Dinuba High School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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/.

2025-26 School Contact Information

School Name	Dinuba High School
Street	490 West Kamm Ave.
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	dhs.dinuba.k12.ca.us
Grade Span	9-12
County-District-School (CDS) Code	54-75531-5431184

2025-26 District Contact Information

District Name	Dinuba Unified School District
Phone Number	(559) 595-7200
Superintendent	Marti Kochevar
Email Address	MKochevar@dinuba.k12.ca.us
District Website	dinuba.k12.ca.us

2025-26 School Description and Mission Statement

Message from the Principal:

Our vision for Dinuba is to "End Generational Poverty Through Education" and our school site mission statement is "Striving Towards the GOAL"- Graduate with a Plan. Opportunities for All. Academic Excellence. Live with Character.

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

2025-26 School Description and Mission Statement

Dinuba HIgh School 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 a parent to get involved in their child's education.

Major Achievements:

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

In the fall of 2025, DHS was named a U.S. News and World Report "Best High Schools in America".

Also, in the fall of 2024, DHS was named a platinum school for PBIS. DHS also received PBIS platinum status for the second consecutive year in the fall of 2025.

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

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

In the 2018-2019 school year, Dinuba High School increased scores for the second year in a row in the Math CAASPP. This year's increase was by 11%. The ELA CAASPP remained steady at a 63% pass rate. Additionally, DHS was awarded Silver

2025-26 School Description and Mission Statement

status for its positive behavior, intervention and support system. Our Art and Career Technical Education programs continue to grow. Over half of the student population is enrolled in a CTE course and 64% of DHS students graduated college and career ready, as indicated by the state of California education dashboard.

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

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 first 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. 650 students successfully completed a course during the school year.

DHS teachers calibrate writing, monitor assessment results, and modify pacing and curriculum to better address student needs during weekly collaboration. 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.

Dinuba High School is focused on continuous improvement.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	533
Grade 10	565
Grade 11	503
Grade 12	462
Total Enrollment	2,063

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	1
Asian	0.8
Black or African American	0.4
Filipino	0.4
Hispanic or Latino	92.3
Native Hawaiian or Pacific Islander	0.2
White	4.7
English Learners	24.2
Foster Youth	0.8
Homeless	1
Migrant	4.3
Socioeconomically Disadvantaged	81
Students with Disabilities	7.4

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.

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)	66.4	73.23	225	80.95	234405.2	84
Intern Credential Holders Properly Assigned	1.6	1.76	13.1	4.71	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.6	2.94	4.1	1.5	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.2	2.51	14.1	5.08	11953.1	4.28
Unknown/Incomplete/NA	17.7	19.55	21.5	7.76	15831.9	5.67
Total Teaching Positions	90.8	100	277.9	100	279044.8	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.

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)	67.6	73.93	227	81.84	231142.4	83.24
Intern Credential Holders Properly Assigned	3.2	3.5	11.6	4.21	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.2	3.6	5.9	2.15	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.5	2.74	15.4	5.58	11746.9	4.23
Unknown/Incomplete/NA	14.8	16.21	17.2	6.21	14303.8	5.15
Total Teaching Positions	91.5	100	277.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	69.3	75.02	227.7	82.45	230039.4	100
Intern Credential Holders Properly Assigned	5	5.51	11.5	4.17	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.2	2.38	4.4	1.61	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.3	2.59	16.8	6.1	12112.8	4.34
Unknown/Incomplete/NA	13.3	14.48	15.6	5.66	13705.8	4.91
Total Teaching Positions	92.4	100	276.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.60	2	1
Misassignments	1.00	1.3	1.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.60	3.2	2.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.20	2.5	2.3
Total Out-of-Field Teachers	2.20	2.5	2.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.3	1.6	1.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0.9

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

2025-26 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 chromebook access to all students. Dinuba High continues to be a 1-1 technology school. DHS moved to a new campus in January 2025 with a new library and College and Career Center.

Year and month in which the data were collected	12/2020

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0
Mathematics		0

	MATHEMATICS 9-12- "CORE CONNECTIONS, INTEGRATED I", CPM EDUCATIONAL, 2016, Blended MATHEMATICS 9-12- "CORE CONNECTIONS, INTEGRATED II", CPM EDUCATIONAL, 2016, Blended MATHEMATICS 9-12- "CORE CONNECTIONS, INTEGRATED III", CPM EDUCATIONAL, 2016, Blended MATHEMATICS 11-12- CALCULUS, HOUGHTON MIFFLIN, 2002, Bound Only MATHEMATICS 11-12- AP STATISTICS, W.H. FREEMAN, 2015 MATHEMATICS 12- PATHWAY TO INTRODUCTORY STATISTICS, PEARSON LEARNING, 2018, Bound Only	
Science	MEDICAL PATHWAY SCIENCE 9- HEALTH CARE SCIENCE TECHNOLOGY CAREER FOUNDATIONS, GLENCOE MCGRAW HILL, 2004, Bound Only MEDICAL PATHWAY SCIENCE 10- ENVIRONMENTAL SCIENCE FOR AP, W.H. FREEMAN, 2012, Bound Only MEDICAL PATHWAY SCIENCE 11- CONCEPTS OF ATHLETIC TRAINING, JONES and BARTLETT LEARNING, 2012, Bound Only MEDICAL PATHWAY SCIENCE 11- ESSENTIALS OF HUMAN ANATOMY AND PHYSIOLOGY, PRENTICE HALL,2009, MEDICAL PATHWAY SCIENCE 12- PSYCHOLOGY FOR THE AP COURSE, BEDFORD, FREEMAN and WORTH, 2018, Blended MEDICAL PATHWAY SCIENCE 12- ESSENTIALS OF MEDICINE:MEDICAL TERMINOLOGY, B.E. PUBLISHING, 2017, Blended SCIENCE 9-12- "STEMSCOPES CA NGSS 3D HS ONLINE COURSE BIO, CHEM, PHY, and EARTH", ACCELERATE LEARNING, 2018, Blended SCIENCE 11-12- BIOLOGY (AP BIOLOGY), MCGRAW-HILL, 2007, Bound Only SCIENCE10-12- THINKING ABOUT PSYCHOLOGY, WORTH PUBLISHING, 2014, Bound Only College Physics: A Strategic Approach , Pearson, 2017, Blended FRIEDLAND'S ENVIRONMENTAL SCIENCE FOR AP, W.H. FREEMAN and CO, 2017, Blended EXPLORING AGRISCIENCE, 5TH EDITION", NATIONAL GEOGRAPHIC, 2018, Bound Only	0

	AG SCIENCE 9-12- AGRISCIENCE: FUNDAMENTALS and APPLICATION, DELMAR, 2015, Bound Only AG SCIENCE 9-12- THE ART OF FLORAL DESIGN, DELMAR, 2001, Bound Only AG SCIENCE 9-12- FLORICULTURE: DESIGNING and MERCHANDISING,CENGAGE LEARNING, 2018, Bound Only	
History-Social Science	SOCIAL SCIENCE 9- DRIVE RIGHT, PRENTICE HALL, 2015, Blended SOCIAL SCIENCE- 9- PEARSON HEALTH, PEARSON LEARNING, 2014, Blended SOCIAL SCIENCE 10- MODERN WORLD HISTORY, MCDOUGAL LITTELL, 2006, Bound Only SOCIAL SCIENCE 11- AMERICANS RECONSTRUCTION THRU THE 21ST CENTURY, MCDOUGAL LITTELL, 2003, Bound Only SOCIAL SCIENCE 12- HMH SOCIAL STUDIES: ECONOMICS, HOUGHTON MIFFLIN, 2018, Blended SOCIAL SCIENCE 12- HMH SOCIAL STUDIES: UNITED STATES GOVERNMENT, HOUGHTON MIFFLIN, 2018, Blended SOCIAL SCIENCE 11-12- AMERICA PAST AND PRESENT (AP U.S. HISTORY), PRENTICE HALL, 2009, Bound Only SOCIAL SCIENCE 11-12- WESTERN CIVILIZATION (AP EUROPEAN HISTORY), WADSWORTH/NATIONAL GEOGRAPHIC, 2018, Blended SOCIAL SCIENCE 9-12- WORLD GEOGRAPHY (SOCIAL SCIENCE ELECTIVE), HOLT RINEHART WINSTON, 2005, Bound Only SOCIAL SCIENCE 9-12- SOCIOLOGY: THE STUDY OF HUMAN RELATIONSHIPS (ELECTIVE), HOLT RINEHART WINSTON, 2016, Blended	0
Foreign Language	FOREIGN LANGUAGE 9-12- BIEN DIT: FRENCH I, HOLT MCDOUGAL, 2018, Blended FOREIGN LANGUAGE 9-12- BIEN DIT: FRENCH II, HOLT MCDOUGAL, 2018, Blended FOREIGN LANGUAGE 9-12- BIEN DIT: FRENCH III, HOLT MCDOUGAL, 2018, Blended FOREIGN LANGUAGE 11-12- TRESORS DU TEMPS (AP FRENCH), GLENCOE MCGRAW HILL, 2006, Bound Only	0

	FOREIGN LANGUAGE 11-12- LE PETIT PRINCE (AP FRENCH), HOUGHTON MIFFLIN, 2017, Blended FOREIGN LANGUAGE 9-12- AUTENTICO (SPANISH I), PEARSON, 2017, Blended FOREIGN LANGUAGE 9-12- AUTENTICO (SPANISH II), PEARSON, 2017, Blended FOREIGN LANGUAGE 9-12- ABRIENDO PASO GRAMMATICA (NATIVE SPEAKERS), PRENTICE HALL, 2017, Blended FOREIGN LANGUAGE 9-12- ABRIENDO PASO TEMAS and GRAMMATICA (NATIVE SPEAKERS), PRENTICE HALL, 2017, Blended FOREIGN LANGUAGE11-12- AZULEJO:ANTHOLOGY and GUIDE AP SPANISH LITERATURE, WAYSIDE PUBLISHING, 2016 FOREIGN LANGUAGE 11-12- IMAGINA, VISTA HIGHER LEARNING, 2016, Blended	
Health	N/A	
Visual and Performing Arts	ART 9-12- COMMUNICATION THROUGH GRAPHIC DESIGN, DAVIS, 2010, Bound Only DRAMA 9-12- BASIC DRAMA PROJECTS (DRAMA I), PERFECTION LEARNING, 2004, Bound Only DRAMA 11-12- BASIC DRAMA PROJECTS (PROD and STAGE CRAFT), PERFECTION LEARNING, 2015, Bound Only	0
Science Laboratory Equipment (grades 9-12)	Dinuba high school has sufficient materials and equipment for all of it offered Lab sciences in physical science, biology and chemistry. Students are taught lab safety at the beginning of each school year and reminded of safety protocols throughout the school year.	0

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

School Facility Conditions and Planned Improvements

In January 2025, DHS moved to a brand new campus located at 490 West Kamm Ave. With one of the newest high school campuses in the state, our students and staff enjoy a brand new facility.

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.

School Facility Conditions and Planned Improvements

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: restroom 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 S.CAMPUS OFFICE: hole in south wall near counselors offices, missing proper exit signs TEACHERS LOUNGE: restroom 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

School Facility Conditions and Planned Improvements

				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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	62	66	47	50	47	48
Mathematics (grades 3-8 and 11)	25	22	29	31	35	37

2024-25 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	488	468	95.90	4.10	65.52
Female	238	232	97.48	2.52	65.95
Male	250	236	94.40	5.60	65.11
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	460	442	96.09	3.91	64.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0

White	17	16	94.12	5.88	87.50
English Learners	100	94	94.00	6.00	17.20
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	411	392	95.38	4.62	63.94
Students Receiving Migrant Education Services	18	17	94.44	5.56	64.71
Students with Disabilities	40	34	85.00	15.00	18.18

2024-25 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	486	461	94.86	5.14	21.91
Female	236	225	95.34	4.66	20.00
Male	250	236	94.40	5.60	23.73
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	458	435	94.98	5.02	20.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	17	15	88.24	11.76	60.00
English Learners	99	90	90.91	9.09	6.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	409	388	94.87	5.13	19.33
Students Receiving Migrant Education Services	18	18	100.00	0.00	5.56
Students with Disabilities	40	32	80.00	20.00	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.44	13.92	17.17	17.58	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1313	1277	97.26	2.74	14.64
Female	627	607	96.81	3.19	12.85
Male	686	670	97.67	2.33	16.27
American Indian or Alaska Native	20	20	100.00	0.00	10.00
Asian	11	11	100.00	0.00	18.18
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1193	1160	97.23	2.77	14.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	72	70	97.22	2.78	21.43
English Learners	276	262	94.93	5.07	1.15
Foster Youth	--	--	--	--	--
Homeless	18	17	94.44	5.56	23.53
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1109	1078	97.20	2.80	13.08
Students Receiving Migrant Education Services	59	58	98.31	1.69	10.34
Students with Disabilities	80	72	90.00	10.00	2.78

2024-25 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, Nishinaka Farms, Farm Credit, Watson Farms, Torosian Farms, Reedley College, and WIB.

In addition, DHS offers two Linked Learning Academies, the Construction Management Academy and Medical Academy. These are both four-year distinguished programs that engage students in cross disciplinary projects and expose students to a variety of career opportunities in each respective field. DHS is in the process of developing linked learning programs for education and computer sciences. Our construction academy was recently certified Gold through Linked Learning Academy.

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

2024-25 Career Technical Education Programs

connect to a variety of industry sectors. This year DHS added a new Diesel mechanics pathway. Our CTE teachers engage in on-going professional development and weekly collaboration. In addition, DHS partners with VROP to provide professional development and CTE opportunities for students.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1637
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	44.3

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	99.95
Graduates Who Completed All Courses Required for UC/CSU Admission	35.18

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.

2024-25 California Physical Fitness Test Participation Rates

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	93%	94%	96%	93%	95%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Dinuba High School recognizes the importance of parental participation. Parents are elected to our School Site Council (SSC) and English Learner Advisory Committee (ELAC) at the start of the school year. Parents are also involved in our band, drama, and sports booster groups, 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, DHS uses Parent Square to keep our families informed. We also mail home publications regularly to inform parents of current and upcoming school-related events as well as opportunities for volunteering. In the fall, parents can meet teachers and inquire about their students' courses of study at Back-to-School Night. Parents receive a school staff directory with each teacher's email address. Our various extracurricular activities throughout the year provide a great opportunity for parents to come and connect with the school in support of each program.

Parent involvement and support will remain a focus for Dinuba High School. DHS is continuously looking for innovative ways to connect with our school community. This year, we will continue to offer parent information nights via Zoom online platform to reach a broader audience.

If you would like more information about parent engagement activities, please contact: Community Liaison, Sonia Casas, at (559) 595-7220.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	1.9	1.5	0.7	4.4	3.2	1.2	8.2	8.9	8
Graduation Rate	95.3	95.4	98.3	88.6	90.4	96.5	86.2	86.4	87.5

2024-25 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	422	415	98.3
Female	216	212	98.1
Male	206	203	98.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	19	19	100.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	371	367	98.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	23	20	87.0
English Learners	124	119	96.0
Foster Youth	--	--	--
Homeless	11	10	90.9
Socioeconomically Disadvantaged	384	377	98.2
Students Receiving Migrant Education Services	25	25	100.0
Students with Disabilities	38	38	100.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2212	2168	334	15.4
Female	1084	1060	188	17.7
Male	1128	1108	146	13.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	23	22	5	22.7
Asian	17	17	3	17.6
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	2036	2000	305	15.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	110	103	18	17.5
English Learners	544	529	90	17.0
Foster Youth	22	20	5	25.0
Homeless	38	37	16	43.2
Socioeconomically Disadvantaged	1916	1880	304	16.2
Students Receiving Migrant Education Services	97	95	20	21.1
Students with Disabilities	174	166	31	18.7

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.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.98	4.62	3.21	3.37	3.3	2.16	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.18	0.09	0.54	0.19	0.15	0.27	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.21	0.54
Female	2.58	0.28
Male	3.81	0.80
Non-Binary	0.00	0.00
American Indian or Alaska Native	4.35	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.34	0.59
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.82	0.00
English Learners	5.51	0.74
Foster Youth	9.09	0.00
Homeless	7.89	2.63
Socioeconomically Disadvantaged	3.50	0.63
Students Receiving Migrant Education Services	5.15	0.00
Students with Disabilities	8.05	0.00

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.

2025-26 School Safety Plan

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

In January 2025, DHS moved to a new campus located at 490 West Kamm Avenue. As we moved to a new campus, we began implementing regular safety drills to ensure our students and staff were familiar with safety procedures at the new site.

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 for added student safety during the summer of 2025. We have four campus monitors throughout the day for supervision and they monitor the school while class is in session to ensure all students are in class and not walking around campus. In addition, Dinuba High School has a School Resource Officer assigned to the campus.

The School Site Council (SSC) approves our School Safety Plan each year. Our last approval date was February 6, 2025.

The school practices "lock down" procedures each year as well. DHS also uses the "See Something, Say Something" Sandy Hook Promise Program schoolwide.

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	46	26
Mathematics	29	8	34	18
Science	29	6	23	10
Social Science	29	11	35	19

2024-25 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	352.5

2024-25 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)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$7,440	$1,275	$6,165	$96,716
District	N/A	N/A	$13,443	$99,885
Percent Difference - School Site and District	N/A	N/A	-74.2	-3.2
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-57.5	-3.4

Fiscal Year 2024-25 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 extra-curricular programs. In addition, the DUSD foundation non-profit provides grants to teachers and support for student field trips.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$64,153	$62,145
Mid-Range Teacher Salary	$93,336	$97,088
Highest Teacher Salary	$124,810	$120,436
Average Principal Salary (Elementary)	$149,900	$151,343
Average Principal Salary (Middle)	$157,395	$159,514
Average Principal Salary (High)	$182,204	$177,261
Superintendent Salary	$236,500	$294,805
Percent of Budget for Teacher Salaries	27.18%	29.95%
Percent of Budget for Administrative Salaries	5.14%	5.4%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	9.4

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	5
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	2
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	12

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 consultants in Math, English, Science, Social Science and technology. Also, staff members attend trainings at conferences. Local trainings include training for restorative practices. 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 with 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 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. In November 2023, our teachers engaged in professional development for Kagan strategies. Professional development is one of our district keys to success. This year, our teachers will receive training on push-in/co-teacher strategies. Our teachers also engage in weekly collaboration focused on the PLC driving questions.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	1	2