

Duarte High School

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.

Mr. Luis Haro, Principal

 Principal, Duarte High School

About Our School

Contact

*Duarte High School
1565 East Central Ave.
Duarte, CA 91010-2505*

*Phone: 626-599-5701
E-mail: lharo@duarteusd.org*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Duarte Unified
Phone Number	(626) 599-5000
Superintendent	Gordon Amerson
E-mail Address	gamerson@duarteusd.org
Web Site	www.duarteusd.org

School Contact Information (School Year 2018—19)	
School Name	Duarte High School
Street	1565 East Central Ave.
City, State, Zip	Duarte, Ca, 91010-2505
Phone Number	626-599-5701
Principal	Mr. Luis Haro, Principal
E-mail Address	lharo@duarteusd.org
Web Site	https://www.duarteusd.org/dhs
County-District-School (CDS) Code	19644691932482

Last updated: 12/13/2018

School Description and Mission Statement (School Year 2018—19)

Vision: The vision of Duarte High School is to provide a learning environment that fosters in students the ability to make informed choices; to develop the ability to respond and adapt to change; to acquire an appreciation for learning as a life-long process and to develop the skills and knowledge necessary to form their own vision for a life in a diverse and changing world.

Mission: We will provide a caring and respectful environment that assures high student achievement in all subject areas.

Duarte High School Personal Accountability Report Card (SPARC) reflects the vision and mission of the school.

Duarte High School graduates will be -
Socially Responsible Citizens who will:

- Demonstrate integrity, respect for others, and conflict resolution skills when working with diverse groups
- Make decisions that promote non-violence, ecological and healthy choices

Problem Solvers who will:

- Work effectively as an individual and/or on a team to complete complex tasks
- Think creatively and apply acquired skills and knowledge to new situations

Analytical Thinkers who will:

- Analyze, synthesize, and evaluate data to develop hypotheses, predict outcomes, and draw conclusions based on evidence
- Develop creative, informed, and objective opinions by contrasting a variety of sources regarding an issue

Reflective Communicators who will:

- Read and listen using critical reasoning and clear logic and reflective lens
- Write and speak using formal language, concise and articulate phrasing and correct grammar

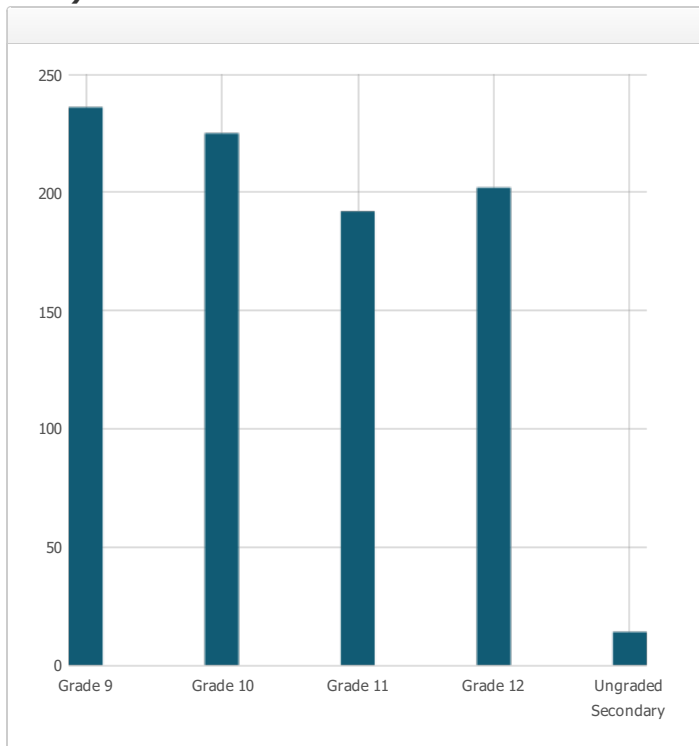
Knowledgeable 21st Century Learners who will:

- Use technology and the internet to acquire, organize, manipulate, interpret, and communicate information
- Adapt, integrate and utilize various emerging technologies in order to compete in the workplace and connect with their passions

Last updated: 12/13/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	236
Grade 10	225
Grade 11	192
Grade 12	202
Ungraded Secondary	14
Total Enrollment	869



Last updated: 12/13/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	2.9 %
American Indian or Alaska Native	0.1 %
Asian	3.0 %
Filipino	4.7 %
Hispanic or Latino	80.3 %
Native Hawaiian or Pacific Islander	%
White	6.1 %
Two or More Races	1.8 %
Other	1.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	77.3 %
English Learners	7.1 %
Students with Disabilities	16.0 %
Foster Youth	0.3 %

A. Conditions of Learning

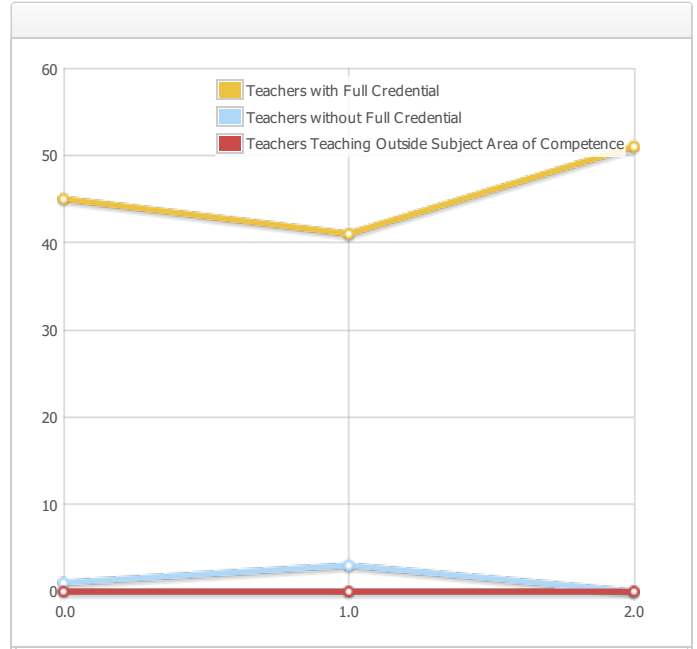
State Priority: Basic

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

Teacher Credentials

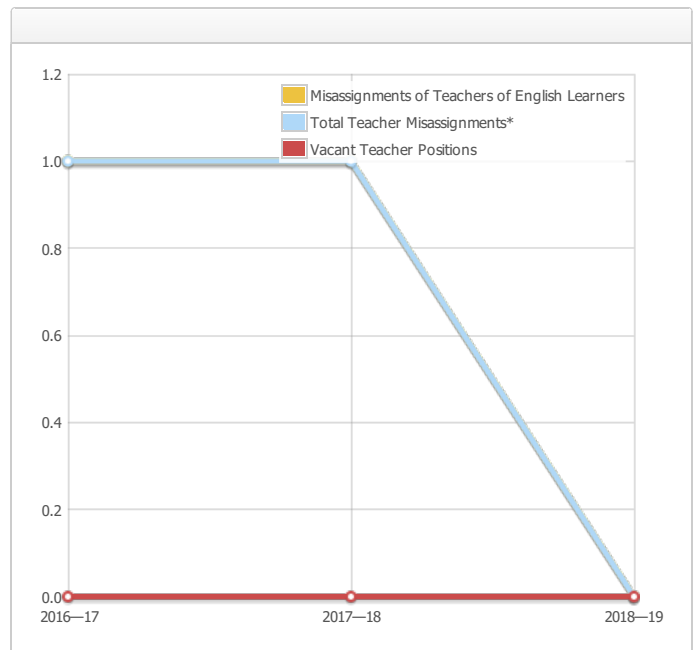
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	45	41	51	190
Without Full Credential	1	3	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/17/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/17/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-12 Language Arts Holt, Rinehart and Winston Holt Literature Language Arts C2003 ELD Grades 9-12, National Geographic Learning/Cengage Learning C2014 (Year adopted-2014; most recent adoption-yes)	No	0.0 %
Mathematics	Grades 9-12 Math BIG Ideas Learning, LLC BIG Ideas Math Integrated 1, 2, & 3 C2017 Addison Wesley/Pearson Pre-Calculus: Graphical, Numerical, Algebraic, 7th Ed. C2007 (Year adopted-2007; most recent adoption-yes).	Yes	0.0 %
Science	Grades 9-12 Science Pearson/Prentice Hall Publisher CA Earth Science C2006 CA Chemistry C2007 CA Biology C2007 Pearson Education Publisher Pearson Physics C2014 Pearson/Benjamin Cummings Publisher Essentials of Anatomy and Physiology C2007 Bio-Rad Publisher Biotechnology: A Laboratory Skills Course, 1st Ed. C2011	No	0.0 %
History-Social Science	Grades 9-12 Social Studies McDougal Littell Modern World History C2006 The Americans C2006 Pearson/Prentice Hall American Government C2006 Economics C2007	No	0.0 %
Foreign Language	Grades 9-12, Cheng & Tsui Integrated Chinese 1, 2 & 3 C2012 Grades 9-12, McDougal Littell En Espanol 1, 2 & 3 C2004 (Year adopted-2004; most recent adoption-yes)	Yes	0.0 %
Health	Grades 9-12 Health Holt, Rinehart and Winston Holt Lifetime Health C2004	Yes	0.0 %
Visual and Performing Arts	The school provides students in grades 9-12 with a variety of visual and performing arts electives; band, choral, drama, art, photography, video production and web design.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

Duarte High School is one of 8 schools in the Duarte Unified School District with traditions dating back to 1956. Duarte High School has a diverse student body and is served by a dedicated staff. Both staff and parents comment on the positive changes that are ongoing in our school.

Duarte High School is located in the City of Duarte in Los Angeles County that has a low crime rate and average poverty level. The immediate area around the school includes: single family dwellings, apartments, commercial buildings, and parks. Present safety hazards include high traffic areas and close proximity to the 210 freeway.

The buildings of Duarte High School have numerous corridors and face the street, quad area, and basketball courts. Much of the campus is comprised of grass, concrete and asphalt and includes basketball and volleyball courts, baseball diamonds, football stadium and a track. Duarte High School is enclosed by a fence with gates, which are kept locked during school hours. There are several wings and/or clusters of classrooms. Other ancillary structures include main office, activities/athletics office, cafeteria, restrooms, library, staff lounge, and Performing Arts Center.

Duarte High School has had extensive modernization and work in recent years. Upgrades and improvements to facilities include: a new stadium, track, a new artificial turf field, new bleachers, an expanded concession facility and restrooms, scoreboard, press box, new lighting for the athletic complex sports field lighting, paving, as well as trees and plants to surround the stadium facility.

A new weight room and wrestling building was added with hoists and anchors to suspend wrestling mats in order to increase facility usage. Donations of new weight equipment assisted the school in enhancing the updated weight room.

The Woodshop facility was remodeled and updated. Improvements include: a new air conditioning system, lockers for student storage, dedicated space for teacher lecture and lab work, improved lighting in all areas, a new sawdust collector, and air hoses.

A Biotech lab was also included to support science. The Biotech lab enables students to clone genes using restrictive enzymes to cut DNA. Specialized equipment for this process include water baths, a gel electrophoresis, nine dedicated lab tables, a mini incubator, a fume hood to allow for sterile work, an thermal cycler, and a gel doc EZ imager. The equipment replicates equipment found at The City of Hope, an industry partner serving the school. The Bio Tech lab helps makes the invisible world visible.

A new Culinary Arts room will be completed by the spring of 2019. In the Culinary Arts room, industry standard equipment allows for students to receive hands on training in food service.

Visual and Performing Arts also received upgrades to their existing structure. Additional video equipment was provided: new Graphic Arts rooms (2), remodeled Band and Chorus rooms and new Drama room.

New CBI & Occupational Therapy facilities were added to support students with disabilities. An island, three storage units, and computer accessories were added.

North and northwest of the cafeteria, shade structures and turf were installed to allow for additional student eating areas during the day.

Surrounding areas of the campus were also improved including new asphalt, slurry and striping. A student Eagle Scout project has replaced sod with drought tolerant foliage in one area of the campus. The district office matched this drought tolerant design by adding foliage in the area.

Finally, a new electrical service and switch gear for the school site was provided from Southern California Edison.

Last updated: 12/13/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: April 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good

Overall Facility Rate

Year and month of the most recent FIT report: April 2018

Overall Rating	Exemplary
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Last updated: 12/17/2018

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	68.0%	70.0%	45.0%	54.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	22.0%	15.0%	34.0%	36.0%	37.0%	38.0%

Note: 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.

Note: 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.

Last updated: 12/13/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	185	180	97.30%	70.39%
Male	89	85	95.51%	57.65%
Female	96	95	98.96%	81.91%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	148	143	96.62%	74.65%
Native Hawaiian or Pacific Islander				
White	12	12	100.00%	58.33%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	158	154	97.47%	68.18%
English Learners	43	41	95.35%	34.15%
Students with Disabilities	23	18	78.26%	22.22%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth				

Note: 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.

Note: 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.

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.

Last updated: 12/13/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	186	177	95.16%	15.25%
Male	90	85	94.44%	--
Female	96	92	95.83%	19.57%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	149	140	93.96%	11.43%
Native Hawaiian or Pacific Islander				
White	12	12	100.00%	25.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	158	152	96.20%	12.50%
English Learners	43	40	93.02%	5.00%
Students with Disabilities	24	19	79.17%	5.26%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth				

Note: 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.

Note: 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.

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.

Last updated: 12/13/2018

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Last updated: 12/13/2018

Career Technical Education (CTE) Programs (School Year 2017–18)

1. Programs and classes offered that are specifically focused on career preparation and/or preparation for work.

Sector: Hospitality & Tourism / Pathway: Food Service & Hospitality / Culinary Entrepreneurship

- Career Exploration (9th grade class/UC Approved)
- Culinary Fundamentals I (Introductory / UC Approved)
- Culinary Fundamentals 2 (Concentrator / UC Approved)
- Business Management Entrepreneurship 1 (Concentrator / UC Approved)
- Advanced Business Entrepreneurship (Concentrator / UC Approved)
- Virtual Enterprise (Capstone / UC Approved)

Sector: Health Science & Medical Technology / Pathway: Patient Care / CNA

- Emergency Medical Responder (Introductory)
- Hospital Occupations (Concentrator)

Sector: Arts/Media/Entertainment / Pathway: Production & Managerial Arts / Film & Video Production

- Video Productions (Concentrator)
- Intermediate Video Productions (Capstone)

Sector: Arts/Media/Entertainment / Pathway: Design/Visual & Media Arts / Digital Photography

- Digital Photography (Concentrator)
- Advanced Digital Photography (Capstone)

Sector: Manufacturing & Product Development / Pathway: Graphic Production Tech. / Graphic Design

- Graphic Design (Introductory / UC Approved)
- Advanced Graphic Design (Concentrator)

Sector: Building Trades & Construction / Pathway: Cabinetry, Millwork & Woodworking / Woodshop

- Woodshop I (Introductory)
- Woodshop II (Capstone)

2. How these programs and classes are integrated with academic courses and how they support academic achievement.

As part of a four year CTE pathway and course sequencing, core curriculum and concepts are taught by the core academic teacher that supports and connects the CTE pathway.

3. How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students.

We address student needs and preparation through a clear four year plan that includes a specific sequence of courses which can result in a certificate program, post-secondary course of study and transition, or employment. Also, with the addition of new state funding directed to CTE, Duarte is investing additional district resources into CTE pathways that enable special student populations to meet the performance level targets.

4. The measurable outcomes of these programs and classes, and how they are evaluated for effectiveness in attaining those outcomes.

Processes used to annually evaluate the effectiveness of the CTE program is the gathering of E1 and E2 data by the director of CTE. Data is analyzed to determine the number of students that fall under concentrators and completers. This information is shared with the board of education, on the high school website and at the CTE Advisory meetings. These courses are also tagged in a field created to identify students in CTE pathways in CALPADS and reported to the CDE through yearly Perkins reporting. Also, phone calls are made to track students after graduation.

5. State the primary representative of the district's CTE advisory committee and the industries represented on the committee.

The primary representative for the districts CTE advisory is Kevin Morris (Duarte Unified Director of CTE) and below are the members and industries that represent the Duarte CTE Advisory Board:

- 1) Sheryl Lefmann (Duarte Chamber President)
- 2) Bob Cruz (So Cal Gas Co. - Public Affairs Manager)
- 3) Liz Reilly (Mayor for City of Duarte)
- 4) Brian Barreto (CAL AM Water - External Affairs Manager)
- 5) Michele Trail (Duarte High School CTE Counselor)
- 6) Eric Boyd (Executive Director of YMCA)
- 7) Keshia Bowen (Business Owner, Simply Divine Salon and Spa)
- 8) Aida Torres (Duarte Public Safety)
- 9) Michelle Yanez (SGVEP Director of Educational Pathways)
- 10) Rocky Cifone (Citrus College Dean of Continuing & Technical Education)
- 11) Polo Munoz (Creating Creators CEO)

Last updated: 1/11/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	326
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	19.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/11/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	95.8%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	36.3%

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

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	21.3%	24.6%	44.0%

Note: 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.

Last updated: 1/11/2019

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Duarte High School benefits from the support of many active parent groups. These include a host of active athletic parent groups, and a Band Booster Club. In addition, the school boasts a School Site Council (SSC), an English Language Advisory Committee (ELAC) and its partner at the district level, the District Language Advisory Committee (DELAC), the District Advisory Committee (DAC), and the Community Education Council (CEC).

Families and stakeholders were engaged through our Competitive Action Plan (CAP) in 2015-2016 to discuss key needs and processes for DUSD. In 2018-2019, Superintendent Gordon Amerson initiated a parent feedback web based application for ideas and insights.

In late May or June of each year, stakeholders gather for the Senior Breakfast, an awards ceremony, which truly demonstrates the enduring power of community bonds. Over seventy scholarships are given to graduates, many by former Falcons wishing to 'pay it forward', from feeder schools proud of what their alumni have become, and from community partners wishing to help educate a workforce, which will return to Duarte and further the cycle.

The Duarte Education Foundation (DEF) is an example of how parents and community members work together to benefit the students of Duarte High School. DEF raises money through a variety of fundraising activities. Funds are granted to teachers and staff to support special projects that benefit the students in Duarte, including, but not limited to, specialized classroom instructional materials, opportunities for students to engage in academic competitions, and hands-on experiences through educational field trips. DEF also generously awards scholarships to selected graduating seniors. Recently, the DEF mounted an Innovation Grant Opportunity for teachers to implement creative projects in their classrooms.

Students, parents, staff, and the community have formed an educational community that supports high achievement. In summary, Duarte High School is a small institution meeting and exceeding the demands and the challenges facing education. The staff works together as a team to ensure continuous improvement and increased learner achievement. Throughout all of the changes, the concepts of family and community remain important touchstones, and the community continues to enjoy a sense of connection between itself and the various parts of the school district.

Duarte High School is also tied to the city and to the wider Duarte community through a network of programs and services that benefit students. The Teen Center, Duarte Library, the City of Hope, and the City of Duarte work closely with the school in creating such programs as the Foothill Cities College Fair, Career Expo, Job Shadow Day, and Senior Presentations. The co/extra-curricular activities programs are tied to all school programs including the achievement of some of our school-wide Student Learning Outcomes.

The Duarte High School Interact Club is sponsored by the Rotary International Duarte chapter. Duarte High School students work closely with the local club to conduct volunteer projects. In addition, the club fund raises for Rotary's third-world projects. Key Club, sponsored by the Kiwanis Club, is also active on campus.

Beginning in February of 2011, the community banded together to create an annual event at Duarte High School, the Martin Luther King, Jr. Remembrance Assembly. Community members come to the school to sing, to speak, and to educate students on the contributions of Martin Luther King, Jr, and other important African-American inspirations. Although the subject matter directly reflects the African-American history, the assembly itself is inclusive and inspirational. The local NAACP has taken part as Dr. Terence Roberts, civil rights pioneer and a member of the "Little Rock Nine", spoke at this event in 2013. What makes this a moving experience is the fact that parents, uncles and aunts, and neighbors are on the stage sharing their talents with the students. It is truly a time for students to reflect on what the previous generation has done for them and the ways in which they can continue the legacy – a prime belief of the community at large.

The City of Duarte's Youth and Family Master Plan is a community vision that is committed to meeting the changing needs of the youth and families in the city. Duarte High School students play an instrumental role. Activities include the Monrovia/Duarte Youth Summit, the Mayor's Youth Council, the Youth Prayer Breakfast, and a Youth Health and Wellness Committee. The Duarte Area Resource Team (DART) is collaborative effort between students and various public safety organizations.

State Priority: Pupil Engagement

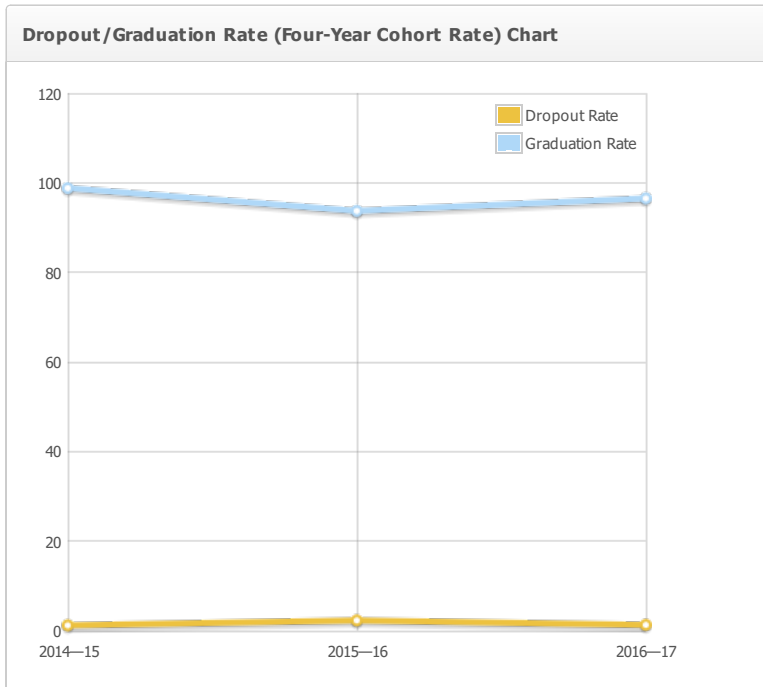
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	1.2%	2.3%	3.1%	6.0%	10.7%	9.7%
Graduation Rate	98.8%	93.7%	96.2%	89.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	1.3%	17.0%	9.1%
Graduation Rate	96.5%	63.7%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/13/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	95.7%	94.4%	88.7%
Black or African American	100.0%	92.9%	82.2%
American Indian or Alaska Native	100.0%	66.7%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	100.0%	100.0%	93.5%
Hispanic or Latino	94.3%	92.1%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	92.0%	94.7%	92.1%
Two or More Races	100.0%	100.0%	91.2%
Socioeconomically Disadvantaged	100.0%	100.0%	88.6%
English Learners	37.5%	51.3%	56.7%
Students with Disabilities	93.9%	91.7%	67.1%
Foster Youth	0.0%	100.0%	74.1%

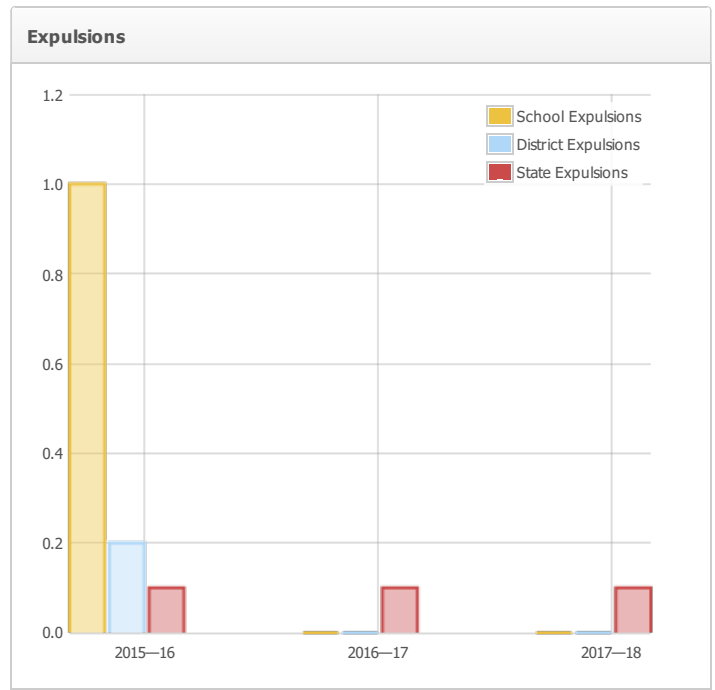
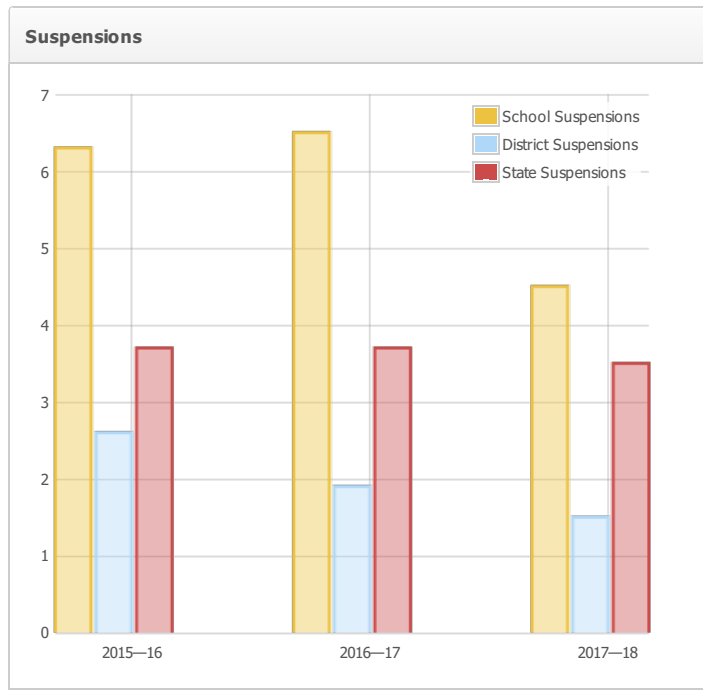
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	6.3%	6.5%	4.5%	2.6%	1.9%	1.5%	3.7%	3.7%	3.5%
Expulsions	1.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/13/2018

School Safety Plan (School Year 2018—19)

This section of the Comprehensive School Safety Plan will describe programs in place at our school, as well as strategies and programs of our School Site Council for continued improvement in providing a safe, orderly, school environment conducive to learning. The School Safety Plan is reviewed, revised and approved by the School Site Council each year.

During the school day, staff members and administrators shall provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns. The school added two part-time Campus Safety personnel to assist in providing a safe and nurturing campus.

The district employs a School Resource Officer through the Sheriff's Department to provide support at break, lunch, and other events. He also, although infrequently, assists on situations that involve drugs and alcohol, violence, truancies, and many other suspension offenses. When a situation arises that need the attention of law enforcement, office personnel is directed by an administrator to contact the Sheriff's Department. On emergencies, 911 is called immediately by staff members.

Staff provides opportunities and additional activities open to students in the areas of clubs, speech contests, participation in various community contests (talent shows, posters and essays), participation in community events and activities, career day, college fairs, and diversity assemblies.

Last updated: 12/13/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 12/13/2018

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0	13	21	11
Mathematics	24.0	6	8	4
Science	28.0	6	7	13
Social Science	29.0	6	4	14

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0	13	16	12
Mathematics	24.0	6	3	6
Science	26.0	9	8	12
Social Science	25.0	10	8	8

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	15	19	6
Mathematics	25.0	9	17	6
Science	26.0	6	14	7
Social Science	24.0	10	7	8

* Number of classes indicates how many classrooms 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.

Last updated: 12/13/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.5	340.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

*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.

Last updated: 12/13/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8638.0	\$1465.0	\$7173.0	\$77700.0
District	N/A	N/A	\$9171.0	\$76063.0
Percent Difference – School Site and District	N/A	N/A	-24.5%	2.1%
State	N/A	N/A	\$6574.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	8.7%	8.5%

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

Last updated: 1/11/2019

Types of Services Funded (Fiscal Year 2017—18)

At Risk Interventions

Duarte High provides after-school tutoring called KIOSK for all students. The school also provides intervention for students not meeting standards in all subjects every period of every day. Teachers use pre-assessments to determine what standards or concepts students need support in during any point in time. A Peer Tutoring Model, supervised by a certificated staff member, is utilized to teach students concepts. Students are then assessed at the end of the week with the post-assessment score replacing or averaging in to the student's grade. Other intervention programs offered at Duarte High include Directed Studies (a credit recovery program).

English Language Learners

Duarte High offers our English language learner (ELL) students assistance through the following programs: Structured English Immersion (SEI), English Language Development (ELD), Bilingual Instructional Aides, and CLAD certified teachers. In addition, the school uses after school KIOSK tutoring to assist students in this subgroup with homework help. Students are provided an EL intervention called EL Seminar to support core academic classes.

GATE

Differentiated instruction is the hallmark of an effective classroom. DUSD teachers, in their never ending quest for excellence, have been trained to meet the unique needs of their students with the use of varied and unique instructional methods. Teachers have gone through specific professional development to sensitize them to the needs of their gifted students in their everyday lesson design and delivery.

Rigorous Curriculum

At the intermediate and secondary levels, gifted and high achieving students participate in honors classes, and a host of advanced placement classes in math, language arts, science, art and social science. Students at the intermediate level are clustered for specially designed classes, and at the high school an open enrollment policy allows for access to all students that desire the opportunity to participate in the most "rigorous and challenging" curriculum available.

Last updated: 12/13/2018

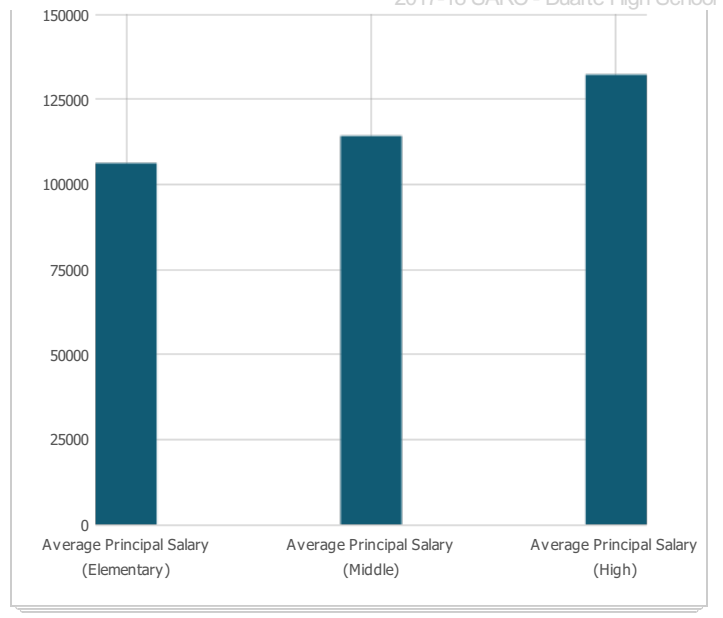
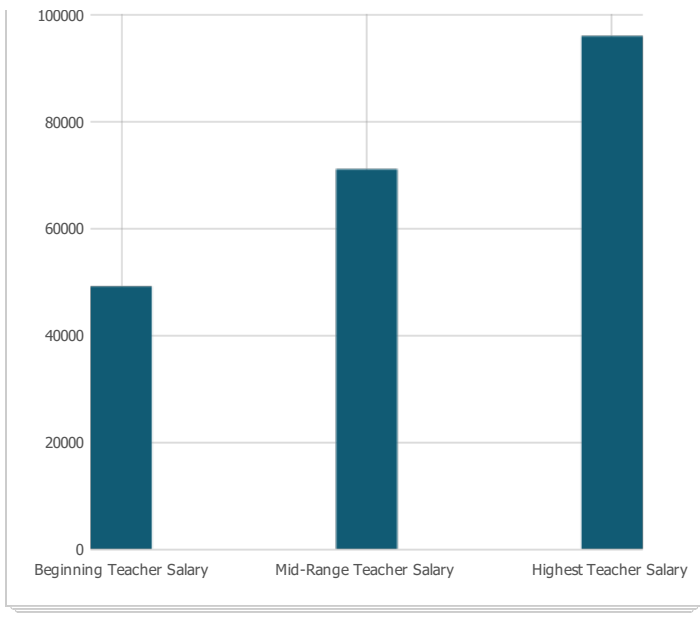
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,107	\$45,681
Mid-Range Teacher Salary	\$71,012	\$70,601
Highest Teacher Salary	\$95,917	\$89,337
Average Principal Salary (Elementary)	\$106,203	\$110,053
Average Principal Salary (Middle)	\$114,216	\$115,224
Average Principal Salary (High)	\$132,224	\$124,876
Superintendent Salary	\$220,548	\$182,466
Percent of Budget for Teacher Salaries	33.0%	33.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/11/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	5	N/A
Science	1	N/A
Social Science	4	N/A
All Courses	15	24.4%

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

*Where there are student course enrollments of at least one student.

Last updated: 12/13/2018

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. The district has dedicated three full days to staff development annually. Topics for staff development included: equipping students with 21st Century Skills, implementation of the Common Core Standards, implementation of Professional Learning Communities, analysis of student data, writing and site specific staff developments such as International Baccalaureate, Spanish Dual Immersion, Project Lead the Way and Artful Learning.

Over the past three years, Duarte Unified has focused professional development in three areas. Our major focus has been on standards alignment including rigor, mathematical practices, problem solving, and curriculum design. Secondary teachers have developed content units of study and assessment through professional development with Rigorous Curriculum Design in all core content areas. From 2015-2018, TK-6 teachers have been participating in staff development for the implementation of newly adopted English Language Arts and math instructional materials. Our second area of focus has been technology. In support of our 1:1 student laptop initiative, teachers have received training in online assessments and data analysis. On-going trainings have been provided in a variety of digital instructional platforms: Google Classroom, web page design, Outlook, Office 365 and AERIES student data system. Our last major area of focus has been on best practices for student engagement. Teachers across the district participated in Advancement Via Individual Determination (AVID), Read 180/System 44, GLAD (Guided Language Acquisition and Design), ELD strategies and Positive Behavioral Interventions and Supports (PBIS).

Last updated: 12/10/2018