

Patterson High School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Patterson High School
Street	200 North 7th Street
City, State, Zip	Patterson, CA 95363-2215
Phone Number	(209) 892-4750
Principal	Dave Smith
Email Address	dasmith@patterson.k12.ca.us
School Website	https://pattersonhigh.patterson.k12.ca.us/
County-District-School (CDS) Code	50712175036256

2021-22 District Contact Information

District Name	Patterson Joint Unified School District
Phone Number	(209) 895-7700
Superintendent	Philip M. Alfano, Ed.D.
Email Address	palfano@patterson.k12.ca.us
District Website Address	www.patterson.k12.ca.us

2021-22 School Overview

Patterson High School Vision —with the cooperation of parents, the community and students-will prepare students to be balanced individuals who have positive self-esteem, succeed academically, and demonstrate a variety of proficiencies.

Due to its location in a historically small town, Patterson High School has a known close relationship with the community. Sporting events, school plays, and projects by the students, such as PREP Project, have involved community members with the school. Service Learning opportunities through Ambassadors, Kids Helping Kids and other venues have been normed within the community and has been an overwhelming success. Students are provided many opportunities to volunteer their time at school and community events which has become intertwined with the school culture. The character values of respect, responsibility, trust, family, and caring are threaded throughout the classroom and campus life. They are being supported and reinforced through programs such as Advisory, Ambassadors, No Excuses, Positive Behaviors Intervention Systems and content curriculum.

Patterson High continues to have a diversified school population of students that has stabilized the last few years. The staff is comprised of 93 certificated staff (3 administrators, 5 counselors, 85 teachers) and 41 support staff (custodians, clerical, secretarial, para educators, classified management, security).

Patterson High School has placed major emphasis on aligning curriculum, instruction, and materials to content and performance standards. Patterson High School has implemented Common Core State Standards into the curriculum and is aligning current science curriculum to the Next Generation Science Standards. This is in addition to continuing to expand and explore Career Technical Education programs for our students such as Logistics, Healthcare, Agricultural Sciences, Mechanics, Horticulture, Computer Science and Engineering. The campus continues to expand and improve its facilities with emphasis the last few years on improving accessibility, beautification and existing facilities. Additionally, construction projects for a new Science wing and Theatre should be finished by the beginning of the 2022-2023 school year.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	500
Grade 10	491
Grade 11	404
Grade 12	393
Total Enrollment	1,788

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	0.3
Asian	2.7
Black or African American	5
Filipino	2.2
Hispanic or Latino	76.2
Native Hawaiian or Pacific Islander	2
Two or More Races	1.1
White	9.8
English Learners	24.8
Foster Youth	0.6
Homeless	0.6
Socioeconomically Disadvantaged	70.1
Students with Disabilities	16.7

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Patterson High is in the process of adopting new science curriculum.

Year and month in which the data were collected

December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync, McGraw-Hill - adopted 2017 EDGE (level A, B, C, Fundamental), National Geographic, 2008 - adopted 2009 AP IM Bedford Advanced Language and Literature, 8th ed., 2008, Bedford/St. Martins - adopted 2008	Yes	0%
Mathematics	CA Integrated Math I, Math II, Math III, 2015, Houghton Mifflin - adopted 2016 Mathematics with Business Applications, 2007, Glencoe - adopted 2010 Pre-Calculus with Limits: A Graphing Approach (2008) The Practice of Statistics (2008) AP Class Finite Math-An Applied Approach (2005) John Wiley & Sons SRA Connecting Math Concepts (2007)	Yes	0%
Science	Basic Earth Science, 2004, Holt -adopted 2007 Basic Biology, 2004, AGS - adopted 2007 Earth Science: Geology, The Environment and the Universe, 2007, Glencoe/McGraw-Hill - adopted 2007 Biology, 2008, Ag Biology, 2007, Glencoe - adopted 2007 Chemistry: Matter & Change, 2007, Glencoe/McGraw-Hill - adopted 2007 Physics: Principles & Problems, 2007, Glencoe/McGraw-Hill - adopted 2007 Conceptual Physics, 2010, Addison-Wesley - adopted 2013 Physics, 2010, Pearson - adopted 2015 Environmental Science for AP, 2015, W.H. Freeman - adopted 2015 Campbell Biology, 10th Edition, Pearson - adopted 2015 Cengage: Essentials of Human Anatomy & Physiology (2017)	Yes	0%
History-Social Science	Impact California Social Studies - McGraw Hill - adopted 2019	Yes	0%
Foreign Language	Asi se dice, 2009, Glencoe/McGraw-Hill - adopted 2011 Abriendo Paso, 2014, Pearson - adopted 2013 Nuevas Vistas, 2006, Houghton Mifflin - adopted 2014 C'est a toi!, 2007, EMC Paradigm Publishers - adopted 2007	Yes	0%
Health	Health, 2005, Glencoe - adopted 2004	No	0%
Visual and Performing Arts	Music! It's Role and Importance In Our Lives, 2006, Glencoe - adopted 2008 Art History, 2005, Prentice Hall - adopted 2006 Art Talk, digital format, McGraw-Hill - adopted 2016	Yes	0%
Science Laboratory Equipment (grades 9-12)		Yes	0%

School Facility Conditions and Planned Improvements

The Patterson High School campus is comprised of a mix of renovated buildings and relocatables. The school was built in 1914 and is in fair condition. With an enrollment of approximately 1,800 students, classroom space is mostly sufficient. Modernization and landscaping projects continue to occur with the most recent being the beginning of construction of a new Science wing and Theatre.

Year and month of the most recent FIT report

11/24/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				604: #3 Bad odor from floor drain
Interior: Interior Surfaces	X			101: #4 broken outlet cover by door Library : #4 Carpet needs replacement due to remodel
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			400 bldg. Boys Restroom: Sink broken needs replacement, new sink on order Gym: #8 boys restroom leaking flush valve #10 missing fire extinguisher Outside Library Girls Restroom: #9 Sink broken needs replacement, new sink on order
Safety: Fire Safety, Hazardous Materials	X			506: #10 Update evacuation map Gym: #8 boys restroom leaking flush valve #10 missing fire extinguisher
Structural: Structural Damage, Roofs	X			201: #13 Fix ceiling patch
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	388	236	60.82	39.18	68.22
Female	197	125	63.45	36.55	65.6
Male	191	111	58.12	41.88	71.17
American Indian or Alaska Native	--	--	--	--	--
Asian	14	9	64.29	35.71	--
Black or African American	25	15	60	40	93.33
Filipino	11	9	81.82	18.18	--
Hispanic or Latino	282	169	59.93	40.07	66.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	35	22	62.86	37.14	59.09
English Learners	78	34	43.59	56.41	14.71
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	260	155	59.62	40.38	65.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	11	20.75	79.25	18.18

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	388	229	59.02	40.98	21.83
Female	197	123	62.44	37.56	17.89
Male	191	106	55.50	44.50	26.42
American Indian or Alaska Native	--	--	--	--	--
Asian	14	9	64.29	35.71	--
Black or African American	25	14	56.00	44.00	28.57
Filipino	11	9	81.82	18.18	--
Hispanic or Latino	282	165	58.51	41.49	21.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	35	21	60.00	40.00	9.52
English Learners	78	32	41.03	58.97	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	260	151	58.08	41.92	21.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	12	22.64	77.36	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	399	198	49.62%	50.38%	34.34%
Female	201	95	47.3%	52.7%	37.9%
Male	197	103	52.3%	47.7%	31.1%
American Indian or Alaska Native	1	0	0.0%	100.0%	0.0%
Asian	14	7	50.0%	50.0%	57.1%

Black or African American	25	10	40.0%	60.0%	50.0%
Filipino	13	6	46.2%	53.8%	83.3%
Hispanic or Latino	286	145	50.7%	49.3%	31.7%
Native Hawaiian or Pacific Islander	10	6	60.0%	40.0%	50.0%
Two or More Races	4	4	100.0%	0.0%	75.0%
White	38	19	50.0%	50.0%	10.5%
English Learners	83	32	38.6%	61.4%	12.5%
Foster Youth	2	1	50.0%	50.0%	0.0%
Homeless	7	2	28.6%	71.4%	50.0%
Socioeconomically Disadvantaged	318	165	51.9%	48.1%	35.2%
Students Receiving Migrant Education Services	18	8	44.4%	55.6%	0.0%
Students with Disabilities	67	23	34.3%	65.7%	21.7%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group					
This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.					
iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	399	270	67.7%	32.3%	23.7%
Female	201	150	74.6%	25.4%	23.3%
Male	197	120	60.9%	39.1%	24.2%
American Indian or Alaska Native	1	0	0.0%	100.0%	0.0%
Asian	14	13	92.9%	7.1%	38.5%
Black or African American	25	21	84.0%	16.0%	28.6%
Filipino	13	10	76.9%	23.1%	60.0%
Hispanic or Latino	286	188	65.7%	34.3%	19.2%
Native Hawaiian or Pacific Islander	10	7	70.0%	30.0%	57.1%
Two or More Races	4	4	100.0%	0.0%	75.0%
White	38	25	65.8%	34.2%	16.0%
English Learners	83	44	53.0%	47.0%	11.4%
Foster Youth	2	1	50.0%	50.0%	0.0%
Homeless	7	2	28.6%	71.4%	0.0%
Socioeconomically Disadvantaged	318	212	66.7%	33.3%	24.1%
Students Receiving Migrant Education Services	18	7	38.9%	61.1%	0.0%
Students with Disabilities	67	41	61.2%	38.8%	7.3%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	29	NT	NT	NT	NT
Female	18	NT	NT	NT	NT
Male	11	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	20	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Patterson High School offers robust Career Technical Education (CTE) programs that are developing in scope and enjoying growing student participation. All CTE programs and courses are open to all students including English Learners and Special Education students were appropriate for their unique needs. These programs include; Auto Mechanics, Agriculture, Ag Mechanics, Ag Welding, Ornamental Horticulture, truck driving and Supply Chain/Logistics, forklift training. Currently all the Agriculture-based CTE pathways are articulated with Modesto Junior College which allows the student to earn credit for their classes at PHS when they enroll at Modesto Junior College upon graduation. In addition, PHS has been actively pursuing A-G approval for the CTE courses resulting in most of them being approved effective with the 21-22 school year. Students in Supply Chain and Logistics program can earn nationally recognized certification as a Logistics Associate and upon completion can go right to work with one of several Distribution Centers located in town, including Amazon, Grainger, Kohl's, CVS, and Restoration Hardware. Those seeking to further their education can enroll in a certificate or Associates Degree program at Modesto Junior College. With exception of Auto Mechanics, all programs are supported by outside grants and measurable outcomes for these programs are monitored by their respective advisory committees and outside grant agencies. PHS is committed to offering viable CTE options for our students that provide them with the skills that are in demand in the workplace. To assure that the skills being taught are relevant to business needs, our Advisory Committee's are made up of representatives from the highest levels of local business, including the representatives from the following: Amazon, Bronco Winery, Gallo Wines, The Greenery Nursery, Westside Transplants, Grainger Industrial Supply, and Bays Farms

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	967
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	76.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	36

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	96.97
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	30.92

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parents at Patterson High School can participate in a number of school organizations tied to their students interests as well as general school governance. The following is a list of the various organizations established for parents at Patterson High School:

- *Athletic Boosters and parent booster clubs,
- *Academic and Agricultural Boosters,
- *English Learners Advisory Council (ELAC),
- *vocational-education advisory groups (business, agriculture, auto technology, music, computer technology, logistics)
- *School Site Council (SSC).
- *Parent University

The school has expanded its offerings for parents to include parental education opportunities in conjunction with Stanislaus County and other school sites such as CAN Nite (College Awareness Nite), Parent Information Nights, and Parent University Experiences. This is in addition to regularly scheduled parent information events and workshops for expanding college awareness, Life of a Tiger Nights, student support services, and financial assistance for post-secondary colleges and trade schools. For information on the different organizations or specific dates and times, please contact the school at 209-892-4750 or check out the school website and Facebook for more details at www.patterson.k12.ca.us/phs.

To assist parents and students with successful transition to college, Patterson High School opened a College and Career Center at the start of the 2014-15 school year which is staffed with a full-time college counselor. This center hosts regular evening hours, College Awareness Nights and individual family counseling and assistance with college and financial aid applications. To make an appointment to work with the college and career counselor, please contact Tenisha Thomas at 209-892-4750.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.7	3.6	3.6	6.2	6.6	6.9	9.0	8.9	9.4
Graduation Rate	96.6	93.2	93.7	89.0	87.2	84.2	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	366	343	93.7
Female	185	178	96.2
Male	181	165	91.2
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	17	15	88.2
Filipino	--	--	--
Hispanic or Latino	292	272	93.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	31	31	100.0
English Learners	82	70	85.4
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	317	296	93.4
Students Receiving Migrant Education Services	14	8	57.1
Students with Disabilities	73	63	86.3

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1838	1801	11	0.6
Female	914	899	7	0.8
Male	923	901	4	0.4
American Indian or Alaska Native	6	5	0	0.0
Asian	50	50	0	0.0
Black or African American	91	91	2	2.2
Filipino	40	39	0	0.0
Hispanic or Latino	1403	1374	8	0.6
Native Hawaiian or Pacific Islander	37	37	0	0.0
Two or More Races	19	19	0	0.0
White	176	172	1	0.6
English Learners	455	442	6	1.4
Foster Youth	16	14	2	14.3
Homeless	21	19	0	0.0
Socioeconomically Disadvantaged	1291	1264	10	0.8
Students Receiving Migrant Education Services	38	34	0	0.0
Students with Disabilities	306	303	7	2.3

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	7.92	0.22	7.00	0.38	3.47	0.20
Expulsions	0.82	0.00	0.29	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.94	5.37	2.45
Expulsions	0.26	0.08	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.22	0.00
Female	0.00	0.00
Male	0.43	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	1.10	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.21	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.44	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.65	0.00

2021-22 School Safety Plan

The Patterson High School Safety Plan identifies strategies and programs necessary to maintain a high level of school safety as well as development of procedures for compliance with existing law. The plan is evaluated annually to ensure proper implementation. The School Safety Plan was last reviewed, updated and discussed with members of school faculty in November 2021 through the school's Safety Committee. The committee is comprised of students, staff and parents and PHS's Safety Committee is responsible for reviewing issues involving safety on campus, including the Safety Plan. The plan covers key areas such as lock down's, fire drills and goals for the committee to name a few of the many areas contained within the plan. To ensure that the campus is as safe as possible, Patterson High School currently employs four campus supervisors and the District provides a Security Officer and a School Resource Officer.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	15	33	18
Mathematics	25	16	40	6
Science	28	5	25	4
Social Science	29	5	25	16

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	19	25	25
Mathematics	25	19	37	7
Science	25	13	18	4
Social Science	30	6	20	18

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	14	134		
Mathematics	13	123	3	
Science	14	66		
Social Science	15	92		

2020-21 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	364.9

2020-21 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)	4.9
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	2.1

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	9007	1579	7428	69845
District	N/A	N/A	7336	\$76,569
Percent Difference - School Site and District	N/A	N/A	1.2	-9.2
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-12.8	-14.8

2020-21 Types of Services Funded

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

Gifted and Talented Education (GATE) program, grades 9-12
 Advancement Via Individual Determination (AVID), Grades 9-12
 Upward Bound, grades 9-12
 After School Site-based Tutoring, grades 9-12
 Before School Tutoring, grades 9-12
 Advanced Placement (AP) program, grades 10-12
 English Learner programs, including English Language Development (ELD), grades 9-12
 Migrant services, 9-12
 Student Assistant Support Services (SAP), grades 9-12
 Special Education Services, grades 9-12
 Career Technical Education, including Logistics, Auto Mechanics, Ag Mechanics, Agricultural Sciences, Ornamental Horticulture, Healthcare, Computer Science, Forklift Certification and Truck Driving.

At a minimum, ten percent (10%) of Title I funds are spent on supplemental services. These services are provided to students and generally include the offerings of tutoring and/or computer assisted instruction before and after school.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,445	\$51,029
Mid-Range Teacher Salary	\$78,064	\$78,583
Highest Teacher Salary	\$109,307	\$99,506
Average Principal Salary (Elementary)	\$131,948	\$124,576
Average Principal Salary (Middle)	\$137,323	\$131,395
Average Principal Salary (High)	\$148,769	\$144,697
Superintendent Salary	\$232,861	\$240,194
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	6%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	16.9
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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	2
English	6
Fine and Performing Arts	1
Foreign Language	8
Mathematics	6
Science	4
Social Science	12
Total AP Courses Offered	39

Professional Development

Professional development activities are delivered through after school workshops, professional development days, early release days, conference attendance, and individual mentoring. In addition, demonstration lessons and peer observations are held throughout the year.

The focus of professional development activities is determined by reviewing student academic progress, district initiatives and site needs. Major focus areas in 2019-2020 included mathematics, science and technology. Other focus areas include writing, technology, data analysis, and AVID strategies.

To assist all staff members with implementing new skills, 6 teachers on special assignment are identified in the areas of elementary education, secondary education, technology, English language development, and new teacher support. 21-22 saw the reemergence of district lead teachers. Site administrators also provide staff development through classroom walks, targeted site-specific topics, and assistance for individual teachers.

In addition, staff members also attend off-site professional growth activities to strengthen their skills in the content areas through county, regional and Statewide training.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Patterson Joint Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Patterson Joint Unified School District
Phone Number	(209) 895-7700
Superintendent	Philip M. Alfano, Ed.D.
Email Address	palfano@patterson.k12.ca.us
District Website Address	www.patterson.k12.ca.us

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3225	285	8.84	91.16	60.70
Female	1612	145	9.00	91.00	61.38
Male	1613	140	8.68	91.32	60.00
American Indian or Alaska Native	21	3	--	85.71	--
Asian	82	9	10.98	89.02	--
Black or African American	170	19	11.18	88.82	73.68
Filipino	50	9	18.00	82.00	--
Hispanic or Latino	2428	203	8.36	91.64	58.13
Native Hawaiian or Pacific Islander	64	8	12.50	87.50	--
Two or More Races	110	5	4.55	95.45	--
White	300	29	9.67	90.33	62.07
English Learners	1087	47	4.32	95.68	10.64
Foster Youth	13	1	7.69	92.31	--
Homeless	74	2	2.70	97.30	--
Military	12	2	16.67	83.33	--
Socioeconomically Disadvantaged	2380	197	8.28	91.72	56.35
Students Receiving Migrant Education Services	116	3	2.59	97.41	--
Students with Disabilities	572	18	3.15	96.85	11.11

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3225	276	8.56	91.44	18.84
Female	1612	141	8.75	91.25	16.31
Male	1613	135	8.37	91.63	21.48
American Indian or Alaska Native	21	3	--	85.71	--
Asian	82	9	10.98	89.02	--
Black or African American	170	18	10.59	89.41	22.22
Filipino	50	9	18.00	82.00	--
Hispanic or Latino	2428	197	8.11	91.89	17.77
Native Hawaiian or Pacific Islander	64	7	10.94	89.06	--
Two or More Races	110	4	3.64	96.36	--
White	300	29	9.67		13.79
English Learners	1087	45	4.14	95.86	0.00
Foster Youth	13	1	7.69	92.31	--
Homeless	74	2	2.70	97.30	--
Military	12	1	8.33	91.67	--
Socioeconomically Disadvantaged	2380	192	8.07	91.93	17.71
Students Receiving Migrant Education Services	116	3	2.59	97.41	--
Students with Disabilities	572	19	3.32	96.68	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

