

# Del Puerto 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/](http://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/](http://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/](http://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/](http://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

<b>School Name</b>	Del Puerto High School
<b>Street</b>	640 M St.
<b>City, State, Zip</b>	Patterson, CA 95363
<b>Phone Number</b>	(209) 892-4720
<b>Principal</b>	Jose Sanchez
<b>Email Address</b>	<a href="mailto:jsanchez@patterson.k12.ca.us">jsanchez@patterson.k12.ca.us</a>
<b>School Website</b>	<a href="https://delpuerto.patterson.k12.ca.us/">https://delpuerto.patterson.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	50712175030127

## 2021-22 District Contact Information

<b>District Name</b>	Patterson Joint Unified School District (PJUSD)
<b>Phone Number</b>	(209) 895-7700
<b>Superintendent</b>	Philip M. Alfano, Ed.D.
<b>Email Address</b>	<a href="mailto:palfano@patterson.k12.ca.us">palfano@patterson.k12.ca.us</a>
<b>District Website Address</b>	<a href="http://www.patterson.k12.ca.us">www.patterson.k12.ca.us</a>

## 2021-22 School Overview

Del Puerto High School is the alternative school for the Patterson Unified School District. It serves students 16 years of age and older who have not been successful in a "traditional" high school setting. At Del Puerto High School, every student matters. We believe that each student is unique and each student can succeed. Through a process of discussion, testing, and other activities, DPHS is able to individualize the learning process and develop an "Individualized Learning Plan" for each student. We test and re-evaluate continuously to insure student understanding and achievement. Del Puerto High School annually reviews the Expected Schoolwide Learning Results (ESLRs) and identifies ways to incorporate them into the school culture and environment. Each year discussions are held on what ESLRs mean, and how can we increase awareness of them amongst our students, parents, and stakeholders. In previous years, the ESLRs were included in the group parent orientation sessions which were held prior to the start of the school year. The group orientation sessions were created to improve efficiency of our enrollment process at the start of the school year and was used not only to complete the enrollment process, but also to provide parents with information on expectations at Del Puerto High School, ways to participate in their child's educational experiences and the ESLRs.

## 2021-22 School Overview

Del Puerto High School's ESLR's are:

Read and Communicate Effectively

Make positive growth in the areas of reading, listening, speaking and writing Comprehend and apply information

Demonstrate competency in the use of a variety of technological devices

Set Realistic Goals

Identify and construct academic career goals

Work Cooperatively

Contribute and function in various group roles (classroom, school wide, community wide) Exhibit socially acceptable behavior

Participate in the Community

Contribute time, energy, and talents to improve the quality of life for themselves, the school and the community

District Vision Statement

Ensure excellence in education and cultivate healthy, contributing citizens!

- Board of Education Commitments life-long learning
- a safe learning environment
- developing responsible and accountable students communication
- healthy behaviors
- motivating students to maximize their potential

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	23
Grade 12	66
<b>Total Enrollment</b>	<b>90</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	22.2
Male	77.8
American Indian or Alaska Native	1.1
Black or African American	4.4
Hispanic or Latino	81.1
Native Hawaiian or Pacific Islander	1.1
White	11.1
English Learners	33.3
Foster Youth	1.1
Socioeconomically Disadvantaged	81.1
Students with Disabilities	13.3

## 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

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (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

Year and month in which the data were collected		September 2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Study Sync; McGraw Hill 2017	Yes	0
<b>Mathematics</b>	Houghton Mifflin Harcourt - adopted 2016	Yes	0
<b>Science</b>	Holt: Basic Earth Science, 2007 Pearson: Campbell Biology, 10th Edition (2015) Chemistry, 2007, Glencoe - adopted 2007 Pearson: Physics, 4th Edition (2015)	Yes	0
<b>History-Social Science</b>	McGraw Hill Impact CA, 2019	Yes	0
<b>Foreign Language</b>	Edgenuity		0
<b>Health</b>	Edgenuity		0
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

Del Puerto Continuation High School was started in 1991 as a one-room school and has since grown into a school with seven classroom buildings to serve approximately 120 students. We have adequate space for teaching, including a full computer lab, cafeteria and parking lot for students and staff. During the 2012-13 school year, the campus underwent a major remodel, with all but two buildings being moved and either remodeled or replaced, layout of campus restructured to provide better access and increased visuals of student activities on campus and the addition of a full court basketball court and a student/staff parking lot. The final stages of the remodel were completed, including the addition of a marquee at the new point of entrance to the school on Ward Street, landscaping around the parking lot and the addition of cameras to increase security on the campus.

District Maintenance and Repairs: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

Modernization Projects  
During the 2013-14 school year, local bond funds, Measure V, and state matching funds will be used in these prioritized projects: renovated three existing classrooms, replaced four existing classrooms, added a new parking lot, demolished two existing classrooms, and relocated the existing administrative offices.

Year and month of the most recent FIT report	10/11/2001
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## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			:
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Classroom 2: Drinking Fountain Leaks Classroom 3: Drinking Fountain not work properly
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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	39	32	82.05	17.95	9.38
Female	11	10	90.91	9.09	--
Male	28	22	78.57	21.43	13.64
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	27	22	81.48	18.52	4.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	11	10	90.91	9.09	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	28	84.85	15.15	7.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## 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	39	27	69.23	30.77	0.00
Female	11	7	63.64	36.36	--
Male	28	20	71.43	28.57	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	27	18	66.67	33.33	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	11	9	81.82	18.18	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	24	72.73	27.27	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## 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	42	27	64.29%	35.71%	7.41%
Female	11	9	81.8%	18.2%	11.1%
Male	31	18	58.1%	41.9%	5.6%
American Indian or Alaska Native	2	1	50.0%	50.0%	0.0%
Asian	0	0	0.0%	100.0%	0.0%

<b>Black or African American</b>	3	3	100.0%	0.0%	0.0%
<b>Filipino</b>	0	0	0.0%	100.0%	0.0%
<b>Hispanic or Latino</b>	30	20	66.7%	33.3%	10.0%
<b>Native Hawaiian or Pacific Islander</b>	1	1	100.0%	0.0%	0.0%
<b>Two or More Races</b>	0	0	0.0%	100.0%	0.0%
<b>White</b>	6	2	33.3%	66.7%	0.0%
<b>English Learners</b>	12	9	75.0%	25.0%	0.0%
<b>Foster Youth</b>	0	0	0.0%	0.0%	0.0%
<b>Homeless</b>	1	0	0.0%	100.0%	0.0%
<b>Socioeconomically Disadvantaged</b>	39	27	69.2%	30.8%	7.4%
<b>Students Receiving Migrant Education Services</b>	1	1	100.0%	0.0%	0.0%
<b>Students with Disabilities</b>	5	5	100.0%	0.0%	0.0%

\*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.

<b>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	42	26	61.9%	38.1%	0.0%
<b>Female</b>	11	10	90.9%	9.1%	0.0%
<b>Male</b>	31	16	51.6%	48.4%	0.0%
<b>American Indian or Alaska Native</b>	2	1	50.0%	50.0%	0.0%
<b>Asian</b>	0	0	0.0%	100.0%	0.0%
<b>Black or African American</b>	3	3	100.0%	0.0%	0.0%
<b>Filipino</b>	0	0	0.0%	100.0%	0.0%
<b>Hispanic or Latino</b>	30	19	63.3%	36.7%	0.0%
<b>Native Hawaiian or Pacific Islander</b>	1	1	100.0%	0.0%	0.0%
<b>Two or More Races</b>	0	0	0.0%	100.0%	0.0%
<b>White</b>	6	2	33.3%	66.7%	0.0%
<b>English Learners</b>	12	8	66.7%	33.3%	0.0%
<b>Foster Youth</b>	0	0	0.0%	100.0%	0.0%
<b>Homeless</b>	1	0	0.0%	100.0%	0.0%
<b>Socioeconomically Disadvantaged</b>	39	26	66.7%	33.3%	0.0%
<b>Students Receiving Migrant Education Services</b>	1	1	100.0%	0.0%	0.0%
<b>Students with Disabilities</b>	5	5	100.0%	0.0%	0.0%

\*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
<b>Science</b> (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
<b>All Students</b>	18	NT	NT	NT	NT
<b>Female</b>	--	NT	NT	NT	NT
<b>Male</b>	11	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	14	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	16	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

The students at Del Puerto have multiple opportunities to participate in Career Technical Education. We can provide students with an opportunity for concurrent enrollment to Patterson High School for their CTE Programs which include Truck Driving, Forklift Training and supply logistics. At Del Puerto HS, we offer Plant Nursery Management during 6th period. These students have the opportunity to work in a greenhouse and have a hands on experience of how to run an efficient greenhouse. This seems to have been the most successful program for our students as we currently have 8 students enrolled as of December 2021.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	27
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

## 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	0
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## 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

Community and parental support are critical factors that influence the success or failure of any school. Without this support, schools cannot be expected to produce the results desired for students. The School Site Council (SSC) and English Learner Advisory Council (ELAC) are two such committees that are comprised of elected parents and students that provide additional opportunities for involvement. School Site Council meetings are held monthly, English Learner Advisory Council meetings are held quarterly and all meetings are open to the public. Another way in which parents and the community can become involved with the school is through Del Puerto PREP (Patterson Required Exit Program) student projects as mentors, volunteers, committee members, and the exit interview process. For details on how to volunteer (fully vaccinated) your time, please call or email our office at (209) 892-4720 or [mhuerta@patterson.k12.ca.us](mailto:mhuerta@patterson.k12.ca.us) and speak with either the PREP coordinator, Mr. Jones, or the Assistant Principal, Marcos Huerta.

## 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	20.7	16.2	20.5	6.2	6.6	6.9	9.0	8.9	9.4
Graduation Rate	62.1	67.6	47.7	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	88	42	47.7
Female	29	17	58.6
Male	59	25	42.4
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00

<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	74	34	45.9
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	--	--	--
<b>English Learners</b>	36	17	47.2
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	84	40	47.6
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	13	7	53.8

### 2020-21 Chronic Absenteeism by Student Group

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	139	135	126	93.3
<b>Female</b>	46	44	42	95.5
<b>Male</b>	93	91	84	92.3
<b>American Indian or Alaska Native</b>	2	2	2	100.0
<b>Asian</b>	0	0	0	0.0
<b>Black or African American</b>	5	5	5	100.0
<b>Filipino</b>	1	1	1	100.0
<b>Hispanic or Latino</b>	111	107	101	94.4
<b>Native Hawaiian or Pacific Islander</b>	1	1	1	100.0
<b>Two or More Races</b>	0	0	0	0.0
<b>White</b>	18	18	15	83.3
<b>English Learners</b>	49	46	44	95.7
<b>Foster Youth</b>	1	1	1	100.0
<b>Homeless</b>	0	0	0	0.0
<b>Socioeconomically Disadvantaged</b>	116	112	104	92.9
<b>Students Receiving Migrant Education Services</b>	2	2	2	100.0
<b>Students with Disabilities</b>	17	16	16	100.0

## 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
<b>Suspensions</b>	3.47	0.00	7.00	0.38	3.47	0.20
<b>Expulsions</b>	0.00	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
<b>Suspensions</b>	10.39	5.37	2.45
<b>Expulsions</b>	0.00	0.08	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

The Del Puerto High School Safety Plan is a work in progress and as such a committee of students, staff, parents and community reviews it regularly throughout the year and make changes as needed. Their time and patience in creating this plan is greatly appreciated.

The Safety Plan contains a compilation of information related to school safety at Del Puerto High School. This information includes procedures, plans, guidelines, and policies pertaining to safety concerns that may arise at any given time. The plan also identifies specific safety procedures, disaster routines, policies related to harassment, child abuse reporting, and much more. The Safety Plan was updated, discussed, and approved on December 8, 2021. For more information of the Del Puerto High School Safety Plan, please contact the school's administrative office at 209-892-4720. A copy is available for review at the school or school district office.

## 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	13	7		
Mathematics	12	5		
Science	14	2		
Social Science	13	6		

## 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	18	6	1	
Mathematics	18	5	1	
Science	23	1	1	
Social Science	20	5	1	

## 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	9	12		
Mathematics	8	14		
Science	9	4		
Social Science	8	12		

## 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	

## 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)	0
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

## 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	10300	1481	8819	75334
District	N/A	N/A	7336	\$76,569
Percent Difference - School Site and District	N/A	N/A	18.4	-1.6
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	4.3	-7.3

## 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:

English Learner programs, including English Language Development (ELD)

Ten percent of Title I funds are spent on supplemental services. These are given to students who qualify at Program Improvement schools. Services are provided in the home to those parents who agree and have generally included the offerings of tutoring and/or computer assisted instruction.

## 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/cs/>.

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

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b>	<b>0</b>

## 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. A districtwide professional development day will be held on November 1, 2017.

The focus of professional development activities is determined by reviewing student academic progress, district initiatives and site needs. Major focus areas in 2015-16 included mathematics, science and technology. Other focus areas include writing, technology, data analysis, and Reading 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. District lead teachers (8 at the elementary level and 12 at the secondary level) provide assistance across the district in specific grade levels and in the content areas of science, English, math, history, electives, and special education. 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		2	3

# Patterson Joint Unified School District (PJUSD) 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

<b>District Name</b>	Patterson Joint Unified School District (PJUSD)
<b>Phone Number</b>	(209) 895-7700
<b>Superintendent</b>	Philip M. Alfano, Ed.D.
<b>Email Address</b>	palfano@patterson.k12.ca.us
<b>District Website Address</b>	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
<b>All Students</b>	3225	285	8.84	91.16	60.70
<b>Female</b>	1612	145	9.00	91.00	61.38
<b>Male</b>	1613	140	8.68	91.32	60.00
<b>American Indian or Alaska Native</b>	21	3	--	85.71	--
<b>Asian</b>	82	9	10.98	89.02	--
<b>Black or African American</b>	170	19	11.18	88.82	73.68
<b>Filipino</b>	50	9	18.00	82.00	--
<b>Hispanic or Latino</b>	2428	203	8.36	91.64	58.13
<b>Native Hawaiian or Pacific Islander</b>	64	8	12.50	87.50	--
<b>Two or More Races</b>	110	5	4.55	95.45	--
<b>White</b>	300	29	9.67	90.33	62.07
<b>English Learners</b>	1087	47	4.32	95.68	10.64
<b>Foster Youth</b>	13	1	7.69	92.31	--
<b>Homeless</b>	74	2	2.70	97.30	--
<b>Military</b>	12	2	16.67	83.33	--
<b>Socioeconomically Disadvantaged</b>	2380	197	8.28	91.72	56.35
<b>Students Receiving Migrant Education Services</b>	116	3	2.59	97.41	--
<b>Students with Disabilities</b>	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.

