# Dinuba High School

## 2022-2023 School Accountability Report Card
## (Published During the 2023-2024 School Year)

## General Information about the School Accountability Report Card (SARC)

### SARC Overview



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

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

### DataQuest

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

### California School Dashboard

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

### Internet Access

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

## 2023-24 School Contact Information

| | |
|---|---|
| **School Name** | Dinuba High School |
| **Street** | 340 East Kern Street |
| **City, State, Zip** | Dinuba, CA 93618 |
| **Phone Number** | (559) 595-7220 |
| **Principal** | Andrew J. Popp |
| **Email Address** | andrew.popp@dinuba.k12.ca.us |
| **School Website** | https://www.dinuba.k12.ca.us/Domain/8 |
| **County-District-School (CDS) Code** | 54-75531-5431184 |

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

Message from the Principal:

"Our vision for Dinuba is to end generational poverty through education" and our school site mission statement is "Striving towards the GOAL." Graduate with a plan. Opportunities for all. Academic Excellence. Live with character.

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

Dinuba Graduate Outcomes

1) Collaborative Problem Solvers

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

2) Productive Citizens

- Appreciate and respect differences both among people and across cultures
- Become ethical, respectful, responsible, trustworthy, and caring citizens.
- 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

## 2023-24 School Description and Mission Statement

- Navigate a complex and global world.
- Graduate with a plan based on academic experiences and evidence of skills
- Possess a work ethic to succeed in post-secondary education or training.

Our student-athletes compete on various teams, including football, baseball, basketball, track, water polo, volleyball, tennis, cross country, and swimming. Our wide array of extracurricular clubs and programs enrich our students' lives and help them thrive in high school.

Our staff believes that educating our students requires a partnership among parents, students, and school staff. We invite you to play an active role in your students' education.

Major Achievements:

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

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

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

During the 2020-2021 school year, DHS juniors took the online CASPP assessment and performed very well by comparision 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 opportunties.

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

## About this School

### 2022-23 Student Enrollment by Grade Level

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

### 2022-23 Student Enrollment by Student Group

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

## A. Conditions of Learning

### State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 82.30 | 91.53 | 235.30 | 86.41 | 228366.10 | 83.12 |
| **Intern Credential Holders Properly Assigned** | 0.00 | 0.00 | 11.00 | 4.04 | 4205.90 | 1.53 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 1.60 | 1.87 | 6.90 | 2.54 | 11216.70 | 4.08 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0.50 | 0.58 | 8.80 | 3.24 | 12115.80 | 4.41 |
| **Unknown** | 5.40 | 6.00 | 10.20 | 3.76 | 18854.30 | 6.86 |
| **Total Teaching Positions** | 89.90 | 100.00 | 272.30 | 100.00 | 274759.10 | 100.00 |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 66.40 | 73.23 | 225.00 | 80.95 | 234405.20 | 84.00 |
| **Intern Credential Holders Properly Assigned** | 1.60 | 1.76 | 13.10 | 4.71 | 4853.00 | 1.74 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 2.60 | 2.94 | 4.10 | 1.50 | 12001.50 | 4.30 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 2.20 | 2.51 | 14.10 | 5.08 | 11953.10 | 4.28 |
| **Unknown** | 17.70 | 19.55 | 21.50 | 7.76 | 15831.90 | 5.67 |
| **Total Teaching Positions** | 90.80 | 100.00 | 277.90 | 100.00 | 279044.80 | 100.00 |

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

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| **Permits and Waivers** | 1.00 | 1.60 |
| **Misassignments** | 0.60 | 1.00 |
| **Vacant Positions** | 0.00 | 0.00 |
| **Total Teachers Without Credentials and Misassignments** | 1.60 | 2.60 |

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

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| **Credentialed Teachers Authorized on a Permit or Waiver** | 0.00 | 0.00 |
| **Local Assignment Options** | 0.50 | 2.20 |
| **Total Out-of-Field Teachers** | 0.50 | 2.20 |

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

## Class Assignments

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

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

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students are required to check out their core learning materials from the library. All core curriculum has been district approved. The algebra curriculum adoption spans district wide. All students have access to the library, career center and computer labs for additional resources. All adopted text books are aligned with state standards for each content area. Aside from each student having a textbook, core classes have an extra set of textbooks in their classroom. During the 21-22 school year, Dinuba High School implemented 1-1 chrombook access to all students. Dinuba High continues to be a 1-1 technology school.

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

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most | Percent Students |
|---|---|---|---|

| | | Recent Adoption ? | Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | ENGLISH,9,COLLECTIONS CALIFORNIA,HOUGHTON MIFFLIN,2017,Blended<br><br>ENGLISH,9,LANGUAGE OF LITERATURE (HONORS),MCDOUGAL LITTELL,2002,Bound Only<br><br>ENGLISH,10,COLLECTIONS CALIFORNIA,HOUGHTON MIFFLIN,2017,Blended<br><br>ENGLISH,10,LANGUAGE OF LITERATURE (HONORS),MCDOUGAL LITTELL,2002,Bound Only<br><br>ENGLISH,11,COLLECTIONS CALIFORNIA,HOUGHTON MIFFLIN,2017,Blended<br><br>ENGLISH,11,PERRINE'S LITERATURE STRUCTURE SOUND and SENSE,WADSWORTH,2006,Bound Only<br><br>ENGLISH,11,HOW TO READ LITERATURE LIKE A PROFESSOR,QUILL,2006,Bound Only<br><br>ENGLISH,12,LANGUAGE OF COMPOSITION (AP LANG),BEDFORD/ST. MARTINS,2018,Blended | Yes | 0 |
| **Mathematics** | MATHEMATICS,9-12,"CORE CONNECTIONS, INTEGRATED I",CPM EDUCATIONAL,2016,Blended<br><br>MATHEMATICS,9-12,"CORE¬†CONNECTIONS, INTEGRATED II",CPM EDUCATIONAL,2016,Blended<br><br>MATHEMATICS,9-12,"CORE CONNECTIONS, INTEGRATED III",CPM EDUCATIONAL,2016,Blended<br><br>MATHEMATICS,11-12,CALCULUS,HOUGHTON MIFFLIN,2002,Bound Only<br><br>MATHEMATICS,11-12,AP STATISTICS,W.H. FREEMAN,2015,<br><br>MATHEMATICS,12,PATHWAY TO INTRODUCTORY STATISTICS,PEARSON LEARNING,2018,Bound Only | Yes | 0 |
| **Science** | MEDICAL PATHWAY SCIENCE,9,HEALTH CARE SCIENCE TECHNOLOGY CAREER FOUNDATIONS,GLENCOE MCGRAW HILL,2004,Bound Only<br><br>MEDICAL PATHWAY SCIENCE,10,ENVIRONMENTAL SCIENCE FOR AP,W.H. FREEMAN,2012,Bound Only | Yes | 0 |

| | | | |
|---|---|---|---|
| | MEDICAL PATHWAY SCIENCE,11,CONCEPTS OF ATHLETIC TRAINING,JONES and BARTLETT LEARNING,2012,Bound Only<br><br>MEDICAL PATHWAY SCIENCE,11,ESSENTIALS OF HUMAN ANATOMY¬† AND PHYSIOLOGY,PRENTICE HALL,2009,<br><br>MEDICAL PATHWAY SCIENCE,12,PSYCHOLOGY FOR THE AP COURSE,"BEDFORD, FREEMAN and WORTH",2018,Blended<br><br>MEDICAL PATHWAY SCIENCE,12,ESSENTIALS OF MEDICINE:MEDICAL TERMINOLOGY,B.E. PUBLISHING,2017,Blended<br><br>SCIENCE,9-12,"STEMSCOPES CA NGSS 3D HS ONLINE COURSE BIO, CHEM, PHY, and EARTH",ACCELERATE LEARNING,2018,Blended<br><br>SCIENCE,11-12,BIOLOGY (AP BIOLOGY),MCGRAW-HILL,2007,Bound Only<br><br>SCIENCE,10-12,THINKING ABOUT PSYCHOLOGY,WORTH PUBLISHING,2014,Bound Only<br><br>College Physics: A Strategic Approach ,Pearson,2017,Blended<br><br>FRIEDLAND'S ENVIRONMENTAL SCIENCE FOR AP ,WH FREEMAN and CO,2017,Blended<br><br>EXPLORING AGRISCIENCE, 5TH EDITION",NATIONAL GEOGRAPHIC,2018,Bound Only<br><br>AG SCIENCE,9-12,AGRISCIENCE:FUNDAMENTALS and APPLICATION,DELMAR,2015,Bound Only<br><br>AG SCIENCE,9-12,THE ART OF FLORAL DESIGN,DELMAR,2001,Bound Only<br><br>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<br><br>SOCIAL SCIENCE,9,PEARSON HEALTH,PEARSON LEARNING,2014,Blended<br><br>SOCIAL SCIENCE,10,MODERN WORLD HISTORY,MCDOUGAL LITTELL,2006,Bound Only | Yes | 0 |

| | | | |
|---|---|---|---|
| | SOCIAL SCIENCE,11,AMERICANS RECONSTRUCTION THRU THE 21ST CENTURY,MCDOUGAL LITTELL,2003,Bound Only<br><br>SOCIAL SCIENCE,12,HMH SOCIAL STUDIES: ECONOMICS,HOUGHTON MIFFLIN,2018,Blended<br><br>SOCIAL SCIENCE,12,HMH SOCIAL STUDIES: UNITED STATES GOVERNMENT,HOUGHTON MIFFLIN,2018,Blended<br><br>SOCIAL SCIENCE,11-12,AMERICA PAST AND PRESENT (AP U.S. HISTORY),PRENTICE HALL,2009,Bound Only<br><br>SOCIAL SCIENCE,11-12,WESTERN CIVILIZATION (AP EUROPEAN HISTORY),WADSWORTH/NATIONAL GEOGRAPHIC,2018,Blended<br><br>SOCIAL SCIENCE,9-12,WORLD GEOGRAPHY (SOCIAL SCIENCE ELECTIVE),HOLT RINEHART WINSTON,2005,Bound Only<br><br>SOCIAL SCIENCE,9-12,SOCIOLOGY: THE STUDY OF HUMAN RELATIONSHIPS (ELECTIVE),HOLT RINEHART WINSTON,2016,Blended | | |
| **Foreign Language** | FOREIGN LANGUAGE,9-12,BIEN DIT: FRENCH I,HOLT MCDOUGAL,2018,Blended<br><br>FOREIGN LANGUAGE,9-12,BIEN DIT: FRENCH II,HOLT MCDOUGAL,2018,Blended<br><br>FOREIGN LANGUAGE,9-12,BIEN DIT: FRENCH III,HOLT MCDOUGAL,2018,Blended<br><br>FOREIGN LANGUAGE,11-12,TRESORS DU TEMPS (AP FRENCH),GLENCOE MCGRAW HILL,2006,Bound Only<br><br>FOREIGN LANGUAGE,11-12,LE PETIT PRINCE (AP FRENCH),HOUGHTON MIFFLIN,2017,Blended<br><br>FOREIGN LANGUAGE,9-12,AUTENTICO (SPANISH I),PEARSON,2017,Blended<br><br>FOREIGN LANGUAGE,9-12,AUTENTICO (SPANISH II),PEARSON,2017,Blended<br><br>FOREIGN LANGUAGE,9-12,ABRIENDO PASO GRAMMATICA (NATIVE SPEAKERS),PRENTICE HALL,2017,Blended<br><br>FOREIGN LANGUAGE,9-12,ABRIENDO PASO¬†TEMAS and GRAMMATICA¬†(NATIVE SPEAKERS),PRENTICE HALL,2017,Blended<br><br>FOREIGN LANGUAGE,11-12,AZULEJO:ANTHOLOGY and GUIDE AP SAPANISH LITERATURE,WAYSIDE PUBLISHING,2016, | Yes | 0 |

| | | | |
|---|---|---|---|
| | 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<br><br>DRAMA,9-12,BASIC DRAMA PROJECTS (DRAMA I),PERFECTION LEARNING,2004,Bound Only<br><br>DRAMA,11-12,BASIC DRAMA PROJECTS (PROD and STAGE CRAFT),PERFECTION LEARNING,2015,Bound Only | Yes | 0 |

## School Facility Conditions and Planned Improvements

Dinuba High School is over 100 years old and is the nucleus of the community. The school provides for education, entertainment, and recreation for the entire community. Dinuba High School has undergone numerous projects to update the infrastructure of the campus. We recently upgraded the campus wireless network structure to provide wireless access throughout the campus. Many of the classrooms received upgraded AC and heating units to be more energy efficient. Classroom are on a cycle of receiving new carpet/tile on a routine basis. The District just finished the submission of plans to the state to build a new high within the next 5 years. The main building located on our North Side of the campus is underwent a complete remodel during the 2019-2020 school year. Exciting times for the high school and its programs. In the past year, all DHS classrooms were updated to include the use of bipolar ionizers to support airflow and reduce the spread of COVID-19. In addition, the recently remodeled main building has opened for students and staff.

The district maintenance staff and site custodians maintain the campus and buildings. To maintain a safe and healthy environment all custodians and maintenance staff receive training in general maintenance procedures, handling hazardous materials, safety procedures, maintenance of athletic facilities, and work safety issues. In the spring of 2022, DHS hired a Deputy Principal to help support the facilty needs of the campus.

| | |
|---|---|
| **Year and month of the most recent FIT report** | 9/25/2023 |

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:**<br>Interior Surfaces | X | | | 215: water heater needs straps to secure it |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | 217: electrica otlet needs to be GFI<br>218: electrical panels are blocked, exposed wiring needs to be covered<br>532: extension cords being used as permanent wiring<br>533: extension cords being used as permanent wiring<br>534: extension cords being used as permanent wiring<br>LIBRARY/ 100: extension cords daisy chained |

## School Facility Conditions and Planned Improvements

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

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| | X | | |

## B. Pupil Outcomes

# State Priority: Pupil Achievement

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

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

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

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

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 517 | 497 | 96.13 | 3.87 | 58.55 |
| **Female** | 262 | 252 | 96.18 | 3.82 | 61.11 |
| **Male** | 255 | 245 | 96.08 | 3.92 | 55.92 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 477 | 462 | 96.86 | 3.14 | 57.79 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | 0 | 0 | 0 | 0 | 0 |
| **White** | 25 | 23 | 92.00 | 8.00 | 65.22 |
| **English Learners** | 98 | 91 | 92.86 | 7.14 | 12.09 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 324 | 312 | 96.30 | 3.70 | 53.53 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 50 | 44 | 88.00 | 12.00 | 11.36 |

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 517 | 499 | 96.52 | 3.48 | 24.05 |
| **Female** | 262 | 253 | 96.56 | 3.44 | 20.16 |
| **Male** | 255 | 246 | 96.47 | 3.53 | 28.05 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 477 | 465 | 97.48 | 2.52 | 23.66 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | 0 | 0 | 0 | 0 | 0 |
| **White** | 25 | 22 | 88.00 | 12.00 | 27.27 |
| **English Learners** | 98 | 93 | 94.90 | 5.10 | 0.00 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 324 | 312 | 96.30 | 3.70 | 21.15 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 50 | 43 | 86.00 | 14.00 | 0.00 |

## CAASPP Test Results in Science for All Students

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

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

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

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

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 1012 | 990 | 97.83 | 2.17 | 24.24 |
| **Female** | 489 | 479 | 97.96 | 2.04 | 17.95 |
| **Male** | 523 | 511 | 97.71 | 2.29 | 30.14 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 11 | 9 | 81.82 | 18.18 | -- |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 943 | 926 | 98.20 | 1.80 | 23.87 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 44 | 42 | 95.45 | 4.55 | 28.57 |
| **English Learners** | 203 | 195 | 96.06 | 3.94 | 2.56 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 631 | 620 | 98.26 | 1.74 | 21.13 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 93 | 86 | 92.47 | 7.53 | 3.49 |

## 2022-23 Career Technical Education Programs

Dinuba High School has developed a comprehensive approach to preparing students for college and career readiness. We offer a campus-wide career fair; a business/communications class; and hands-on occupational training in agriculture, auto mechanics, education, word processing, computer-assisted drafting, building trades, and manufacturing. We also offer a business/career pathway in technological services. Our goal has been to strengthen our college and career going culture while enhancing our vocational departments. Manjeet Dail is the district primary representative for the CTE advisory committee. Dinuba High School's CTE advisory is represented by a variety of industry partners including; Bank of the Sierra, West Air, 84 Lumber Sales, Valley Regional Occupation Program, Vino Restaurant, Sanchez Designs, Ener Cal Solutions, Naylor Farms, Nishananka Farms, Farm Credit, Watson Farms, Torosian Farms, Reedley College, and WIB.

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

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

## 2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | 1424 |
| **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** | 66.5 |
| **Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education** | |

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---|
| **2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission** | 99.95 |
| **2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission** | 30.08 |

## B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| **Grade 9** | 98 | 98 | 99 | 98 | 99 |

## C. Engagement

## State Priority: Parental Involvement

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

### 2023-24 Opportunities for Parental Involvement

Dinuba High School recognizes the importance of parental participation. Parents are elected to our SSC, ELAC at the start of the school year. Parents are also involved in our band, drama, sports boosters, and encouraged to attend our various school functions throughout the year. The DHS leadership team conducts frequent home visits, and various advisory committees to involve our parents in their child's education. In addition, we mail home publications regularly to inform parents of current and upcoming school-related events as well as opportunities for volunteering. In the fall parents can meet teachers and inquire about their students' courses of study at Back-to-School Night. Parents receive a school staff directory with each teacher's email address. Our 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.

In the spring of 2023 Dinuba High School began parent empowerment courses through PIQE, parent institute for quality education and continued into Fall 2024.

Parent involvement and support will remain a focus for Dinuba High School. DHS is 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 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | 2.1 | 3.9 | 1.9 | 4.3 | 6.2 | 4.4 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 92.6 | 92.9 | 95.3 | 83.5 | 87.9 | 88.6 | 83.6 | 87 | 86.2 |

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| All Students | 471 | 449 | 95.3 |
| Female | 223 | 217 | 97.3 |
| Male | 248 | 232 | 93.5 |
| Non-Binary | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 439 | 419 | 95.4 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| White | 20 | 20 | 100.0 |
| English Learners | 117 | 106 | 90.6 |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 427 | 409 | 95.8 |
| Students Receiving Migrant Education Services | 27 | 25 | 92.6 |
| Students with Disabilities | 42 | 39 | 92.9 |

## 2022-23 Chronic Absenteeism by Student Group

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

# C. Engagement

## State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

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

## 2022-23 Suspensions and Expulsions by Student Group

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

## 2023-24 School Safety Plan

Student safety is a top priority for all staff at Dinuba High School. In the fall of 2022, DUSD hired a district safety coordinator to help support the implementation of the DHS safe school plan. In addition, our site and district administrative teams meet regularly to foster the collective efficacy of our school sites around student safety and discuss the lingering effects of the COVID-19 pandemic and it's 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 safey 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 somthing, say something, Sandy Hook promise program school wide.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 29 | 13 | 40 | 37 |
| **Mathematics** | 29 | 10 | 34 | 22 |
| **Science** | 30 | 2 | 31 | 12 |
| **Social Science** | 30 | 7 | 32 | 23 |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 27 | 22 | 56 | 16 |
| **Mathematics** | 30 | 10 | 36 | 20 |
| **Science** | 30 | 3 | 25 | 18 |
| **Social Science** | 30 | 6 | 20 | 37 |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 26 | 23 | 63 | 9 |
| **Mathematics** | 27 | 12 | 42 | 13 |
| **Science** | 29 | 4 | 32 | 7 |
| **Social Science** | 29 | 6 | 40 | 14 |

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| **Pupils to Academic Counselor** | 353.17 |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|---|
| **Counselor (Academic, Social/Behavioral or Career Development)** | 6 |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | |
| **Resource Specialist (non-teaching)** | |
| **Other** | 2 |

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $5,881 | $149 | $5,732 | $85,389 |
| **District** | N/A | N/A | $6,120 | $85,389 |
| **Percent Difference - School Site and District** | N/A | N/A | | |
| **State** | N/A | N/A | $7,607 | $87,362 |
| **Percent Difference - School Site and State** | N/A | N/A | | |

## Fiscal Year 2022-23 Types of Services Funded

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

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $54,014 | $54,190 |
| **Mid-Range Teacher Salary** | $78,586 | $85,111 |
| **Highest Teacher Salary** | $105,086 | $104,999 |
| **Average Principal Salary (Elementary)** | $126,210 | $132,492 |
| **Average Principal Salary (Middle)** | $132,521 | $140,987 |
| **Average Principal Salary (High)** | $153,409 | $153,884 |
| **Superintendent Salary** | $215,000 | $255,503 |
| **Percent of Budget for Teacher Salaries** | 27.19% | 32.09% |
| **Percent of Budget for Administrative Salaries** | 4.76% | 5.25% |

## 2022-23 Advanced Placement (AP) Courses

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

| | |
|---|---|
| **Percent of Students in AP Courses** | 15 |

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** | 7 |
| **Fine and Performing Arts** | 0 |
| **Foreign Language** | 2 |
| **Mathematics** | 0 |
| **Science** | 3 |
| **Social Science** | 3 |
| **Total AP Courses Offered**<br>Where there are student course enrollments of at least one student. | 15 |

## 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 Techinical 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 addtion, DHS teachers participated in a school-wide

## Professional Development

professional development on 11/1/22 with a focus on building our instructional capacity around providing instructional choice, opportunites to respond, Angst/anxiety social emotional learning, and PBIS behavior specific praise. On 11/1/23 our teachers engaged in professional development for Kagan strategies.

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

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