

Dinuba 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	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
Grade Span	9-12
County-District-School (CDS) Code	54-75531-5431184

2024-25 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

2024-25 School Description and Mission Statement
<p>Message from the Principal:</p> <p>"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.</p> <p>Dinuba High School has established our Graduate Outcomes for our students and we strive to prepare them.</p>

2024-25 School Description and Mission Statement

Dinuba Graduate Outcomes

1) Collaborative Problem Solvers

- Develop strong interpersonal and conflict resolution skills.
- Identify complex, real-world problems and analyze for solutions
- Develop, implement, and communicate new ideas to others

2) Productive Citizens

- Appreciate and respect differences both among people and across cultures
- Become ethical, respectful, responsible, trustworthy, and caring citizens.
- Participate in civic life. Know how to stay informed and understand governmental processes.
- Manage personal resources (time, money, and health).

3) College, Career, 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. There are many opportunities for parents to get involved in their child's education.

Major Achievements:

In October 2024, DUSD was announced as the top school for student achievement in ELA and Math on CAASPP state testing platform for the third year in a row!

In fall, 2024, DHS was named a platinum school for PBIS!

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

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

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

2024-25 School Description and Mission Statement

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

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

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

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	580
Grade 10	581
Grade 11	471
Grade 12	483
Total Enrollment	2,115

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	1.2
Asian	1.2
Black or African American	0.3
Filipino	0.4
Hispanic or Latino	90.9
Native Hawaiian or Pacific Islander	0.1
White	5.7
English Learners	24.5
Foster Youth	0.6
Homeless	0.3
Migrant	3.7
Socioeconomically Disadvantaged	83.8
Students with Disabilities	8.4

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/Incomplete/NA	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/Incomplete/NA	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

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)	67.60	73.93	227.00	81.84	231142.40	83.24
Intern Credential Holders Properly Assigned	3.20	3.50	11.60	4.21	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.20	3.60	5.90	2.15	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.50	2.74	15.40	5.58	11746.90	4.23
Unknown/Incomplete/NA	14.80	16.21	17.20	6.21	14303.80	5.15
Total Teaching Positions	91.50	100.00	277.40	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	1.60	2
Misassignments	0.60	1.00	1.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.60	2.60	3.2

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
Local Assignment Options	0.50	2.20	2.5
Total Out-of-Field Teachers	0.50	2.20	2.5

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)	1.20	1.3	1.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.50	0	0

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

2024-25 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ENGLISH,9,COLLECTIONS CALIFORNIA,HOUGHTON MIFFLIN,2017,Blended ENGLISH,9,LANGUAGE OF LITERATURE (HONORS),MCDOUGAL LITTELL,2002,Bound Only ENGLISH,10,COLLECTIONS CALIFORNIA,HOUGHTON MIFFLIN,2017,Blended ENGLISH,10,LANGUAGE OF LITERATURE (HONORS),MCDOUGAL LITTELL,2002,Bound Only ENGLISH,11,COLLECTIONS CALIFORNIA,HOUGHTON MIFFLIN,2017,Blended ENGLISH,11,PERRINE'S LITERATURE STRUCTURE SOUND and SENSE,WADSWORTH,2006,Bound Only ENGLISH,11,HOW TO READ LITERATURE LIKE A PROFESSOR,QUILL,2006,Bound Only ENGLISH,12,LANGUAGE OF COMPOSITION (AP LANG),BEDFORD/ST. MARTINS,2018,Blended	Yes	0
Mathematics		Yes	0

	<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>		
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> <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>	Yes	0

	<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> <p>SOCIAL SCIENCE,11,AMERICANS RECONSTRUCTION THRU THE 21ST CENTURY,MCDUGAL LITTELL,2003,Bound Only</p> <p>SOCIAL SCIENCE,12,HMH SOCIAL STUDIES: ECONOMICS,HOUGHTON MIFFLIN,2018,Blended</p> <p>SOCIAL SCIENCE,12,HMH SOCIAL STUDIES: UNITED STATES GOVERNMENT,HOUGHTON MIFFLIN,2018,Blended</p> <p>SOCIAL SCIENCE,11-12,AMERICA PAST AND PRESENT (AP U.S. HISTORY),PRENTICE HALL,2009,Bound Only</p> <p>SOCIAL SCIENCE,11-12,WESTERN CIVILIZATION (AP EUROPEAN HISTORY),WADSWORTH/NATIONAL GEOGRAPHIC,2018,Blended</p> <p>SOCIAL SCIENCE,9-12,WORLD GEOGRAPHY (SOCIAL SCIENCE ELECTIVE),HOLT RINEHART WINSTON,2005,Bound Only</p> <p>SOCIAL SCIENCE,9-12,SOCIOLOGY: THE STUDY OF HUMAN RELATIONSHIPS (ELECTIVE),HOLT RINEHART WINSTON,2016,Blended</p>	Yes	0
Foreign Language	<p>FOREIGN LANGUAGE,9-12,BIEN DIT: FRENCH I,HOLT MCDUGAL,2018,Blended</p> <p>FOREIGN LANGUAGE,9-12,BIEN DIT: FRENCH II,HOLT MCDUGAL,2018,Blended</p>	Yes	0

	<p>FOREIGN LANGUAGE,9-12,BIEN DIT: FRENCH III,HOLT MCDOUGAL,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>FOREIGN LANGUAGE,11-12,IMAGINA,VISTA HIGHER LEARNING,2016,Blended</p>		
Health	N/A		
Visual and Performing Arts	<p>ART,9-12,COMMUNICATION THROUGH GRAPHIC DESIGN,DAVIS,2010,Bound Only</p> <p>DRAMA,9-12,BASIC DRAMA PROJECTS (DRAMA I),PERFECTION LEARNING,2004,Bound Only</p> <p>DRAMA,11-12,BASIC DRAMA PROJECTS (PROD and STAGE CRAFT),PERFECTION LEARNING,2015,Bound Only</p>	Yes	0

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

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

School Facility Conditions and Planned Improvements

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. In addition, DHS has a full time school resource officer.

Year and month of the most recent FIT report

7/26/2024

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			101: paper covering window on door, paint peeling near windows 219: exterior wall siding damaged, tackboard peeling, back window is plexiglass 220: tackboard peeling, back window is plexiglass, ceiling tiles need to be replaced (work order submitted), diffuser (instructed teacher to remove) 222: t-bar on ceiling has rust on it S.CAMPUS OFFICE: hole in south wall near counselors offices, missing proper exit signs
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			: 207: dirty sinks & countertops, trash in sinks, fire extinguisher blocked
Electrical	X			206: electrical panels blocked (if they are abandoned, they need to be removed or labeled to indicate so), unapproved bean bags
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			TEACHERS LOUNGE: resreoom flooring rotting, fire extinguisher expired
Safety: Fire Safety, Hazardous Materials	X			101: paper covering window on door, paint peeling near windows 102: paper covering window on door 111: candle warmer 112: unauthorized furniture in room 114: candle warmer being used, microwave plugged into a multiplug adapter 116: fire extinguisher blocked by a table 117: candle being used in room 206: electrical panels blocked (if they are abandoned, they need to be removed or labeled to indicate so), unapproved bean bags 207: dirty sinks & countertops, trash in sinks, fire extinguisher blocked 208: paper on windows 210: paper décor on door, fire extinguisher missing 215: unapproved bean bags being used 601: propane tank not secured

School Facility Conditions and Planned Improvements

				S.CAMPUS OFFICE: hole in south wall near counselors offices, missing proper exit signs TEACHERS LOUNGE: resreoom flooring rotting, fire extinguisher expired
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			103: paint peeling by window seals 219: exterior wall siding damaged, tackboard peeling, back window is plexiglass 220: tackboard peeling, back window is plexiglass, ceiling tiles need to be replaced (work order submitted), diffuser (instructed teacher to remove) 221: light bulbs out (work order submitted) back window is plexiglass SNACK BAR: door needs repair, has to be locked with a padlock to stay closed, frame needs repair

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)	59	62	44	47	46	47
Mathematics (grades 3-8 and 11)	24	25	27	29	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	441	427	96.83	3.17	61.83
Female	220	211	95.91	4.09	65.88
Male	221	216	97.74	2.26	57.87
American Indian or Alaska Native	20	19	95.00	5.00	42.11
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	383	376	98.17	1.83	62.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	26	23	88.46	11.54	65.22
English Learners	86	82	95.35	4.65	17.07
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	302	293	97.02	2.98	58.02
Students Receiving Migrant Education Services	19	18	94.74	5.26	38.89
Students with Disabilities	43	40	93.02	6.98	7.50

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	441	431	97.73	2.27	25.06
Female	220	214	97.27	2.73	21.03
Male	221	217	98.19	1.81	29.03
American Indian or Alaska Native	20	19	95.00	5.00	36.84
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	383	380	99.22	0.78	23.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	26	23	88.46	11.54	34.78
English Learners	86	84	97.67	2.33	4.76
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	302	297	98.34	1.66	22.56
Students Receiving Migrant Education Services	19	19	100.00	0.00	26.32
Students with Disabilities	43	41	95.35	4.65	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 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)	24.24	20.44	22.47	17.17	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	936	915	97.76	2.24	20.44
Female	471	460	97.66	2.34	15.65
Male	465	455	97.85	2.15	25.27
American Indian or Alaska Native	22	21	95.45	4.55	9.52
Asian	11	8	72.73	27.27	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	844	831	98.46	1.54	20.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	48	44	91.67	8.33	25.00
English Learners	172	165	95.93	4.07	1.21
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	630	614	97.46	2.54	17.92
Students Receiving Migrant Education Services	33	30	90.91	9.09	23.33
Students with Disabilities	85	80	94.12	5.88	2.50

2023-24 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

2023-24 Career Technical Education Programs

complete at least two pathways in their high school education. Students have a total of 24 CTE pathways to choose from that connect to a variety of industry sectors.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1473
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	91.9
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	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	36.18

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	6	98	98	98	98

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

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 varies 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.

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

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

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 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	3.9	1.9	1.5	6.2	4.4	3.2	7.8	8.2	8.9
Graduation Rate	92.9	95.3	95.4	87.9	88.6	90.4	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	475	453	95.4
Female	240	232	96.7
Male	235	221	94.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	441	421	95.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	22	21	95.5
English Learners	116	102	87.9
Foster Youth	--	--	--
Homeless	12	9	75.0
Socioeconomically Disadvantaged	413	393	95.2
Students Receiving Migrant Education Services	26	21	80.8
Students with Disabilities	38	36	94.7

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	2228	2188	372	17.0
Female	1076	1057	185	17.5
Male	1152	1131	187	16.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	26	26	6	23.1
Asian	29	28	8	28.6
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	2021	1987	332	16.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	127	124	24	19.4
English Learners	558	544	101	18.6
Foster Youth	20	16	4	25.0
Homeless	18	17	9	52.9
Socioeconomically Disadvantaged	1882	1843	329	17.9
Students Receiving Migrant Education Services	89	87	15	17.2
Students with Disabilities	197	191	52	27.2

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
4.31	3.98	4.62	3.13	3.37	3.3	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
0.52	0.18	0.09	0.33	0.19	0.15	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.62	0.09
Female	2.79	0.00
Male	6.34	0.17
Non-Binary	0.00	0.00
American Indian or Alaska Native	3.85	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.75	0.10
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.72	0.00
English Learners	6.27	0.18
Foster Youth	0.00	0.00
Homeless	16.67	0.00
Socioeconomically Disadvantaged	4.84	0.11
Students Receiving Migrant Education Services	3.37	0.00
Students with Disabilities	6.60	1.02

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

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

2024-25 School Safety Plan

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 something, Sandy Hook promise program school wide.

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

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	27	23	49	19
Mathematics	27	16	38	11
Science	28	8	29	6
Social Science	29	10	31	21

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	302.14

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)	7
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 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	\$42,228	\$32,581	\$9,647	\$88,713
District	N/A	N/A	\$22,771	\$95,194
Percent Difference - School Site and District	N/A	N/A	-81.0	-7.0
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-11.0	-6.5

Fiscal Year 2023-24 Types of Services Funded

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

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	\$59,956	\$58,855
Mid-Range Teacher Salary	\$87,231	\$92,519
Highest Teacher Salary	\$116,645	\$114,665
Average Principal Salary (Elementary)	\$140,093	\$142,791
Average Principal Salary (Middle)	\$147,098	\$151,078
Average Principal Salary (High)	\$170,284	\$167,094
Superintendent Salary	\$215,000	\$281,086
Percent of Budget for Teacher Salaries	26.69	30.99
Percent of Budget for Administrative Salaries	4.82	5.37

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	11.4
-----------------------------------	------

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

Subject	Number of AP Courses Offered
Computer Science	0
English	8
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	3
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	17

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. Professional development is one of our district keys to success.

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	2	2	1