10. FIRE PULL IS TAPED OVER. PLUG IN CANDLE WARMER. 314: 4. PLASTER IS CHIPPING EXPOSING METAL. 315: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 316: 4. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON INTERIOR WALL. 318: 4. PENCIL SHARPENER COVER IS MISSING. 351: 4. CEILING TILE HAS A HOLE. 358: 4. DRAWER HANDLE IS MISSING. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. 361: 4. CEILING TILES HAVE WATER STAINS. 7. ETHERNET COVER IS MISSING IN CEILING. 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. 362: 4. CARPET IS STAINED. 7. MULTIPLE FLOOR OUTLET COVERS ARE BROKEN. 363: 4. DRAWER HANDLES ARE MISSING. PENCIL SHARPENER COVER IS MISSING. 365: 4. CARPET IS TORN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 366: 4. PLATER IS CHIPPING EXPOSING METAL. PENCIL SHARPENER COVER IS MISSING. 368: 4. DRAWER HANDLES ARE MISSING. 403: 4. CEILING TILE HAS A WATER STAIN. 7. TWO CAN LIGHTS ARE OUT. 9. ONE SET OF FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 404: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. ONE DRINKING FOUNTAIN HAS NO FLOW. 11. PAINT IS PEELING ON INTERIOR WALL. 506/505: 4. HOLE IN WALL.(FOYER) RUBBER MOULDING IS MISSING.(FOYER) 601: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ALL FLOOR OUTLET COVERS ARE BROKEN. 14. TRIP HAZARDS ON WALKWAY (NEAR GATE).

School Facility Conditions and Planned Improvements

612: 4. RUBBER MOLDING IS TORN. 7. ETHERNET COVER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.

613: 4. HOLE IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER.

614: 4. DRAWER HANDLE IS MISSING.

615: 4. DRAWER HANDLE IS MISSING. 11. IMPROPERLY STORED CLEANING SUPPLIES.

616: 4. CEILING TILE HAS A WATER STAIN. CARPET IS TORN. PLASTER IS CHIPPING EXPOSING METAL. 10. PLUG IN CANDLE WARMER. 12. CRACKS IN INTERIOR WALL.

617: 4. CEILING TILE HAS A WATER STAIN. 7. FLOOR OUTLET COVERS ARE BROKEN.

621: 4. DRAWER HANDLE IS MISSING. 7. SURGE PROTECTERS ARE DAISY CHAINED.

701: 4. CEILING TILE HAS A HOLE. CEILING TRIM IS BROKEN/MISSING. 7. CLOCK IS NOT FUNCTIONING.

702: 4. FLOOR TILES ARE BROKEN AT ENTRY. 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. PLUG IN AIR FRESHENER IS PRESENT.

901: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. CEILING TILES HAVE HOLES. 7. ELECTRICAL COVER IS MISSING. EXTENSION CORD AND SURGE PROTECTER ARE DAISY CHAINED.

902: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES.

903: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. ELECTRICAL COVER IS MISSING IN CEILING. SURGE PROTECTERS ARE DAISY CHAINED.

904: 4. CEILING TILES HAVE WATER STAINS.

905: 4. CEILING TILES ARE TORN. 7. TWO LIGHT DIFFUSERS ARE MISSING. ELECTRICAL COVER IS MISSING. 12. DRY ROT ON BUILDING SKIRTING AND FOUNDATION.

907: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREENS ARE MISSING.

917: 4. CEILING TILE IS TORN. 15. DOOR SLAMS SHUT.

ASSISTANT PRINCIPAL: 4. CEILING TILE HAS A WATER STAIN.

BAND ROOM: 4. CARPET IS TORN.

BOYS RESTROOM: 4. WALL TILE IS BROKEN.

CHOIR ROOM: 4. CARPET IS TORN. PLASTER IS CHIPPING EXPOSING METAL.

CONCESSIONS: 4. FLOOR TILE IS BROKEN.

FINANCE OFFICE: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER IS PRESENT.

GYM: 4. FLOOR TILES ARE BROKEN AT ENTRY.(FOYER) 12. CRACK IN INTERIOR WALL.(FOYER)

School Facility Conditions and Planned Improvements

			KITCHEN: 4. CEILING TILE IS TORN. 7. ONE LIGHT DIFFUSER HAS WATER STAIN. ONE LIGHT PANEL IS OUT. 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. LIBRARY: 4. CARPET IS LIFTING. MENS DRESSING ROOM: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. THERMOSTAT COVER IS MISSING. NURSE: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. FAUCET LEAKS AT HANDLE. 10. PLUG IN AIR FRESHENER IS PRESENT. STUDENT SERVICES ADMIN: 4. CEILING TILES HAVE WATER STAINS. TRAINING ROOM: 4. FLOOR TILES ARE BROKEN.(HALLWAY) WOMENS RESTROOM: 4. MENSTRUAL PRODUCT DISPENSER HANDLE IS BROKEN.(RR IS SINGLE USE) WORKROOM: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			302: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 306: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 311: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 315: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 352: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 353: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. AEROSOL AIR FRESHENER. 402: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ONE SET FAUCET HAS NO FLOW. TWO DRINKING FOUNTAINS HAVE NO FLOW. DRINKING FOUNTAIN HANDLE IS MISSING. 501: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL PANEL IS OBSCURED. 502: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR SLAMS SHUT. 504: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 601: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ALL FLOOR OUTLET COVERS ARE BROKEN. 14. TRIP HAZARDS ON WALKWAY (NEAR GATE). 602: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ALL FLOOR OUTLET COVERS ARE BROKEN. 10. EXIT IS BLOCKED. 611: 5.UNSECURED ITEMS ARE STORED TOO HIGH. 613: 4. HOLE IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 903: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS

School Facility Conditions and Planned Improvements

				BLOCKED. ELECTRICAL COVER IS MISSING IN CEILING. SURGE PROTECTERS ARE DAISY CHAINED. FINANCE OFFICE: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER IS PRESENT. PREP ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. SUPPLY ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. WORKROOM: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical			X	301: 7. SURGE PROTECTERS ARE DAISY CHAINED. ONE LIGHT PANEL IS OUT. 304: 4. DRAWER HANDLES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL. 307: 7. SURGE PROTECTORS ARE DAISY CHAINED. MULTIPLE LIGHTBULBS ARE OUT. 309: 7. EXTERIOR OUTLET COVER IS MISSING. 311: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 312: 4. CARPET IS TORN. PLASTER IS CHIPPING EXPOSING METAL. 7. THREE FLOOR OUTLET COVERS ARE MISSING. 317: 7. CLOCK IS NOT FUNCTIONING. 352: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 354: 7. TWO LIGHT PANELS ARE OUT. 356: 7. MULTIPLE LIGHT BULBS ARE OUT. 10. PLUG IN AIR FRESHENER. 358: 4. DRAWER HANDLE IS MISSING. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. 361: 4. CEILING TILES HAVE WATER STAINS. 7. ETHERNET COVER IS MISSING IN CEILING. 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. 362: 4. CARPET IS STAINED. 7. MULTIPLE FLOOR OUTLET COVERS ARE BROKEN. 403: 4. CEILING TILE HAS A WATER STAIN. 7. TWO CAN LIGHTS ARE OUT. 9. ONE SET OF FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 501: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL PANEL IS OBSCURED. 503: 7. ONE LIGHT PANEL IS OUT. 601: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ALL FLOOR OUTLET COVERS ARE BROKEN. 14. TRIP HAZARDS ON WALKWAY (NEAR GATE). 602: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ALL FLOOR OUTLET COVERS ARE BROKEN. 10. EXIT IS BLOCKED. 603: 7. MULTIPLE LIGHTBULBS ARE OUT/BAD. 10. FIRE EXTINGUISHER IS MISSING. 604: 7. ONE LIGHT DIFFUSER IS BROKEN. 605: 7. LIGHT DIFFUSER HAS A WATER STAIN. 10. FIRE EXTINGUISHER IS MISSING. 606: 7. CORDS ARE CREATING TRIP HAZARDS. 607: 7. CORD IS CREATING A TRIP HAZARD.

School Facility Conditions and Planned Improvements

609: 7. FLOOR OUTLET COVER IS BROKEN.
612: 4. RUBBER MOLDING IS TORN. 7. ETHERNET COVER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.
617: 4. CEILING TILE HAS A WATER STAIN. 7. FLOOR OUTLET COVERS ARE BROKEN.
618: 7. FLOOR OUTLET COVERS ARE BROKEN.
621: 4. DRAWER HANDLE IS MISSING. 7. SURGE PROTECTERS ARE DAISY CHAINED.
622: 7. ONE LIGHT PANEL IS OUT. 11. IMPROPERLY STORED CLEANING SUPPLIES.
701: 4. CEILING TILE HAS A HOLE. CEILING TRIM IS BROKEN/MISSING. 7. CLOCK IS NOT FUNCTIONING.
703: 7. MULTIPLE LIGHT BULBS ARE OUT. 9. ONE FAUCET LEAKS AT BASE. ONE FAUCET LEAKS AT FITTING.
901: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. CEILING TILES HAVE HOLES. 7. ELECTRICAL COVER IS MISSING. EXTENSION CORD AND SURGE PROTECTER ARE DAISY CHAINED.
903: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. ELECTRICAL COVER IS MISSING IN CEILING. SURGE PROTECTERS ARE DAISY CHAINED.
905: 4. CEILING TILES ARE TORN. 7. TWO LIGHT DIFFUSERS ARE MISSING. ELECTRICAL COVER IS MISSING. 12. DRY ROT ON BUILDING SKIRTING AND FOUNDATION.
906: 7. SURGE PROTECTERS ARE DAISY CHAINED. 10. PLUG IN CANDLE WARMER (LEFT ON).
907: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREENS ARE MISSING.
908: 7. SWITCHPLATE IS MISSING. 15. DOOR HANDLE IS LOOSE.
910: 7. SWITCHPLATE IS BROKEN.
911: 7. SWITCH PLATE IS LOOSE. 7. ELECTRICAL PANEL IS COVERED/HIDDEN. 10. MULTIPLE BURNED CANDLES IN ROOM.
914: 7. ELECTRICAL PANEL IS HIDDEN BY A PICTURE FRAME.
915: 7. ETHERNET BOXES ARE LOOSE FROM WALL. OUTLET COVER IS BROKEN. EXTERIOR LIGHT FLICKERS. 14. SECTION OF RAMP IS LOOSE.
CAREER CENTER: 7. TWO LIGHT PANELS ARE OUT.
KITCHEN: 4. CEILING TILE IS TORN. 7. ONE LIGHT DIFFUSER HAS WATER STAIN. ONE LIGHT PANEL IS OUT. 10. FIRE SPRINKLER ESCUTCHEON IS MISSING.
LEARNING DIRECTOR: 7. EXTENSION CORD IS BEING PERMANENTLY USED FOR COFFEE POT. 10. PLUGIN AIR FRESHENER IS PRESENT.

School Facility Conditions and Planned Improvements

			LEARNING DIRECTOR: 7. EXTENSION CORD IS BEING PERMANENTLY USED. MENS DRESSING ROOM: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. THERMOSTAT COVER IS MISSING. PREP ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. PREP ROOM: 7. LIGHT DIFFUSER HAS A WATER STAIN. PREP ROOM: 7. ONE LIGHT PANEL IS OUT. PREP ROOM: 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT FITTING. STUDENT STORE: 7. ONE LIGHT PANEL IS OUT. THEATRE: 7. MULTIPLE LIGHTS ARE OUT.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	402: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ONE SET FAUCET HAS NO FLOW. TWO DRINKING FOUNTAINS HAVE NO FLOW. DRINKING FOUNTAIN HANDLE IS MISSING. 403: 4. CEILING TILE HAS A WATER STAIN. 7. TWO CAN LIGHTS ARE OUT. 9. ONE SET OF FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 404: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. ONE DRINKING FOUNTAIN HAS NO FLOW. 11. PAINT IS PEELING ON INTERIOR WALL. 703: 7. MULTIPLE LIGHT BULBS ARE OUT. 9. ONE FAUCET LEAKS AT BASE. ONE FAUCET LEAKS AT FITTING. ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. ALL GENDER RESTROOM: 9. FAUCET LEAKS AT HANDLE. BOYS RESTROOM: 9. ONE FAUCET HAS A LOW FLOW. BOYS RESTROOM: 9. ONE FAUCET HAS A LOW FLOW. 15. WEATHER STRIPPING IS BENT. BOYS RESTROOM: 9. THREE SINKS ARE LOOSE FROM WALL. ONE FAUCET IS LOOSE AT BASE. GIRLS RESTROOM: 9. FAUCETS HAVE HIGH PRESSURE. GIRLS RESTROOM: 9. ONE FAUCET IS LOOSE AT BASE. MENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) TOILET LEAKS AT FITTING. 9. FAUCET LEAKS AT HANDLE.(RR IS SINGLE USE) NURSE: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. FAUCET LEAKS AT HANDLE. 10. PLUG IN AIR FRESHENER IS PRESENT. PREP ROOM: 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT FITTING. STAFF MENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)(RR IS SINGLE USE) UNISEX RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET LEAKS AT HANDLE.

School Facility Conditions and Planned Improvements

				WOMENS RESTROOM: 9. FAUCET LEAKS AT HANDLE
Safety: Fire Safety, Hazardous Materials	X			303: 4. RUBBER MOLDING IS MISSING. 10. PLUG IN AIR FRESHENER IS PRESENT. 11. PAINT IS PEELING ON THE INTERIOR WALL. 304: 4. DRAWER HANDLES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL. 308: 10. TWO FIRE SPRINKLER ESCUTCHEONS ARE MISSING. 313: 4. LINOLEUM FLOORING IS SEPERATING AT SEAM. CABINET HANDLE IS MISSING. 10. FIRE PULL IS TAPED OVER. PLUG IN CANDLE WARMER. 316: 4. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON INTERIOR WALL. 353: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. AEROSOL AIR FRESHENER. 355: 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. 356: 7. MULTIPLE LIGHT BULBS ARE OUT. 10. PLUG IN AIR FRESHENER. 357: 10. FIRE SPRINKLER ESCUTCHEONS ARE MISSING. 358: 4. DRAWER HANDLE IS MISSING. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. 359: 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. 360: 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. 361: 4. CEILING TILES HAVE WATER STAINS. 7. ETHERNET COVER IS MISSING IN CEILING. 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. 364: 11. PAINT IS PEELING ON THE CEILING. 365: 4. CARPET IS TORN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 404: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. ONE DRINKING FOUNTAIN HAS NO FLOW. 11. PAINT IS PEELING ON INTERIOR WALL. 602: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ALL FLOOR OUTLET COVERS ARE BROKEN. 10. EXIT IS BLOCKED. 603: 7. MULTIPLE LIGHTBULBS ARE OUT/BAD. 10. FIRE EXTINGUISHER IS MISSING. 605: 7. LIGHT DIFFUSER HAS A WATER STAIN. 10. FIRE EXTINGUISHER IS MISSING. 608: 10. FIRE EXTINGUISHER IS MISSING. 612: 4. RUBBER MOLDING IS TORN. 7. ETHERNET COVER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 613: 4. HOLE IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 615: 4. DRAWER HANDLE IS MISSING. 11. IMPROPERLY STORED CLEANING SUPPLIES. 616: 4. CEILING TILE HAS A WATER STAIN. CARPET IS TORN. PLASTER IS CHIPPING

School Facility Conditions and Planned Improvements

				EXPOSING METAL. 10. PLUG IN CANDLE WARMER. 12. CRACKS IN INTERIOR WALL. 622: 7. ONE LIGHT PANEL IS OUT. 11. IMPROPERLY STORED CLEANING SUPPLIES. 702: 4. FLOOR TILES ARE BROKEN AT ENTRY. 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. PLUG IN AIR FRESHENER IS PRESENT. 906: 7. SURGE PROTECTERS ARE DAISY CHAINED. 10. PLUG IN CANDLE WARMER (LEFT ON). 911: 7. SWITCH PLATE IS LOOSE. 7. ELECTRICAL PANEL IS COVERED/HIDDEN. 10. MULTIPLE BURNED CANDLES IN ROOM. COMPUTER ROOM 61: 10. BURNED CANDLE IS PRESENT. COMPUTER ROOM 62: 10. PLUG IN AIR FRESHENER IS PRESENT. 11. PESTICIDES ARE PRESENT. COMPUTER ROOM 63: 10. PLUG IN CANDLE WARMER. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. FINANCE OFFICE: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER IS PRESENT. KITCHEN: 4. CEILING TILE IS TORN. 7. ONE LIGHT DIFFUSER HAS WATER STAIN. ONE LIGHT PANEL IS OUT. 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. LEARNING DIRECTOR: 10. PLUG IN CANDLE WARMER. LEARNING DIRECTOR: 7. EXTENSION CORD IS BEING PERMANENTLY USED FOR COFFEE POT. 10. PLUGIN AIR FRESHENER IS PRESENT. NURSE: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. FAUCET LEAKS AT HANDLE. 10. PLUG IN AIR FRESHENER IS PRESENT. REGISTRAR: 10. FIRE PULL IS TAPED OVER.
Structural: Structural Damage, Roofs	X			616: 4. CEILING TILE HAS A WATER STAIN. CARPET IS TORN. PLASTER IS CHIPPING EXPOSING METAL. 10. PLUG IN CANDLE WARMER. 12. CRACKS IN INTERIOR WALL. 905: 4. CEILING TILES ARE TORN. 7. TWO LIGHT DIFFUSERS ARE MISSING. ELECTRICAL COVER IS MISSING. 12. DRY ROT ON BUILDING SKIRTING AND FOUNDATION. GYM: 4. FLOOR TILES ARE BROKEN AT ENTRY.(FOYER) 12. CRACK IN INTERIOR WALL.(FOYER)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			502: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR SLAMS SHUT. 601: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ALL FLOOR OUTLET COVERS ARE BROKEN. 14. TRIP HAZARDS ON WALKWAY (NEAR GATE).

School Facility Conditions and Planned Improvements

907: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREENS ARE MISSING.
908: 7. SWITCHPLATE IS MISSING. 15. DOOR HANDLE IS LOOSE.
909: 15. DOOR SLAMS SHUT.
915: 7. ETHERNET BOXES ARE LOOSE FROM WALL. OUTLET COVER IS BROKEN. EXTERIOR LIGHT FLICKERS. 14. SECTION OF RAMP IS LOOSE.
917: 4. CEILING TILE IS TORN. 15. DOOR SLAMS SHUT.
BOYS RESTROOM: 9. ONE FAUCET HAS A LOW FLOW. 15. WEATHER STRIPPING IS BENT.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	70	70	42	43	46	47
Mathematics (grades 3-8 and 11)	22	23	26	28	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	449	428	95.32	4.68	70.02
Female	223	216	96.86	3.14	77.31
Male	226	212	93.81	6.19	62.56
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	87.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	318	302	94.97	5.03	65.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	86.67

White	86	83	96.51	3.49	81.71
English Learners	28	27	96.43	3.57	18.52
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	252	239	94.84	5.16	65.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	60	49	81.67	18.33	26.53

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	439	419	95.44	4.56	22.91
Female	217	211	97.24	2.76	22.75
Male	222	208	93.69	6.31	23.08
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	310	295	95.16	4.84	17.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	35.71
White	84	81	96.43	3.57	35.80
English Learners	26	25	96.15	3.85	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	244	232	95.08	4.92	17.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	59	48	81.36	18.64	4.17

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	33.64	34.33	26.54	25.54	30.29	30.73

2023-24 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	903	869	96.23	3.77	34.33
Female	479	468	97.70	2.30	34.83
Male	424	401	94.58	5.42	33.75
American Indian or Alaska Native	--	--	--	--	--
Asian	34	33	97.06	2.94	45.45
Black or African American	15	13	86.67	13.33	15.38
Filipino	--	--	--	--	--
Hispanic or Latino	605	584	96.53	3.47	28.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	33	97.06	2.94	54.55
White	200	192	96.00	4.00	50.00
English Learners	51	49	96.08	3.92	2.04
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	27.27
Military	--	--	--	--	--
Socioeconomically Disadvantaged	492	472	95.93	4.07	28.87
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	114	96	84.21	15.79	4.17

2023-24 Career Technical Education Programs

El Diamante students can access career planning websites such as my10yearplan.com, mymajors.com, collegeboard.com, and others. These online databases provide students full access to both college and career research.

Ninth-grade year:
- Ninth-grade students study post-secondary educational paths and career modules through their "Success 101" class.
. The counselors discuss graduation requirements and classes that meet A-G requirements for college students. Counselors also provide lessons to students in their Success 101 classes. Each student will meet with their counselor to create an Individual Learning Plan.

Tenth-grade year:
- Students receive information regarding college, A-G requirements, and the pathways following high school, such as community colleges, state colleges, universities, private colleges, vocational trade schools,
military, workforces, etc. This is done through homeroom classes by a counselor.
- Students complete a college information worksheet, job application, and resume. Students are expected to return a completed resume to their English teacher for a grade.

Eleventh-grade year:
- Students receive information regarding entrance exams such as PSAT, SAT, SAT II, and ACT through homeroom classes.
- Students research the necessary components needed for a personal statement. Students complete their statements based on one of the UC prompts and submit them to their English teacher for a grade.

Twelfth-grade year:
- Counselors visit all 12th-grade homerooms and present information on important dates with college applications, financial aid, etc.
- Students learn about and submit a letter of introduction/cover letter to their English teacher. This is preparation for students' applications for jobs in the workforce.

Counselors assist students and parents with graduation and college requirements, career and post-secondary goals, college entrance exams, and course offerings.

Counselors, assistant principals, and homeroom teachers will remind students of high school and college requirements through homeroom presentations. In Homeroom, students and teachers review Homeroom news slides daily. The slides contain grade-level information and emphasize college and career readiness, academic study skills, and social-emotional strategies.

Vocational courses through Career Technical Education (CTE) make connections with the community to inform students about jobs available in the specific area they are studying. In addition to CTE courses offered, EDHS has two Linked Learning academies that have recently been established:

S.T.R.O.N.G. (Sports Therapy, Rehabilitation, Orthopedics, and Neuromuscular Gains) Academy

The El Diamante Sports Medicine Academy is a pathway for students to experience high school in a new, different, and innovative form. This academy's vision is to prepare students for leadership roles in medical careers through learning opportunities in the evolving kinesiology community. Students enrolled at El Diamante Sports Therapy Rehabilitation, Orthopedic, and Neurogenic Academy will gain an understanding in the areas of prevention, treatment, and management of illness and injury as well as the preservation of mental and physical well-being not only in sports but in life by focusing on the study of many sciences including Biology, Kinesiology, Chemistry, and Anatomy & Physiology. Students enrolled in this academy will participate in job shadowing and internships to master the content thoroughly.

Media Arts Academy

The El Diamante MA academy engages students in various new media, including film production, web and graphic design, computer programming, and visual arts. Along with this specialized content, students will receive additional resources and instruction in the core classes of English and math, specifically tailored to the academy's goals. Therefore, students will receive comprehensive and integrated cinema, television, and video arts training, giving them a unique high school experience. The Media Arts Academy has also been designed to be rigorous and challenging academically and creatively. This four-year intensive academy will combine all aspects of technical knowledge and creativity, culminating in a senior-year feature-length film project. This project will incorporate screenwriting, special effects, producing, financing, marketing, and distributing a student-made film of professional quality. Thus, students will be college- and career-ready upon completing the Media Arts Academy.

The Special Education workability program places students in the community at various businesses. We have a specific program at El Diamante that caters to teacher orders for lunches and also to outside groups and clubs for food production. Both creating the food items and delivering lunches on-site are done by special education students. This program also manages a coffee shop at our district's learning center on Cypress. Students can learn specific skills in managing a catering service and coffee shop through both jobs. The floral (Ornamental Horticulture) course has a community classroom where students are placed in flower shops during the 2nd semester to allow students to experience the career firsthand. Field trips allow students to gain awareness of career opportunities tied to the content they are learning in the classroom.

Supplemental Teams from our local community college, College of the Sequoias (COS), visit both economics and Civics classrooms and present students with information regarding EOPS, MESA, learning resources on campus, financial aid, scholarships, admission, and Registration-To-Go, which occurs on campus in late April or early May each year.

For the 2024-25 school year, students' on-campus CTE offerings included Retail Foods (1 and 2), Automotive (Introduction to Advanced Auto/Auto Diagnostics), Agriculture Mechanics (1, 2, and 3), Agriculture Business (2-3), Agriculture (Plant & Soil,

2023-24 Career Technical Education Programs

Introduction to Animals & Plants, and Floral Design), and AgriTech (Construction and Technology).

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	868
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	99
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.71
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	67.27

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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	85%	85%	88%	87%	89%

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.

2024-25 Opportunities for Parental Involvement

Parent involvement and communication are essential to our school's success. El Diamante High School continually strives to involve parents by sharing information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities. Information about parent involvement is found on the school's website. Parents receive a weekly Community Update through Parentlink and social media that includes information about school events, activities, and parent involvement opportunities.

There are numerous and varied opportunities for parent involvement. Parents attend school functions, participate in conferences, and sometimes chaperone school events.   Drama, music, and athletics provide additional opportunities for parents to participate as volunteers or visitors. Parents may also serve on advisory committees and leadership teams, including, but not limited to, the English Learner Advisory Committee (ELAC), Miner Foundation, Parent Teacher Student Association (PTSA), and School Site Council (SSC). Additional opportunities for parental involvement also exist at the district level.

Parents who want more information on becoming involved may contact Principal Kim Nelson at (559) 735-3501.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0.9	2.9	1.3	2.3	7.0	5.3	7.8	8.2	8.9
Graduation Rate	98.1	96.0	97.5	92.2	90.4	92.5	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	447	436	97.5
Female	255	250	98.0
Male	192	186	96.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	17	16	94.1
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	289	282	97.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	13	12	92.3
White	110	108	98.2
English Learners	34	34	100.0
Foster Youth	--	--	--
Homeless	19	19	100.0
Socioeconomically Disadvantaged	317	309	97.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	56	49	87.5

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2054	1997	330	16.5
Female	1068	1037	184	17.7
Male	984	958	146	15.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	76	71	7	9.9
Black or African American	26	26	7	26.9
Filipino	15	15	3	20.0
Hispanic or Latino	1442	1397	238	17.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	70	67	16	23.9
White	382	378	52	13.8
English Learners	181	169	38	22.5
Foster Youth	18	15	4	26.7
Homeless	51	49	19	38.8
Socioeconomically Disadvantaged	1250	1209	266	22.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	276	273	67	24.5

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

	Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
7.1	4.92	3.12	5.15	5.4	5.88	3.17	3.6	3.28

This table displays expulsions data.

	Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.36	0.23	0.19	0.19	0.25	0.2	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.12	0.19
Female	2.34	0.00
Male	3.96	0.41
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.32	0.00
Black or African American	7.69	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.33	0.14
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.43	0.00
White	2.09	0.26
English Learners	6.08	0.00
Foster Youth	11.11	0.00
Homeless	17.65	1.96
Socioeconomically Disadvantaged	3.92	0.24
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.52	0.72

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

2024-25 School Safety Plan

The Visalia Unified School District Board of Education has stated that a primary goal of the school district is to ensure positive and safe learning environments. A safe school environment provides the basic atmosphere where learning is maximized. All Visalia Unified School District staff participate in maintaining this safe and positive environment. Each school site has

2024-25 School Safety Plan

developed a comprehensive safe school plan with input from parents, staff, students, and community agencies such as law enforcement and fire departments. These plans address key safety improvement needs and are evaluated regularly. They address all aspects of school safety, such as the physical facilities and grounds, conduct codes, staffing needs, positive learning approaches, and character education. The safety plans are reviewed and approved by the sites' School Site Council and are fully compliant with federal and state regulations.

The Visalia Unified School District Board of Education reviews and approves all site plans by March 1st as per the state's deadline. El Diamante's SSC reviewed the CSSP on November 4, 2024, and approved it on November 13, 2024. It was also reviewed with staff on August 13th, 2024. Staff and parents have received a digital copy of the school's safety plan in the Weekly Communication section and on the school website.

This year's updates include a complete reformatting of the comprehensive school safety plans for each site and adding in all the new safety changes implemented within the last school year. That includes:

- -Language with ALICE active shooter training
- -Language with Raptor, our emergency response system
- -Safety procedural changes
- -Reunification location changes
- -Evacuation map changes now called Four Corners
- -Updated Incident Command System for each site and district
- -And many more more minor changes

Students have the right to a safe campus and learning environment. Preventing school safety problems is a priority for all school staff, parents, and students. These plans are in place but hopefully never needed. Each day, students come to school to learn, be safe, and enjoy the learning environment. Keeping safety in mind in all we do makes this possible.

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	19	53	12
Mathematics	27	15	34	16
Science	27	8	21	12
Social Science	26	9	32	7

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	13	58	10
Mathematics	26	14	41	10
Science	27	11	15	13
Social Science	23	17	25	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	19	57	8
Mathematics	24	24	40	7
Science	28	5	23	9
Social Science	26	9	30	8

2023-24 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	1942

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,361.43	462.96	6,898.47	87,973.84
District	N/A	N/A	3,972.10	$86,565
Percent Difference - School Site and District	N/A	N/A	53.8	1.6
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-43.8	-7.3

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, the District received federal and state aid for the following categorical, special education, and support programs:

Federal Programs
Title I, Part A, School & District Discretionary Block Grants
Title I, Part C, Migrant Education
Title II, Part A, Improving Teacher Quality
Title II, Part D, Enhancing Education Through Technology
Title III, Limited English Proficient
Title IV Part A SSAE
ESSER I, II, & III
IDEA, Special Education

State Programs

Fiscal Year 2023-24 Types of Services Funded

Supplemental and Concentration Funds
Child Development Programs

At El Diamante, a full-time social worker, school psychologist, behavior intervention technician, and safe and student intervention program technician serves our students. Paraprofessionals serve special education students and English Language Learners. An intervention Learning Director and counselors supports our vulnerable and at-risk students. Students receive individualized support from skilled school staff personnel.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$60,666	$56,573
Mid-Range Teacher Salary	$87,672	$87,186
Highest Teacher Salary	$117,330	$119,665
Average Principal Salary (Elementary)	$158,625	$148,486
Average Principal Salary (Middle)	$151,260	$154,835
Average Principal Salary (High)	$169,694	$170,008
Superintendent Salary	$302,702	$338,699
Percent of Budget for Teacher Salaries	28.54	31.41
Percent of Budget for Administrative Salaries	6.11	4.86

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	23.3

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	11
Fine and Performing Arts	0
Foreign Language	3
Mathematics	2
Science	4
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	25

Professional Development

The following areas of professional development have been provided to staff: Professional Learning Communities (PLCs), Tier 1 Classroom Expectations, Multi-tiered Systems of Support (MTSS), Career Technical Education (CTE) High-Quality pathway development, CTE Project-Based Learning (PBL), CTE Work-Based Learning (WBL), and effective math and literacy instruction and other areas as indicated by site data. Our district provides professional development based on data from both the district and site levels to ensure that areas of need are being addressed. Depending on teacher goals, professional Development occurs at the district, site, and classroom level.   The district provides Teachers on Special Assignment (TOSA) in Math, Science, Literacy, and Social Science to provide onsite coaching and support after professional development.

Support for Novice Teachers: Due to a shortage of highly qualified teachers in our area, twenty percent of Visalia Unified's certificated educators do not yet hold a clear credential and are considered "novice" educators. In response to this challenge and in compliance with the California Commission on Teacher Credentialing, Visalia Unified offers a robust support and training system for these novice educators, which includes differentiated professional development and continuous professional growth opportunities. The professional learning system begins with the New Certificated Staff Summer Institute, which is a five-day interactive training course offered in August, one week before school begins. This training covers classroom management, classroom culture, curriculum frameworks, and lesson design. In addition, a four-day workshop on student engagement and cooperative learning is offered during winter break so that teachers may implement new structures and strategies during the spring semester. All novice teachers receive ongoing support and individualized training throughout the year via weekly meetings with their assigned mentors at their respective school sites. Mentors and district teachers-on-assignment support the implementation of new knowledge by providing in-class coaching, collaborating on lesson design, accompanying novice teachers on classroom tours, and assisting with student data analysis to drive instructional decisions. In addition, novice teachers and their mentors attend monthly after-school training in action research and are provided time to reflect on their instructional practice. Mentors and teachers on assignment are carefully selected experienced educators trained to facilitate novice teachers' individualized professional growth. Novice teachers who have preliminary credentials participate in the VUSD Teacher Induction Clear Credential Program which is accredited by the Commission and is offered at no cost to the candidate.

At El Diamante High School, new teachers receive support from our instructional coach, assigned mentors, and our Assistant Principal of Teaching and Learning. VUSD emphasizes coaching, so each site in the District was able to hire an instructional coach. Our coach engages in co-teaching and a learning cycle for new and veteran teachers.

Support for Veteran Teachers: Veteran teachers in need of classroom management assistance also have access to one-on-one mentor support as may be needed in the case of a new grade-level assignment or challenging class. Visalia Unified also

Professional Development

offers a Peer Assistance and Review (PAR) program which is a formal system of mentoring and accountability.

From 2018-24, El Diamante High School has provided professional development for teachers in the following areas: technology to enhance instruction, highly effective classroom-based instructional practices, prioritizing standards, developing a coherent curriculum, and positive relationship building with students. Our skilled and experienced teacher leaders and instructional coaches have facilitated learning opportunities for our staff. For example, during our professional development, we have breakout sessions for teachers to choose from based on their goals for learning. As a school site, we have developed three instructional, behavioral, and relational expectations that we committed to implementing in our classrooms. Our collaborative teams have worked on creating a coherent curriculum that includes priority standards to better prepare students for standardized testing, College and Career Readiness, and A-G requirements. In addition, we have focused on the importance of building positive relationships with students inside and outside of the classroom.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8